

BCBU Evaluation 2012

We received 22 answers from 7 universities
representing the following staff categories:

other administration
programme coordination
teaching staff



Added Value

Half of the positive answers regarding added value of BCBU co-operation were giving practical value examples (e.g. development/creation/translation into English of new courses; started using "Optima" system in learning process; development of own Master program (in Social Work); creation of joint/double international master's degree; increased level of English of teachers staff; introduced e-modules and video modules in own master program). Meanwhile another half of positive answers pointed out more theoretical value, such as: collaboration opportunities; sharing knowledge, attitudes, experience towards teaching methods/course content; increased possibilities for exchange periods...



Suggested actions

Actions to be taken at the university level/ at the programme level within next two years in connection with the BCBU-collaboration (strategic aims):

Action 1:

- development/introduction of English courses;
- full membership of current partners;
- development of cooperation/collaboration (in joint courses, publications, at Master's level).



Action 2:

- launch new master degree programs (e.g. in Social Work, Intercultural Communications, foreign regional studies;
- increase students' mobility especially at the master level.

Action 3:

- teachers' mobility;
- search for financial resources.



Proposals for development:

- To introduce new master degree programmes (e.g. Intercultural communications, Indigenous studies);
- New financial resources;
- English courses for the teachers;
- more information on BCBU network (improvement of web pages and marketing)
- to increase the spectrum of Master programmes/new master programmes in the new fields;

Proposals for development:

- develop distant learning courses/mechanisms;
- provide job opportunities for the potential graduates: attract the interest of international companies investing in the Barents region to the programme – to provide e.g. summer trainee, practical training and diploma work subjects to the students or targets for field trips; active recruitment of students: exhibitions and fairs e.g.;
- more intense jointly organized summer and winter schools;
- joint research/research programme;
- unification of the study plans;
- courses for teachers/ efficient teacher exchange within BCBU master programmes.

Quality assurance

Procedures and processes to maintain and develop the quality of the BCBU Master's Degree Programmes:

- Analysis of students'/teachers'/coordinators'/partners' feedback;
- joint master thesis;
- distant learning/web conferences/e-learning modules;
- regular meetings of lecturers/working groups.

Connection between the jointly organized programmes and other degree programmes offered by the University:

- Partly shared courses;
- some same courses;
- similar content.

Cooperation between Finnish partners in BCBU network was mainly considered to be "very good", meanwhile between Russian and Finnish partners as "good" and among Russian partners as "not very good/poor".



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Sources of information about the BCBU-cooperation and programmes:

- Respective university's/BCBU/UArctic web pages;
- meetings;
- internal informing (e.g. co-ordinators, Head of International Department at the University);
- e-mail.

$\frac{3}{4}$ of answers consider that there is enough relevant information available of BCBU network and Masters' Degree Programmes, whereas $\frac{1}{4}$ - that there is not.



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STRENGTHS of the programme/-s that respective university represent:

- Attraction of students from all over the world;
- high professional experience and competence of the staff;
- good networking/cooperation between students/teachers/institutions;
- relevant international curriculum (e.g. master's degree programme in Health and Wellbeing in the Circumpolar Area).

WEAKNESSES:

- Deficient marketing;
- very few students from Barents region;
- weak English skills of teachers and students in Russia;
- weak coordination between Russian universities/Russian universities do not participate enough in the implementation of the programme and the joint courses;
- limited funding possibilities for mobility.



OPPORTUNITIES:

- To recruit motivated postgraduates;
- to start real cooperation with Russian universities as part of BCBU activities/ develop networking with partners outside BCBU/ active cooperation with other universities in circumpolar area (or even further collaboration with universities at the southern part of the world).
- development/establishment of the new (joint) master programs.

THREATS:

- Lack of sufficient financing of students' academic mobility in some Russian universities;
- no students from universities of the BCBU network/graduates will not stay in Barents region/ students are not any more interested in the programmes;
- partners' unwillingness to collaborate/administrative and financial frameworks not supportive of realizing joint programmes between Finnish and Russian partner institutions



Mobility between partners

Around 1/3 of the answers show that mobility between BCBU partner universities is low (with the possibility to increase it in the near future) or consider that mobility didn't increase. The rest who found increased mobility emphasize students' participation in winter/summer schools.

Study periods spent at partner institutions are either not recognized in the majority of cases or only practical studies are recognized, thus theoretical courses are quite problematic to accept at the Russian education institutions.



Mobility between partners

