



***SIMILARITIES
AND DIFFERENCES
BETWEEN SURVEYOR'S EDUCATION
IN KIEV AND BELGRADE
AT UNIVERSITY LEVEL***

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Universities for comparison

National university of Construction and
Architecture (KNUCA) – Department of
surveying and cadastre (Ukraine)

and

University of Belgrade (UB) - Faculty of
Civil Engineering - Department of geodesy
and geoinformatics (Serbia)



Subjects for comparison

Ukraine's

BSc program –

“Geodesy, cartography and surveying”

MSc program – “Surveying and Cadastre”

Serbian's

BSc program “Geodesy”

MSc program – “Land Management”



Main goals for comparison

- ⇒ investigate and appreciate the possibilities for mutual recognition of studies and facilitate student's and teacher's mobility
- ⇒ define the minimum of common program content that is enough for diploma recognition or mobility requirements for the new student's generation



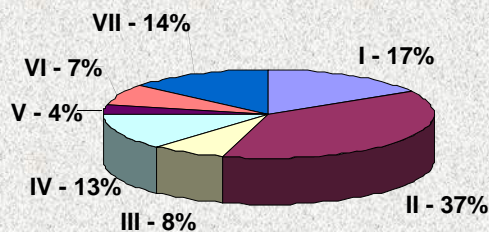
Procedure of comparison

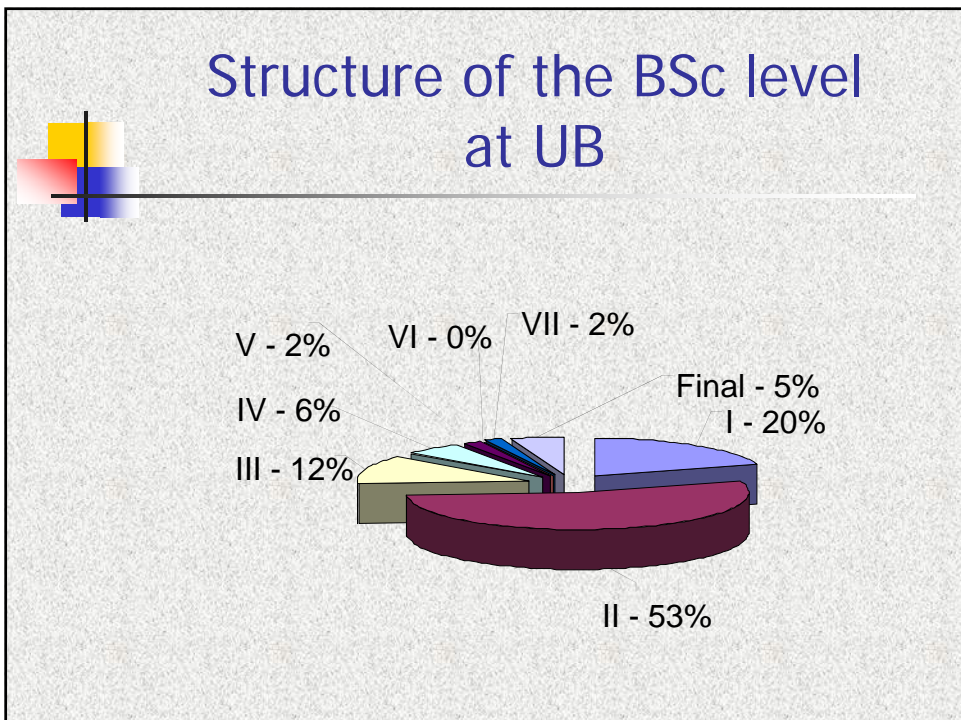
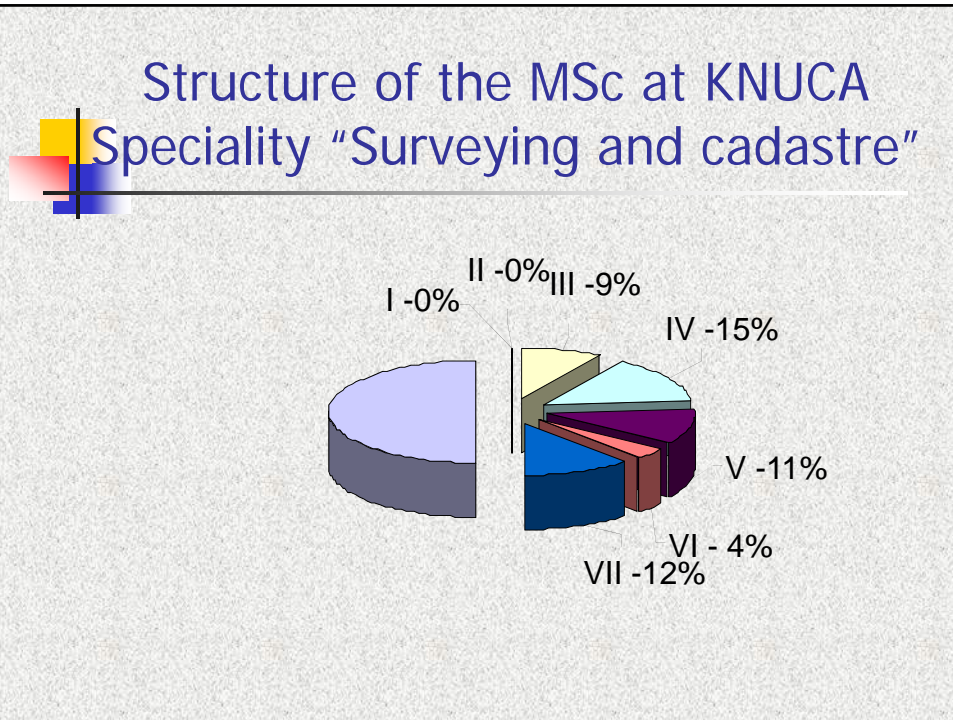
Programmes were divided into seven general groups:

