

PEER REVIEW (desk) REPORT

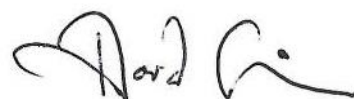
An Evaluation of the Alignment of Academic Programmes and their Quality Assurance at

Uzhhorod National University

Department of Journalism



March, 2020



David Quin
Chair Destin Panel 1

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1. Introduction

(A brief statement about the DESTIN project; its goals, activities and outputs. This will be a standard statement for all reports.)

<http://www.destin-project.info/en/#goals-and-objectives>

Project number: 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP

Erasmus+ KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education

A1. Curriculum Reform

Curriculum Reform: to reform, start to deliver and evaluate new/revised curriculum for 9 BA and 11 MA Journalism programmes (2 degrees in each of the 10 Ukrainian partner universities), and the institutional quality assurance for academic programmes, so that all new/revised programmes are aligned with European Qualifications Frameworks (EQF), meeting European standards of integrity and professionalism, improving students' industry engagement, career preparation and employability, and enabling staff and students to develop strong and sustainable connections with European journalism departments and associations

A2. Curriculum Context

Curriculum Context: to enhance the media environment in which Journalism graduates will work: improving the 'media literacy' of key target groups, providing new opportunities for Journalism students to engage with public audiences during their training, and raising public awareness of the vital role of journalists and media in the promotion and protection of citizens' rights within a multi-cultural democracy.

Specific Project Objectives are:

- to audit (desk review) all current curriculum (20 degrees), with gap analyses and action plans;
- to train curriculum teams in the alignment of programmes and QA with EQF standards;
- to use European models of Journalism education to inform curriculum reform;
- to train academic and professional staff in principles and processes of peer review;
- to conduct peer review (including 10 site visits) of all new/revised programmes;
- to deliver and evaluate the first year of all new/revised BA and MA programmes;
- to produce National Guideline Statements for BA and MA Journalism education;
- to maximize public stakeholder engagement and participation in the work of the project;
- to deliver and evaluate Outreach Media-Literacy Courses for target groups;
- to maximize the sustainability of the work and outputs of the project.

2. The Peer-Review Process

The aim of the Peer Review process is to review two academic programmes, and the quality assurance principles and processes that relate to the approval/validation, review and enhancement of academic programmes at the university. The panel will seek to advise the university (through discussion and a written report) on the nature and extent to which

- (a) the two selected academic programmes have been aligned with European (EHEA) standards and national qualification frameworks;
- (b) the HEI's quality assurance processes are aligned with European and national requirements and expectations; and provide
- (c) any recommendations that may help the university to further the alignment of its academic programmes and quality assurance processes with European and national standards.

The panel members were:

Chair: **David Quin**, Lecturer and Co-Chair of DL832 Animation Programme, National Film School (IADT)

Deputy Chair: **Tomasz Branka**, Adam Mickiewicz University, Poznan (AMU)

WUS representative: **Veronika Nitsche**, World University Service (WUS)

UAS representative: **Lidiia Fesenko**, Ukrainian Students Association (UAS)

HR representative: **Kyrylo Loukerenko**, HR representative

The panel's firm intention was to visit Uzhhorod National University on the week of the 15th of March 2020. However, these plans were destroyed by the covid 19 global outbreak and it was decided, in the first instance, to switch to a 'desk review' model, with 'pastoral' visits to the university as soon as the viral outbreak is under control, hopefully in Autumn 2020.

The 'desk review' will base preliminary findings solely on the documentation provided by the university. David Quin as Chair will review the documentation first, preparing a draft desk review report. The core peer review panel members will then be asked to review the draft and will be invited to submit their own contributions, where possible. Each panel member has an opportunity to view the submitted documentation and the draft report from her or his own perspective. David Quin's background will allow him to concentrate somewhat on the programme design and pedagogical aspects. Tomas Branka from AMU may be looking a little deeper at the journalism content and ambition. Lidiia Fiisenko and Kyrylo Loukerenko may be looking both at the Ukrainian context and at student and stakeholder perspectives. Veronika from WUS will be overseeing the desk review process

and report drafting from a predominantly QA perspective, making sure that our review process is as transparent, fair, valid and reliable as possible.

Any contributions from the peer review panel members will be collated by the panel Chair and the finished Desk Review Report will then be submitted to the university to be checked for factual accuracy.

In Autumn 2020, the panel Chair and some members of the peer review team will conduct a 'pastoral' visit to Lviv. Whilst at Uzhhorod National University, the panel members intend to speak to four different groups: the Course Development Team (CDT), followed by the Programme team, a group of students (BA and MA) and a group of employers from the region. At the end of the day the panel will give their impressions and feedback to the CDT. The panel will be especially keen to see how the programme changes have been implemented, what has worked well and what still needs refinement. Information gleaned from the panel's discussions with the Uzhhorod National University groups will be collated and folded into a Final DESTIN Peer Review Report.

In Uzhhorod National University's case the documentation provided was as follows...

- **BA Programme Descriptor (190 pages)**
- **MA Programme Descriptor (67 pages)**
- **SED (14 pages)**

3. Observations on the Documentation Submitted and the Conduct of the Site Visit

The submitted documents were divided in two parts:

PART 1: Revised Programme Descriptors for both Bachelor and Master

PART 2: Self Evaluation Document (**SED**)

First of all, the documents and their section were rated good (++), sufficient (+) of insufficient (-).

1. Revised Programme Descriptors for both Bachelor and Master:

TWO NEW/REVISED PROGRAMME DESCRIPTORS (BA AND MA)	CHNU BA	CHNU MA
1.1 'Brief Description of the Programme'	++	++
1.2 'Aims/Goals of the Programme'	++	++
1.3 'Structure of the Programme'	++	++
1.4 'Alignment of Learning Outcomes with Programme Aims'.	++	++
1.5 'Module Descriptors'.	++	++
1.6 'Summary Description Programme-level Quality Procedures'	++	++

2. Self-Evaluation Document (SED):

SELF-EVALUATION DOCUMENT (SED)	CHNU BA & MA
The SED should contain information and reflection about <i>both</i> of the two academic programmes that have been aligned.	
2.1 National, Institutional and Professional Contexts	
a) The National Context	++
b) The Institutional Context	++
c) The Professional Context	++
2.2 Development of the Academic Programmes	
a) a list of the main people (CDT)	++
b) a brief summary of how the CDT has undertaken its work	++
c) a short statement of the main challenges that have been faced	++
2.3 Key Changes	
a) main changes to the design and delivery of the programmes	++
b) main changes to the content/curriculum	++
2.4 Information about Students	
a) quantitative data on the two academic programmes	++
b) qualitative data nature and variety of students' needs	++

The documentation that was provided is exemplary and extremely insightful. The use of charts and graphs was particularly commendable. The documents were, at all times imbued with a logical determination to improve the study programmes and the student experience.

The Self Evaluation Document can be characterized as self-critical. It evidences a strong understanding of the two study programmes, a very clear engagement with students and stakeholders and a willingness to turn identified programme weaknesses and deficits into opportunities for programme development and enhancement. This theme was carried all the way through the documents, in well-presented charts displaying *‘what students said – changes we have made’*, *‘what stakeholders said – innovations we have introduced’*.

The overall impression of the documents is extremely positive. Well done to all involved!

4. Review of Two Academic Programmes

4.1 Bachelor Programme

The expectation of the panel has been:

In designing, delivering and monitoring an academic programme, the programme team (including its teachers and supporters of student learning) will meet the appropriate European and national standards and requirements.

The panel has used the first 9 criteria of a rating-scale to assess each of the '10 Criteria of good practice' for assessment of academic programmes.