<i>I. Fundamental courses (mathematics, physics, descriptive geometry, electronics...)</i>	<i>V. Legal courses</i>
<i>II. Surveying courses (all subjects related to measurements, equipment, processing and mapping)</i>	<i>VI. Economic courses</i>
<i>III. GeoInformation technology courses (GIS, Databases, Informatics, Programming...)</i>	<i>VII. Others (general background courses)</i>
<i>IV. Land Management courses (Cadastral, Spatial Planning, Land Consolidation...)</i>	<i>Practice</i>

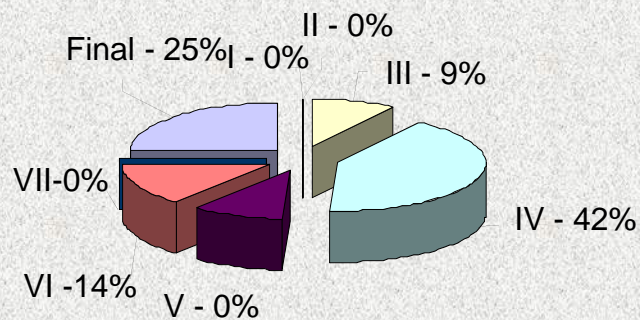


Structure of the BSc level at KNUCA





Structure of the MSc level at UB "Land Management"



Comparison BSc and MSc levels

Block	Description	Ukraine			Serbia		
		BSc	MSc	Total	BSc	MSc	Total
I	Fundamental courses	35,25	0	35,25	36	0,00	36
II	Surveying courses	79	0	79	97	0,00	97
III	GeoInformation technology courses	15,75	5,25	21	22	11,00	33
IV	Land Management	27,25	8,75	36	10	50,00	60
V	Legal courses	7,5	6,75	14,25	3	12,00	15
VI	Economic courses	15,25	2,25	17,5	0	17,00	17
VII	General background courses	30	7	37	3	0,00	3
	Final Work (diploma work, examinations)	35	30	65	9	30,00	39
Total number ECTS:		245	60	305	180	120,00	300



DIFFERENCES BSc

In addition to differences in structure of modules

Regarding the BSc

The programs duration are unequal

Ukraine's program lasts 4 years and takes 245 ECTS

Serbian's program lasts 3 years and takes 180 ECTS

There is essential difference in final works

State exam in Ukraine

Final synthetic work in Serbia;



DIFFERENCES AND SIMILARITIES MSc

In addition to differences in structure of modules

Regarding the MSc program

The programs duration are unequal

Ukraine's program lasts 1 year and takes 60 ECTS

Serbian's program lasts 2 years and takes 120 ECTS

Final work is the same

Thesis takes 30 ECTS




Total knowledge (BSc & MSc)

It is interesting to compare total amount of knowledge that is taken *after university education overall*

The total durations and ECTS are *nearly equal* (not counting the difference in 5 ECTS)

Two total programs are *nearly equal in Fundamental subjects, Legal and Economic courses*, differences consist in proportions of disciplines in BSc and MSc programs

There are *difference in Surveying, Land Management and Geoinformation groups* in favour to Serbian's side.



Changes to Higher Education Law

One significant difference could be pointed out

Very large block of general, humanitarian disciplines on Ukraine's BSc level curricula

In 2010 the changes to Higher Education Law were accepted

Block of general, humanitarian disciplines was decreased from 36 ESTC to 16,5 ESTC in favour of professional disciplines

CONCLUSIONS

Analysing two education levels some interesting questions have been opened and request an answers

Are these two programmes obtain similar profiles of the future professions?

What are the basic aims of BSc and MSc programmes in both countries?

Are these differences results of the market profession needs or teaching staffs made seriously imposed on curricula contents?

In spite of all the differences when we see BSc and MSc programme together in both countries, they are more similar and in final produce similar skills and knowledge

CONCLUSIONS

The main conclusions

The efforts on making the education process in accordance to the Bologna rules and to the future market needs should be continued

Both countries agree, the overarching framework of qualifications made on European level should be the basement for the future activities