The rating has four levels:

DESTIN PROJECT INDICATIVE ASSESSMENT
<ul style="list-style-type: none">○ Level A – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.○ Level B – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.○ Level E – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period.○ Level F – the study programme and/or educational activities under such programme do not meet the defined criterion, and identified shortcomings are of a fundamental nature and/or cannot be eliminated within a one-year period.

Each assessment may be accompanied by a short commentary on the rating given.

Comment:

Criterion 1. The design and objectives of the study programme.
<p>1. The study programme has clearly formulated objectives that meet the mission and strategy of the higher education institution.</p> <p>2. The study programme objectives and programme learning outcomes are defined based on the positions and needs of interested parties (stakeholders).</p> <p>3. The study programme objectives and programme learning outcomes are defined based on the trends of development of the Program Subject Area (speciality), labour market, sectoral and regional context, as well as the experience of similar Ukrainian and international study programmes.</p> <p>4. The study programme fosters the achievement of the learning outcomes stated by the higher education standard for the respective Program Subject Area (speciality) and higher education level (if available). If no approved higher education standard is available for the respective Program Subject Area (speciality) and higher education level, programme learning outcomes should meet requirements of the National Qualification Framework for the respective qualification level.</p>

DESTIN PROJECT INDICATIVE ASSESSMENT
<ul style="list-style-type: none">○ Level A – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.

Comment:

The Uzhhorod National University Bachelor Study Programme '**Journalism (BA)**' clearly meets the requirements of the various standards and frameworks. The programme has clear objectives,

The aims of the Bachelor and Masters programme were clearly differentiated (**SED page 10**), understood and explained as part of the study programme development process.

The engagement with students and stakeholders was impressive and (crucially) responsive. The CDT did everything possible to listen to student and stakeholder concerns and ideas and (where possible) to act upon those concerns and ideas. Though the local media market in the Transcarpathian region is rather small and limited, the Programme Team have done everything possible to maintain valuable working linkages with interested stakeholders and to respond in a meaningful way to the ideas presented by stakeholders.

Both the programme team and local stakeholders share a coherent view on the mission of journalism. Based on data gathered from questionnaires, new modules have been introduced (**SED page 11**) '*Web Technologies in Mass Communication (1st year) Principles of Literary Creativity (1st year) Fundamentals of Media Law (1st year) World Media (2nd year) Debating in*

Journalism (2nd year) Journalist's Broadcast on Air (3rd year) SMM in Journalist Practice (3rd year) Information Television (3rd year) Topical Issues in Ukrainian Journalism (3rd year) Internet Radio (4th year) Political Talk Show (4th year) Entertainment Television (4th year) Creating a Multimedia Platform (4th year) Video Design and Computer Graphics (4th year) Self-Regulation of Journalism (4th year).'

Page 10 of the **SED** tells us that the CDT have *'harmonized teaching of modules, defined basic and variant / selective modules; developed a sophisticated system for developing the cycle of disciplines Theory and Practice of Journalism - from the study of print media (1st year), radio (2nd year), television (3rd year) to online journalism (4th year); changed the ratio of lecture and practical in favor of practical; laid out the possibility for students to choose the form of the final project.'*

In this respect, the new programme is well placed to meet the changing expectations of society, employers and students. The revised programme clearly aligns with what is common in European journalism education.

Criterion 2. The structure and content of the study programme.

1. The scope of the study programme and its separate educational components (in ECTS credits) are in line with the requirements of legislation concerning the **learning workload** for the relevant higher education level and meet the relevant higher education standard (if available).
2. The content of the study programme has a clear structure; educational components included into the study programme constitute a **logical consistent system** and, taken together, allow the achievement of the stated objectives and programme learning outcomes.
3. The content of the study programme is in line with the **Program Subject Area** (speciality) (or specialities in cases of interdisciplinary programmes).
4. The structure of the study programme envisages the possibility of forming an **individual educational trajectory**, in particular, though the individual choice of modules by students in the amount stipulated by legislation.
5. The study programme and curriculum envisage **practical training** of students that allows them to gain the competencies necessary for further professional activity.
6. The study programme envisages the development of **soft skills** in students that meet stated objectives.
7. The content of the study programme takes into account requirements of the respective **professional standard (if available)**.
8. The scope of the study programme and its separate educational components (in ECTS **credits**) **realistically reflects** the actual workload of students, is relevant for achieving objectives and programme learning outcomes.
9. If students are trained under a dual form of education, the structure of the study programme and its curriculum are harmonized with the tasks and specific features of this form of education.

DESTIN PROJECT INDICATIVE ASSESSMENT
<ul style="list-style-type: none"> ○ Level A – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.

Comment:

The bachelor programme meets the defined criteria.

The Programme Team have evidenced a strong understanding of the ECTS system and have been brave in their allocations of student workload. Student workload is clearly differentiated between lectures, practical classes, seminars, individual work. The content of the revised study programme has a clear structure, is clearly sequenced and should allow for the achievement of the Programme Learning Outcomes.

The content of the study programme is in line with what would be accepted as a modern European-style journalism Bachelor programme. Page 9 of the **BA Programme Descriptor** clearly and concisely maps out the sequencing of the programme year by year.

The programme does envisage the possibility of forming an individual educational trajectory through the individual choice of elective modules, but the Weaknesses section of the **SED (page 5)** points out that there's a '*lack of organized control of students' independent work (no hours are provided in teaching load).*' Individual choice is good and self-directed learning should be encouraged, but students (especially undergraduates) are entitled to get help when they need it.

The programme offers a very strong mix of practical learning and the acquisition of soft skills and the CDT have responded to the student voice in changing the ratio of theoretical and practical classes in favour of practical. Whilst a professional standard for Journalism has not yet been agreed in Ukraine, the design of the study programme has been informed by detailed discussions with local industry stakeholders and graduates.

Criterion 3. Access to the study programme and learning outcomes recognition.
<p>1. The admission rules for the study programme are clear and easy-to-understand, do not contain any discriminatory provisions and are published on the official website of the higher education institution.</p> <p>2. The admission rules for the study programme take into account any peculiarities of the study programme itself.</p> <p>3. Clear and easy-to-understand rules are established for recognition of learning outcomes received at other education institutions, in particular during academic mobility, which are in line with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 1997), are available to all participants of the</p>

educational process and are consistently observed during realization of the study programme.

4. Clear and easy-to-understand rules are established for recognition of learning outcomes received in the frame of **non-formal education**, are available to all participants of the educational process, and are consistently observed during realization of the study programme.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

The bachelor programme meets the defined criteria.

Admission rules for the Bachelors programme are detailed on **page 13 of the SED** document *'Requirements for admission to the bachelor's programme: availability of certificates of external independent assessment in 3 disciplines, enrollment for the bachelor's programme - 30 people, for the master's programme - 15 people. Applicants can choose 1 of 2 forms of study - inpatient or part-time.'* **Page 5 of the SED** does mention the *'poor level of preparation of entrants.'*

If there's a criticism here, it's that there don't seem to be any detailed policies and procedures described, which allow for the recognition of prior learning, or the admittance of applicants from other educational institutions, universities or non-formal education. Such procedures may well be in place but would need to be clearly spelt out to all potential applicants.

Criterion 4. Teaching and learning under the study programme.

1. The forms and methods of teaching and learning contribute to achieving objectives and programme learning outcomes stated in the study programme; **meet requirements** of student-centered approaches and the principles of academic freedom.

2. All participants of the educational process are provided, in a timely manner, with available and **clear information** regarding the objectives, content, programme learning outcomes, and the evaluation procedure and criteria employed in individual educational components (in the form of a syllabus or in another similar way).

3. The higher education institution provides a combination of learning and research during

realization of the study programme appropriate to the **higher education level**, Program Subject Area (speciality) and objectives of the study programme.

4. Academic staff, researchers (herewith “academics”) **update** their educational content based on the latest scientific achievements and modern practices in the respective sector.

5. Learning, teaching and scientific research are related to the **internationalization** activities of the higher education institution.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

The bachelor programme in general meets requirements of student-centered approaches, with the Strengths section of the **SED (page 5)** quite proudly claiming ‘*a favorable creative academic atmosphere, where everyone can reach their potential, improve; close interaction of students and teachers, their joint work on improving the quality of teaching, modernization of programmes;*’

The **BA Programme Descriptor** document seems to contain little or no information on academic supports, supports for special educational needs or procedures relating to student ‘conflict situations’ (bullying, harassment etc). This is a big omission in the programme documentation for any 21st Century ‘student centred’ study programme?

The principles of academic freedom seem to be well understood by the programme team and they’ve evidenced great autonomy in the changes they’ve made to their programme.

It’s not clear how students access clear information regarding the objectives, content, programme learning outcomes, the evaluation procedure and criteria employed in individual educational components. The syllabus in the documentation is clear – whether students can freely access that syllabus document is not clear.

Page 188 of the **BA Programme Descriptor** document states ‘*Before passing the practice of practice, the instructors carry out coaching - consultations on the content, tasks, expected results and effective means of their achievement, preparation of the report. In addition, during practice, supervisors regularly advise each student, responding to their individual needs.*’

As ever, it would be important for all of this information to be available for students and staff at all times through the year, as part of the student Handbook and/or in an online

form. This may well exist already, but is not reflected clearly in the programme documentation. *'Instructor coaching and consultations'* are only as good as the weakest professor. Sometimes, students will need or wish to take a more self-directed learning pathway, informed by *'clear information regarding the objectives, content, programme learning outcomes, the evaluation procedure and criteria employed in individual educational components.'*

A word on learning outcomes here. It may simply be a function of the translation from Ukrainian to English for the DESTIN project, but some of the modules still need work to shape the current learning outcomes into acceptable learning outcomes. If we start on page 16 of the **BA Programme Descriptor** document, with the 'Basics of Journalism' module, the 'Indicative Deliverables' are constructed more like learning outcomes, with active verbs and arguably assessable tasks *'1. **Select and use** different sources of information (interviews, observations, basics of working with documents on different media); 2 **Select and prepare** materials for the appropriate type of media and different audiences of information consumers; 3. **Be able to write** journalistic materials of a given volume in a well-defined time; 4. Ability to **independently prepare** a layout of the newspaper on topical topics and present it to the audience. 5. Production and communication skills, teamwork. (this one could be rewritten as 'work in a team. Demonstrate production and communication skills.)'* The current module 'learning outcomes' are much more what would be termed 'Indicative Content' or 'Topics' *'1. The main stages of the development of journalism as a mass information activity; 2. Definition and understanding of the most important journalistic terms and rules; 3. Basics of work with sources of information; 4. Rules for creating accurate and balanced news; 5. Have basic knowledge to prepare materials for print, electronic (radio and television) media, news agencies and online resources; 6. Fundamentals of legislative activity of the media and professional ethics;'* These could of course be rewritten as learning outcomes.

If we jump down the document to (page 18) Silviia Shpenyk's 'Foreign language (English)' module, the learning outcomes are already much more acceptable and usable...

'Students will be able to:

- ***use** phonetical, lexical and grammar material of the course in their everyday life and for further improvement of the English language;*
- ***to read freely and phonetically correctly** the texts selected on the basis of the learned lexical and grammatical material;*
- ***to understand and analyze** the content of the written and audio material;*
- ***to speak** on the topics within the studied subject area, following grammatical and phonetic norms;*
- ***to understand** the content of the written and audio material;*
- ***to retell** the content the written and audio material;*
- ***to translate** texts on general topics from their native language English and vice versa;*
- ***to search for** information on the Internet.*
- ***to use their speaking skills** in different life situations;*
- ***read and annotate** literary texts.'*

This is a small criticism – generally speaking the CDT have grasped the learning outcomes principles and the modules are already a credit to the team.

The educational content of the programme is updated based on modern trends in the media sector.

The **BA Programme Descriptor** document refers to research methodology, the fundamentals of research, media research, social research, sociological research methods, audience research and research of Ukrainian and foreign media. At undergraduate level, learning the methodology of research methods is as far as would be expected in European higher education.

Internationalisation does seem to be constrained by a lack of funds. In the Threats section of the **SED (page 6)** the downsides to student mobility are clearly pointed out ‘high competition with universities in Slovakia, Poland, Hungary, Czech Republic, Romania, where Ukrainian students are offered free training;

Criterion 5. Control measures, evaluation of students and academic integrity.
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| <ol style="list-style-type: none">1. Forms of control measures and evaluation criteria for students are clear, easy-to-understand, allow for the assessment of achievement of learning outcomes by the student in each individual educational component and/or in the study programme as a whole, and are published in advance.2. Forms of attestation of students are in line with the requirements of the higher education standard (if available).3. Clear and easy-to-understand rules for conducting control measures are established, these rules are available to all participants of the educational process, provide for the impartiality of examiners, in particular include procedures to prevent and solve conflicts of interest, define procedures for challenging the results of control measures and re-assessment, and are consistently observed during realization of the study programme.4. Clear and easy-to-understand policies, standards and procedures are established at the higher education institution to observe academic integrity, and are consistently observed by all participants of the educational process during realization of the study programme. The higher education institution promotes academic integrity (firstly, through the implementation of such policies for the development of an internal quality culture) and uses relevant technological solutions as instruments to counteract violations of academic integrity. |
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DESTIN PROJECT INDICATIVE ASSESSMENT

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| <ul style="list-style-type: none">○ Level B – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor. |
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Comment:

Control measures of the Batchelor programme are detailed from page 188 of the **BA Programme Descriptor** document. *'At the end of the programme, students complete a state examination in the presence of a committee headed by an independent expert. Half a year before, we provide students with a list of exam questions that cover conceptual problems, core concepts and phenomena of journalism in 3 main areas - the history, theory and practice of journalism.'* The criteria for assessment and evaluation are explained, as is the *'public defence of diploma project.'*

Each of the module descriptors in the **BA Programme Descriptor** document specifies the formative and summative assessment methods. For example, on page 25, Olesia Barchan's 'Basics of Mass Communication' 3 credit module specifies...

Assessment and feedback

Formative Assessments. Please refer to detailed project schedule for key dates and deliverables.

F1. Demonstrate the peculiarities of the communication process in the presence of different types of barriers, explain the possibilities of their removal (by examples from journalistic practice). F2. Prepare examples of effective and ineffective communication with different audiences. Identify reasons for success and failure, and suggest ways to improve performance. F3. To analyze various communication processes (acts, messages) according to the proposed schemes of analysis. F4. Create different types of information messages (for different communication situations) with one information drive. F5. Participate in discussions about the role of symbolic communication in socio-political processes.

Summative Assessments. Please refer to detailed project schedule for key dates and deliverables.

Final evaluation of the module: S1. Answer test questions to test basic concepts of communication theory: 20%. S2. Prepare a free speech for different types of audiences: 30% S3. Prepare a creative project on the topic proposed by the teacher and present it: 50%.'

The Uzhhorod University policies and procedures for 'conflict resolution' and examination appeals don't seem to be clearly explained in the documentation provided? Similarly, the university procedures for identifying and dealing with 'issues of academic integrity' are unclear.

Criterion 6. Human resources

1. The academic and/or professional **qualification** of academics involved in the realization of the study programme ensure achievement of the objectives and programme learning outcomes stated by the respective programme.
2. **Procedures** of competitive selection of academics are transparent and allow for the ensurance of a necessary level of professionalism for successful realization of the study programme.
3. The higher education institution **engages employers** into organization and realization of

the educational process.

4. The higher education institution involves professional practitioners, sector **experts**, representatives of employers into classroom activities.

5. The higher education institution supports the professional development of academics through its own professional development programmes or by working together with **other organizations**.

6. The higher education institution promotes development of teaching **excellence**.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

Page 4 of the SED details the main university staff working on the Bachelor programme and the Strengths section of the SWOT analysis on page 5 mentions '*availability of highly qualified teachers*' (even if their qualifications aren't specified in the SED). Page 4 of the **BA Programme Descriptor** document mentions '*teaching is carried out by 17 professionals, including 1 doctor of sciences, professor, 9 doctors of philosophy, associate professors, 5 teacher-practitioners and 2 assistants.*' It's often more useful for such information to be presented in a Staff Curriculum Vitae Table.

Transparent procedures for the competitive selection of academic staff are not detailed in the documentation provided, nor are any university-level mechanisms for the recognition or development of teaching excellence – these may well exist, but there's no information in the documentation.

The programme does seem to have strong links with industry and **page 9 of the SED** says that '*The planning of changes to the bachelor's and master's programmes also took into account the opinions of graduates of UzhNU journalism department, employers, local media journalists.*' Page 9 also features a very nicely laid out table of '*stakeholders thoughts*' and '*changes we have made*'.

Page 188 of the **BA Programme Descriptor** document states '*In order to improve our training, we often invite Ukrainian and foreign specialists to conduct special trainings (for example, on gender, ethnic, ethical, legal and other aspects of the media). Representatives of the local community of journalists (Viktor Drogachuk, Tetiana Vashargeli, Myroslava Dzhumurat, Mykhailo Nosa, etc.) participate in the meetings of the*

journalism department when discussing the needs of the market, the need to adjust the professional skills of graduates. Continuous communication with the Transcarpathian media will contribute to the future employment of students.'

Criterion 7. Educational environment and material resources.
<p>1. The financial, material and technical resources (the library, other infrastructure, equipment, etc.), and other learning and teaching materials of the study programme ensure achievement of the objectives and programme learning outcomes stated by the study programme.</p> <p>2. The higher education institution ensures free access to relevant infrastructure and information resources necessary for learning, teaching and/or scientific activities of academics and students of the study programme.</p> <p>3. The educational environment is safe for the life and health of students of the study programme, and allows them to meet their needs and interests.</p> <p>4. The higher education institution provides educational, organizational, informational, consultative and social support to students of the study programme.</p> <p>5. The higher education institution creates sufficient conditions for the realization of the right to education by persons with special educational needs, who study in the programme.</p> <p>6. A clear and easy-to-understand policy and procedures exist for mitigation of conflict situations (in particular, related to sexual harassment, discrimination and/or corruption, etc.), which are available to all participants of the educational process and are consistently observed during realization of the study programme.</p>

DESTIN PROJECT INDICATIVE ASSESSMENT
<p>○ Level B – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.</p>

Comment:

The Weaknesses section of the SWOT analysis on **page 6 of the SED** mentions '*weak material and technical base, lack of advanced equipment and software*' and '*lack of funding for student creative projects and scientific work.*'

Page 4 of the **BA Programme Descriptor** document states '*The programme has 2 forms: stationary and correspondence. In total, 83 students from Ukraine, mostly from*

Transcarpathian region, study at it. Therefore, the BA in Journalism at Uzhhorod National University has all the necessary intellectual and material resources.'

Page 7 of the SED tells us *'However, some difficulties are not easy to overcome as it depends not only on the working group. Among them are: insufficient material and technical base of the university, which does not allow to react quickly to updating of technical means of journalist activity, to train students on the latest equipment (this problem can be partially solved after the purchase of the equipment provided by the project), to use up-to-date software (funds for the university does not allocate).'*

Online resources are clearly specified in each of the module descriptors. For example, Yuriy's 'Basics of Journalism' (page 13 of the **BA Programme Descriptor** document) states...

'Key web-based and electronic resources:

<http://www.lib.uzhnu.edu.ua/> – Uzhhorod University Scientific Library
library.ukma.kiev.ua – Scientific Library of the National University "Kyiv-Mohyl. Academy".
lsl.lviv.ua – Lviv National Scientific Library named after V. Stefanyk.
nbuv.gov.ua – Volodymyr Vernadsky National Library of Ukraine.
<https://imi.org.ua/> - Institute of Mass Information

The documentation provided doesn't seem to contain any references about university level procedures and policies relating to the creation and maintenance of a 'safe' student environment, the provision of wide-ranging supports for students, supports for students with special educational needs or clear and easy-to-understand policy and procedures for mitigation of conflict situations (in particular, related to sexual harassment, discrimination and/or corruption, etc.). As ever, these procedures and policies may well exist – they're just not referenced in the documentation provided.

Criterion 8. Internal quality assurance of the study programme.
<p>1. The higher education institution consistently observes its established procedures for development, approval, monitoring and periodic review of the study programme.</p> <p>2. Students, directly and through student governance bodies, are engaged as partners in the process of periodic review of the study programme and in procedures related to its quality assurance. The position of students is taken into consideration in reviewing the study programme.</p> <p>3. Employers, directly and/or through their associations, are engaged as partners in the process of periodic review of the study programme and other procedures related to its quality assurance.</p> <p>4. A practice exists to collect, analyze and take into consideration information about the career path of graduates of the study programme.</p>

5. The quality assurance system of the higher education institution **ensures reaction** to shortcomings identified in the study programme and/or educational activities related to the realization of the study programme.
6. The results of external higher education quality assurance (in particular, comments and suggestions formulated during previous accreditations) are taken into account **during reviews** of the study programme.
7. A **culture of quality** is formed in the academic community of the higher education institution that contributes to the constant development of the study programme and educational activity related to this programme.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

Page 3 of the SED document states *'There are no special additional requirements for the approval and re-approval of educational programmes at Uzhhorod National University. All new or revised educational programmes must be submitted to the University's Educational and Methodological Department for approval by the end of March 2020.'*

Page 4 of the SED tells us *'Neither of the two educational programmes in journalism is regulated by national / external professional statutory regulatory bodies, but in improving them, we have taken into account the recommendations of the Scientific and Methodological Commission on Journalism, the Commission on Journalistic Ethics, the National Union of Journalists of Ukraine, and the results of our own observations and observations Ukrainian and local media.'*

Page 8 of the SED tells us *'Under the influence of the (DESTIN) project, we began to involve students more actively in the discussion of programmes, to take into account their opinion on the content and form of study. In particular, several productive meetings were held with students to discuss different topics:'*

The CDT have demonstrated a great willingness to engage with student and stakeholder voices in programme development, and to act on genuine suggestions for improvement where possible. There was no blanket deference to student or stakeholder voice. The CDT, as experienced educators, are quite prepared to contest inaccuracies or misinterpretations. For example, **page 7 of the SED** tells us *'We also see students misunderstanding the need for self-education, improving their erudition, underestimating the study of basic in higher education, theoretical disciplines (for example, Philosophy, Political Science, Sociology, Economy, History of Ukraine, History of Ukrainian Journalism,*

History of Foreign Journalism, etc.).' This demonstrates the CDT's commendable self-confidence and professional approach in terms of the development of their programme.

The CDT do seem to have the autonomy to react to shortcomings in their programme.

'Selective modules (45) provide the following cycles:' are specified on page 7 of the **BA Programme Descriptor** document. Page 189 of the **BA Programme Descriptor** document tells us *'The Bachelor of Journalism is also awarded on the basis of a public defense of a diploma project. Its implementation is designed for 1 academic year. At the beginning of the final course, the supervisors invite students to decide on scientific priorities, to express their preferences, to decide on the type of work (theoretical-practical / scientific and practical-theoretical / creative). In this way, students can best demonstrate their academic, professional level, and realize their creative potential.'* However, there's no detailed discussion about how and why students would *'create an individualised learning pathway'*.

Overall, the documents presented do demonstrate a commendable willingness to respond to shortcomings in the study programme, to respond where possible to student voice, stakeholder voices, new trends in the media marketplace and to improve the learning experience of the students. The programme already demonstrates a culture of quality improvement. Whether this culture will become a *'complete quality culture'* is yet to be determined.

Criterion 9. Transparency and publicity.

Note. Criterion 9 is applied taking into account the requirements and restrictions regarding disclosure of restricted information established by legislation.

1. Clear and easy-to-understand rules and procedures are established that regulate the rights and responsibilities of all participants of the educational process, and are **accessible** to them and consistently observed during realization of the study programme.
2. At least a month prior to approval of the study programme or changes to it, the higher education institution publishes the respective draft study programme on its official website with the aim of receiving **comments** and suggestions from interested parties (stakeholders).
3. The higher education institution publishes, in a timely manner, on its official website, **correct and reliable information** about the study programme (including its objectives, expected learning outcomes and components, in an amount sufficient to inform respective interested parties (stakeholders) and society.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level E** – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period.

Comment:

The module descriptors in the **BA Programme Descriptor** document do include clear information on module objectives, learning outcomes and assessment. However, the documents provided don't detail clear university-level teaching, learning and assessment procedures and policies.

It's also unclear whether such information is published on the university website?

Assessment of the Expectation for Alignment of the Bachelor Programme

Within the very obvious limitations of the desk review procedure (and with apologies for overlooking any information which has been provided by the CDT and the University) the panel is broadly assured that the Uzhhorod National University Bachelor Study Programme '**Journalism (BA)**' clearly meets the requirements of the various standards and frameworks. The programme team have taken this opportunity to make some bold changes to their existing programmes. They've based these changes solidly on information gathered from students, alumni and from stakeholders in the local media marketplace and they've also demonstrated a commendable and determined 'vision' for their study programme, for its place in the world and for its improvement and enhancement. Though the regional media industry is relatively small, the university and the programme team maintain strong working linkages with local enterprises and alumni.

In a few instances it seems unclear from the documentation provided whether information about the programme, about applicant procedures, the recognition of non-formal learning, the recognition of awards from other institutions and, perhaps most importantly, academic supports, supports for special educational needs or procedures relating to student 'conflict situations' (bullying, harassment etc) is provided to students and is available/accessible at all times. All of this information should be published openly and should be available to all students at all times. Such information may well exist, but the documentation we've been provided with doesn't make clear where it can be found?

If such information wasn't clearly published, it would represent a big omission in the programme documentation for any 21st Century 'student centred' study programme.

The panel look forward to discussing all of these matters in more detail in Uzhhorod National University as soon as the cessation of the covid19 outbreak permits.

4.2 Master Programme

The expectation of the panel has been:

In designing, delivering and monitoring an academic programme, the programme team (including its teachers and supporters of student learning) will meet the appropriate European and national standards and requirements.

The panel has used the first 9 criteria of a rating-scale to assess each of the '10 Criteria of good practice' for assessment of academic programmes.

Criterion 1. The design and objectives of the study programme.

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| <ol style="list-style-type: none">1. The study programme has clearly formulated objectives that meet the mission and strategy of the higher education institution.2. The study programme objectives and programme learning outcomes are defined based on the positions and needs of interested parties (stakeholders).3. The study programme objectives and programme learning outcomes are defined based on the trends of development of the Program Subject Area (speciality), labour market, sectoral and regional context, as well as the experience of similar Ukrainian and international study programmes.4. The study programme fosters the achievement of the learning outcomes stated by the higher education standard for the respective Program Subject Area (speciality) and higher education level (if available). If no approved higher education standard is available for the respective Program Subject Area (speciality) and higher education level, programme learning outcomes should meet requirements of the National Qualification Framework for the respective qualification level. |
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DESTIN PROJECT INDICATIVE ASSESSMENT

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| <ul style="list-style-type: none">○ Level A – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character. |
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Comment:

The Uzhhorod National University Masters Study Programme '**Media Communication (MA)**' clearly meets the requirements of the various standards and frameworks. The programme has clear objectives,

The aims of the Bachelor and Masters programme were clearly differentiated (**SED page 11** for the Masters programme), understood and explained as part of the study programme development process.

'Taking into account the requirements of the National Qualifications Framework (NQF), the QF-EHEA framework, the needs of students and employers, the multidisciplinary nature of the master's education, the complexity of the problems, the need to train self-directed, autonomous specialists who have skills, analytical skills the master's programme was reviewed.

Among the major changes are the removal of 5 modules, the content of which is considered within other disciplines, as well as the introduction of 4 new topical disciplines.'

The engagement with students and stakeholders was impressive and (crucially) responsive. The CDT did everything possible to listen to student and stakeholder concerns and ideas and (where possible) to act upon those concerns and ideas. Though the local media market in the Transcarpathian region is rather small and limited, the Programme Team have done everything possible to maintain valuable working linkages with interested stakeholders and to respond in a meaningful way to the ideas presented by stakeholders.

Both the programme team and local stakeholders share a coherent view on the mission of journalism. Based on data gathered from questionnaires, new modules have been introduced (**SED page 12**) *'Management of Media Projects. Data Journalism. Analytical Journalism. Media Competence of a Modern Specialist.'*

page 4 of the **MA Programme Descriptor** document tells us *'The current version of the educational program has significantly expanded the capabilities and competencies of masters who, after completing the program, will work not only in journalistic positions in the media, but also to perform the functions of analysts, critics, media literacy teachers, media managers.'* Page 5 of the descriptor document describes the aims of the programme... *'Educational master's program «Media Communication» has a complex multidimensional nature, due to the specifics of modern mass communication practice. It takes into account as much as possible all the components that imply the application of fundamental knowledge about the nature, patterns, principles of media activity; understanding the trends of modern journalism and the science of social communication; disclosure of the meaning, structure and functions of mass communication; orientation in educational issues; development of scientific cognitive capabilities, formation of scientific personality, specialist with social management skills. This approach is embodied in educational programs of modules, which reflect the theoretical and applied levels of mastering the master's program.'*

These are nicely framed, masters-level learning objectives. If these can be achieved, the new programme will be well placed to meet the changing expectations of society, employers and students. The revised programme clearly aligns with what is common in European journalism education.

Criterion 2. The structure and content of the study programme.

1. The scope of the study programme and its separate educational components (in ECTS credits) are in line with the requirements of legislation concerning the **learning workload** for the relevant higher education level and meet the relevant higher education standard (if available).
2. The content of the study programme has a clear structure; educational components included into the study programme constitute a **logical consistent system** and, taken together, allow the achievement of the stated objectives and programme learning outcomes.
3. The content of the study programme is in line with the **Program Subject Area** (speciality) (or specialities in cases of interdisciplinary programmes).
4. The structure of the study programme envisages the possibility of forming an **individual educational trajectory**, in particular, though the individual choice of modules by students in the amount stipulated by legislation.
5. The study programme and curriculum envisage **practical training** of students that allows them to gain the competencies necessary for further professional activity.
6. The study programme envisages the development of **soft skills** in students that meet stated objectives.
7. The content of the study programme takes into account requirements of the respective **professional standard (if available)**.
8. The scope of the study programme and its separate educational components (in ECTS **credits**) **realistically reflects** the actual workload of students, is relevant for achieving objectives and programme learning outcomes.
9. If students are trained under a dual form of education, the structure of the study programme and its curriculum are harmonized with the tasks and specific features of this form of education.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level A** – the study programme and/or the educational activity under such programme fully meet the defined criterion and are of an innovative/exemplary character.

Comment:

The Masters Study Programme '**Media Communication (MA)**' meets the defined criteria.

The Programme Team have evidenced a strong understanding of the ECTS system and have been brave in their allocations of student workload. Student workload is clearly differentiated between lectures, practical classes, seminars, individual work. For example,

Yaroslava Shebeshtian's 'Academic Speech' module described on page 35 of the **MA Programme Descriptor** document envisages a workload of...

*'Class Contact Time 54 hours: 5 hours for a week
Independent study time 81 hours'*

The content of the revised study programme has a clear structure, is clearly sequenced and should allow for the achievement of the Programme Learning Outcomes.

The content of the study programme is in line with what would be accepted as a modern European-style journalism Bachelor programme. Page 7 of the **MA Programme Descriptor** document clearly and concisely maps out the structure of the programme, describing the **required modules** and **optional modules**.

The programme does envisage the possibility of forming an individual educational trajectory through the individual choice of elective (so-called **optional**) modules, but the Weaknesses section of the **SED (page 5)** points out that there's a *'lack of organized control of students' independent work (no hours are provided in teaching load).'* Individual choice is good and self-directed learning should be encouraged, but students (even postgraduate students) are entitled to get help when they need it.

The programme offers a very strong mix of practical learning and the acquisition of soft skills and the CDT have responded to the student voice in changing the ratio of theoretical and practical classes in favour of practical. Page 7 of the **MA Programme Descriptor** document tells us *'All practices are part of the Master's degree program. They promote the development of skills and abilities to act professionally in various communication situations, to carry out educational and scientific activities, to increase their pedagogical and scientific level.'* Whilst a professional standard for Journalism has not yet been agreed in Ukraine, the design of the study programme has been informed by detailed discussions with local industry stakeholders and graduates.

Criterion 3. Access to the study programme and learning outcomes recognition.
<p>1. The admission rules for the study programme are clear and easy-to-understand, do not contain any discriminatory provisions and are published on the official website of the higher education institution.</p> <p>2. The admission rules for the study programme take into account any peculiarities of the study programme itself.</p> <p>3. Clear and easy-to-understand rules are established for recognition of learning outcomes received at other education institutions, in particular during academic mobility, which are in line with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon, 1997), are available to all participants of the educational process and are consistently observed during realization of the study programme.</p> <p>4. Clear and easy-to-understand rules are established for recognition of learning outcomes received</p>

in the frame of **non-formal education**, are available to all participants of the educational process, and are consistently observed during realization of the study programme.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

The Masters Study Programme '**Media Communication (MA)**' meets the defined criteria.

Admission rules for the Masters programme are detailed on **page 13 of the SED** document '*To enter the master's programme you need to have a bachelor's degree and take 2 exams: specialty and foreign language.*' **Page 12 of the SED** document tells us '*The bachelor's programme in 2019-2020 is attended by 83 students aged 17 to 21 years, and the master's programme - 18 students aged 21 to 24 years.*'

Page 5 of the SED does mention the '*poor level of preparation of entrants.*' The document doesn't specify whether Bachelor or Masters entrant students (or both) are unprepared.

There don't seem to be any detailed policies and procedures described, which allow for the recognition of prior learning, or the admittance of applicants from other educational institutions, universities or non-formal education. Such procedures may well be in place but would need to be clearly spelt out to all potential applicants.

Criterion 4. Teaching and learning under the study programme.

1. The forms and methods of teaching and learning contribute to achieving objectives and programme learning outcomes stated in the study programme; **meet requirements** of student-centered approaches and the principles of academic freedom.
2. All participants of the educational process are provided, in a timely manner, with available and **clear information** regarding the objectives, content, programme learning outcomes, and the evaluation procedure and criteria employed in individual educational components (in the form of a syllabus or in another similar way).
3. The higher education institution provides a combination of learning and research during realization of the study programme appropriate to the **higher education level**, Program Subject Area (speciality) and objectives of the study programme.
4. Academic staff, researchers (herewith "academics") **update** their educational content based on the

latest scientific achievements and modern practices in the respective sector.

5. Learning, teaching and scientific research are related to the **internationalization** activities of the higher education institution.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

The Masters Study Programme '**Media Communication (MA)**' in general meets the requirements of student-centered learning, with the Strengths section of the **SED (page 5)** quite proudly claiming '*a favorable creative academic atmosphere, where everyone can reach their potential, improve; close interaction of students and teachers, their joint work on improving the quality of teaching, modernization of programmes;*'

The **MA Programme Descriptor** document seems to contain little or no information on academic supports, supports for special educational needs or procedures relating to student 'conflict situations' (bullying, harassment etc). This is a big omission in the programme documentation for any 21st Century 'student centred' study programme?

The principles of academic freedom seem to be well understood by the programme team and they've evidenced great autonomy in the changes they've made to their programme.

Page 65 of the **MA Programme Descriptor** document tells us '*Teachers of the department carry out systematic consulting of the undergraduates according to the schedule or if necessary to provide pedagogically appropriate assistance in solving complex questions on educational modules or certain aspects of their practical application, planning and checking the results of scientific work, discussing tasks for independent study. Before the internship, the instructors carry out coaching - consultations on the content, tasks, expected results and effective means of their achievement, preparation of the report. Practice managers also individually advise each undergraduate, providing methodological assistance in the preparation and conduct of specialty classes, organization of work with the student team. Throughout the curriculum, the heads of the qualification master's projects work closely with the students, assist in the development of the concept of scientific research, the definition of the purpose and main tasks, theoretical and empirical sources; discuss the stages of its implementation and ways of implementation.*' Though this indicates a high degree of teacher/student interaction, it's not clear what happens when and if such teacher/student relationships break down? What procedures and policies govern the self-directed learning of the Masters students?

page 66 of the **MA Programme Descriptor** document states *'at the beginning of studying each of the modules, the student audience is introduced to the content of the module, the main topics, current and final tasks, the list of control questions, criteria of assessment. Rating from the discipline (within 100%) is formed on the basis of points for work during the study of the module, completion of tasks of various complexity, final work.'*

As ever, it would be important for all of this information to be available for students and staff at all times through the year, as part of a student Handbook and/or in an online form. This may well exist already, but is not reflected clearly in the programme documentation. *'Instructor coaching and consultations'* are only as good as the weakest professor. Sometimes, students will need or wish to take a more self-directed learning pathway, informed by *'clear information regarding the objectives, content, programme learning outcomes, the evaluation procedure and criteria employed in individual educational components.'*

A word on learning outcomes here. It may simply be a function of the translation from Ukrainian to English for the DESTIN project, but some of the modules still need work to shape the current learning outcomes into acceptable learning outcomes. If we start on page 12 of the **MA Programme Descriptor** document, with the 'The Philosophy of Mass Communication' module, the 'Indicative Deliverables' are constructed more like learning outcomes, with active verbs and arguably assessable tasks *'analyze communicative behavior of this process in different types of discourse; identify communicative failures, their causes and ways of overcoming them; be prepared to find optimal communication patterns, identify successful speech interactions...'*

This is a small criticism, and is probably born of a lack of explanation of 'Indicative Deliverables' on the part of the DESTIN team (especially at the Kyiv Dec 2019 Training for Trainers), apologies! Generally speaking the CDT have grasped the learning outcomes principles and the modules are already a credit to the team. Tweaking and minor improvement will be a small matter.

The educational content of the programme is updated based on modern trends in the media sector. Page 66 of the **MA Programme Descriptor** document tells us *'Teachers of the journalism department of UzhNU are constantly working on improving the master's program: adjust the content of the disciplines, introduce new selective modules according to the modern needs of journalism and media market, offer current topics of master's research.'*

The **MA Programme Descriptor** document refers to research methodology, the fundamentals of research, media research, social research, sociological research methods, audience research and research of Ukrainian and foreign media. Page 7 of the **MA Programme Descriptor** document tells us *'The program also provides for student research work, implementation and protection of a research (master's project) in the history, theory and practice of social communications.'*

According to the master's program students pass:

- *research practice;*
- *pedagogical practice in universities;*
- *specialization practice.*

All practices are part of the Master's degree program. They promote the development of skills and abilities to act professionally in various communication situations, to carry out educational and scientific activities, to increase their pedagogical and scientific level.'

Internationalisation does seem to be constrained by a lack of funds. In the Threats section of the **SED (page 6)** the downsides to student mobility are clearly pointed out 'high competition with universities in Slovakia, Poland, Hungary, Czech Republic, Romania, where Ukrainian students are offered free training;

Criterion 5. Control measures, evaluation of students and academic integrity.
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| <ol style="list-style-type: none">1. Forms of control measures and evaluation criteria for students are clear, easy-to-understand, allow for the assessment of achievement of learning outcomes by the student in each individual educational component and/or in the study programme as a whole, and are published in advance.2. Forms of attestation of students are in line with the requirements of the higher education standard (if available).3. Clear and easy-to-understand rules for conducting control measures are established, these rules are available to all participants of the educational process, provide for the impartiality of examiners, in particular include procedures to prevent and solve conflicts of interest, define procedures for challenging the results of control measures and re-assessment, and are consistently observed during realization of the study programme.4. Clear and easy-to-understand policies, standards and procedures are established at the higher education institution to observe academic integrity, and are consistently observed by all participants of the educational process during realization of the study programme. The higher education institution promotes academic integrity (firstly, through the implementation of such policies for the development of an internal quality culture) and uses relevant technological solutions as instruments to counteract violations of academic integrity. |
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DESTIN PROJECT INDICATIVE ASSESSMENT

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| <ul style="list-style-type: none">○ Level B – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor. |
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Comment:

Control measures of the Bachelor programme are detailed from page 65 of the **MA Programme Descriptor** document. *'Monitoring and evaluation. The effectiveness of control and transparency of assessment provides such a universal approach at the Department of Journalism of UzhNU: at the beginning of studying each of the modules, the student audience is introduced to the content of the module, the main topics, current and final tasks, the list of control questions, criteria of assessment. Rating from the discipline (within 100%) is formed on the basis of points for work during the study of the module, completion of tasks of various complexity, final work.'*

A range of formative assessment types are described, the creation of different types of journalistic texts to adapt information to different types of media, analysis of target audiences and their needs; the preparation and publication of scientific production on the problems of the study of the theory and practice of Ukrainian journalism, speaking at conferences (scientific and practical seminars) with their own reports on topical scientific topics; the preparation of individual prospectuses for master's work, solving complex issues in a multidisciplinary context; proposing original research ideas, give reasoned opinions about them; critical analysis of their own and others' media products.'

A detailed description of the final module evaluation and the standard grading scale is described on page 66 of the **MA Programme Descriptor** document.

'After completing the second-level higher education curriculum, full-time undergraduates, in the presence of an examination board led by an independent expert, publicly defend their master's qualifications in the history, theory and practice of social communications. Preparation for the defense of the master's project is carried out during the studies. According to the calendar stages, the student must submit the project in parts for review to the supervisor. And within the deadline set by the deadline to submit to the Department of Journalism for registration completed the master's project together with an individual plan, abstract, external review and feedback of the supervisor.'

Each module in the **MA Programme Descriptor** document specifies detailed assessment forms. For example, Vasyl Sharkan's 'Manipulative Information Technologies' module (page 54) is assessed thus...

'Formative Assessments . Please refer to the detailed project schedule for key dates and deliverables.

Students perform such molding exercise:

F1. Analyzing media news about manipulation attempts .

F2. Analysis of the possible influence of cognitive biases on the distortion of the perception of information .

F3. Preparation of presentations by students on various aspects and manifestations of manipulation.

Summative Assessments . Please refer to the detailed project schedule for key dates and deliverables.

Final evaluation of the module is formed from:

C1. Tests to test knowledge of theoretical concepts (3 0%) .

C2. Presentations on various aspects and manifestations of manipulation (30%) .

C3. Analysis of media product containing signs of manipulation (4 0%).'

The Uzhhorod University policies and procedures for 'conflict resolution' and examination appeals don't seem to be clearly explained in the documentation provided? Similarly, the university procedures for identifying and dealing with 'issues of academic integrity' are unclear.

In general the university still has some steps to take in the realisation and implementation of a clearly articulated, transparent and easily understood internal quality culture.

Criterion 6. Human resources
<p>1. The academic and/or professional qualification of academics involved in the realization of the study programme ensure achievement of the objectives and programme learning outcomes stated by the respective programme.</p> <p>2. Procedures of competitive selection of academics are transparent and allow for the ensurance of a necessary level of professionalism for successful realization of the study programme.</p> <p>3. The higher education institution engages employers into organization and realization of the educational process.</p> <p>4. The higher education institution involves professional practitioners, sector experts, representatives of employers into classroom activities.</p> <p>5. The higher education institution supports the professional development of academics through its own professional development programmes or by working together with other organizations.</p> <p>6. The higher education institution promotes development of teaching excellence.</p>

DESTIN PROJECT INDICATIVE ASSESSMENT
<p>○ Level B – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.</p>

Comment:

Page 4 of the SED details the main university staff working on the Bachelor and Masters programmes and the Strengths section of the SWOT analysis on **SED page 5** mentions *'availability of highly qualified teachers'* (even if their qualifications aren't specified in the SED). Page 5 of the **MA Programme Descriptor** document mentions *'We have a friendly academic atmosphere that promotes productive learning. They provide the process of implementation of the educational and professional program of masters of 8 persons, among them 1 doctor of sciences, professor, 7 candidates of sciences, associate professors.'* It's usual for such information to be presented in a Staff Curriculum Vitae Table.

Transparent procedures for the competitive selection of academic staff are not detailed in the documentation provided, nor are any university-level mechanisms for the recognition or development of teaching excellence – these may well exist, but there's no information in the documentation.

The programme does seem to have strong links with industry and **page 9 of the SED** says that *'The planning of changes to the bachelor's and master's programmes also took into account the opinions of graduates of UzhNU journalism department, employers, local media journalists.'* Page 9 also features a very nicely laid out table of *'stakeholders thoughts'* and *'changes we have made'*.

The CDT deals with representatives from many other media and academic organisations. Page 65 of the **MA Programme Descriptor** document tells us *'To improve the education of undergraduates, we organize special trainings, round tables, in particular, with the participation of representatives of the Commission on Journalistic Ethics - Andriy Kulikov, Tatiana Lebedeva, Oleksiy Pogorelov, Svetlana Ostap and Ukrainian media specialists - Tatiana Kuznetelya, Odesa, Vazletenets, Odessa Tkachenko (Sumy), Natalia Gabor (Lviv). We invite representatives of the local community of journalists (Tatiana Vashargeli, Miroslava Dzhumurat, Mykhailo Nosa, etc.) to a meeting of the journalism department to discuss the modern needs of the media market and improve the professional skills of graduates. The direct connection with the Transcarpathian media will facilitate the future employment of students.'*

The documentation provided doesn't detail any information on the competitive selection of teaching staff, nor does it explain how teaching excellence is recognised or promoted in the university.

Criterion 7. Educational environment and material resources.
1. The financial, material and technical resources (the library, other infrastructure, equipment, etc.), and other learning and teaching materials of the study programme ensure achievement of the objectives and programme learning outcomes stated by the study programme.
2. The higher education institution ensures free access to relevant infrastructure and information

resources necessary for learning, teaching and/or scientific activities of academics and students of the study programme.

3. The educational environment is **safe** for the life and health of students of the study programme, and allows them to meet their needs and interests.

4. The higher education institution provides educational, organizational, informational, consultative and social **support** to students of the study programme.

5. The higher education institution creates sufficient conditions for the realization of the right to education by persons with **special educational needs**, who study in the programme.

6. A clear and easy-to-understand policy and procedures exist for mitigation of **conflict situations** (in particular, related to sexual harassment, discrimination and/or corruption, etc.), which are available to all participants of the educational process and are consistently observed during realization of the study programme.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level B** – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

The facilities available to the students and the study programme are detailed on page 4 of the **MA Programme Descriptor** document *'The preparation of masters is carried out at the Faculty of Philology, which is part of the structure of a classical university, which has the status of national. Undergraduate students study in the main educational and laboratory building, where there are specialized classrooms, laboratories, studios with the necessary software and open access to the Internet. The Faculty offers several master's programs in which students can realize their creative potential, scientific abilities, collaborate creatively, make joint cross-sectoral humanitarian projects.'*

The Weaknesses section of the SWOT analysis on **page 6 of the SED** mentions *'weak material and technical base, lack of advanced equipment and software'* and *'lack of funding for student creative projects and scientific work.'*

page 5 of the **MA Programme Descriptor** document states *'The program has 2 forms: full and part-time. In total, 18 students from Ukraine, mostly from Transcarpathian region, study at it. Therefore, the program has all the necessary intellectual and material resources.'*

Page 7 of the SED tells us *'However, some difficulties are not easy to overcome as it depends not only on the working group. Among them are: insufficient material and technical base of the university, which does not allow to react quickly to updating of technical means of journalist activity, to train students on the latest equipment (this*

problem can be partially solved after the purchase of the equipment provided by the project), to use up-to-date software (funds for the university does not allocate).'

Generic online resources are clearly specified in each of the module descriptors. For example, Halyna Shumytska's 'Monitoring and Diagnostics of Educational Process' module (page 41 of the **MA Programme Descriptor** document) specifies...

'Key web-based and electronic resources:

<http://www.lib.uzhnu.edu.ua/> – Uzhhorod University Scientific Library
library.ukma.kiev.ua – Scientific Library of the National University "Kyiv-Mohyl. Academy".
lsl.lviv.ua – Lviv National Scientific Library named after V. Stefanyk.
nbuv.gov.ua – Volodymyr Vernadsky National Library of Ukraine.
<https://imi.org.ua/> - Institute of Mass Information

The documentation provided doesn't seem to contain any references about university level procedures and policies relating to the creation and maintenance of a 'safe' student environment, the provision of wide-ranging supports for students, supports for students with special educational needs or clear and easy-to-understand policy and procedures for mitigation of conflict situations (in particular, related to sexual harassment, discrimination and/or corruption, etc.). As ever, these procedures and policies may well exist – they're just not referenced in the documentation provided.

Criterion 8. Internal quality assurance of the study programme.
<p>1. The higher education institution consistently observes its established procedures for development, approval, monitoring and periodic review of the study programme.</p> <p>2. Students, directly and through student governance bodies, are engaged as partners in the process of periodic review of the study programme and in procedures related to its quality assurance. The position of students is taken into consideration in reviewing the study programme.</p> <p>3. Employers, directly and/or through their associations, are engaged as partners in the process of periodic review of the study programme and other procedures related to its quality assurance.</p> <p>4. A practice exists to collect, analyze and take into consideration information about the career path of graduates of the study programme.</p> <p>5. The quality assurance system of the higher education institution ensures reaction to shortcomings identified in the study programme and/or educational activities related to the realization of the study programme.</p> <p>6. The results of external higher education quality assurance (in particular, comments and suggestions formulated during previous accreditations) are taken into account during reviews of the study programme.</p> <p>7. A culture of quality is formed in the academic community of the higher education institution that contributes to the constant development of the study programme and educational activity related to</p>

this programme.

DESTIN PROJECT INDICATIVE ASSESSMENT

Level B – the study programme and/or the educational activity under such programme meet the defined criterion in general, with possible shortcomings that are deemed minor.

Comment:

Page 3 of the SED document states *'There are no special additional requirements for the approval and re-approval of educational programmes at Uzhhorod National University. All new or revised educational programmes must be submitted to the University's Educational and Methodological Department for approval by the end of March 2020.'*

Page 4 of the SED tells us *'Neither of the two educational programmes in journalism is regulated by national / external professional statutory regulatory bodies, but in improving them, we have taken into account the recommendations of the Scientific and Methodological Commission on Journalism, the Commission on Journalistic Ethics, the National Union of Journalists of Ukraine, and the results of our own observations and observations Ukrainian and local media.'*

Page 8 of the SED tells us *'Under the influence of the (DESTIN) project, we began to involve students more actively in the discussion of programmes, to take into account their opinion on the content and form of study. In particular, several productive meetings were held with students to discuss different topics:'*

The CDT have demonstrated a great willingness to engage with student and stakeholder voices in programme development, and to act on genuine suggestions for improvement where possible. There was no blanket deference to student or stakeholder voice. The CDT, as experienced educators, are quite prepared to contest inaccuracies or misinterpretations. For example, **page 7 of the SED** tells us *'We also see students misunderstanding the need for self-education, improving their erudition, underestimating the study of basic in higher education, theoretical disciplines (for example, Philosophy, Political Science, Sociology, Economy, History of Ukraine, History of Ukrainian Journalism, History of Foreign Journalism, etc.).'* This demonstrates the CDT's commendable self-confidence and professional approach in terms of the development of their programme.

The CDT do seem to have the autonomy to react to shortcomings in their programme.

Though elective modules are mentioned (so-called 'optional' modules) in the MA Programme Descriptor Descriptor document, there's no detailed discussion about how (the exact mechanisms) and why Masters students would 'create an individualised learning pathway'.

Overall, the documents presented do demonstrate a commendable willingness to respond to shortcomings in the study programme, to respond where possible to student voice, stakeholder voices, new trends in the media marketplace and to improve the learning experience of the students. The programme already demonstrates a culture of quality improvement. Whether this culture will become a *‘complete quality culture’* is yet to be determined.

Criterion 9. Transparency and publicity.

Note. Criterion 9 is applied taking into account the requirements and restrictions regarding disclosure of restricted information established by legislation.

1. Clear and easy-to-understand rules and procedures are established that regulate the rights and responsibilities of all participants of the educational process, and are **accessible** to them and consistently observed during realization of the study programme.
2. At least a month prior to approval of the study programme or changes to it, the higher education institution publishes the respective draft study programme on its official website with the aim of receiving **comments** and suggestions from interested parties (stakeholders).
3. The higher education institution publishes, in a timely manner, on its official website, **correct and reliable information** about the study programme (including its objectives, expected learning outcomes and components, in an amount sufficient to inform respective interested parties (stakeholders) and society.

DESTIN PROJECT INDICATIVE ASSESSMENT

- **Level E** – the study programme and/or educational activities under such programme do not meet the defined criterion in general, but identified shortcomings can be eliminated within a one-year period.

Comment:

The module descriptors in the **MA Programme Descriptor** document do include clear information on module objectives, learning outcomes and assessment. However, the documents provided don't detail clear university-level teaching, learning and assessment procedures and policies.

It's also unclear whether such information is published on the university website, or is available to interested parties (stakeholders) and society?

Assessment of the Expectation for Alignment of Quality Assurance

The panel expected that in designing, delivering and monitoring an academic programme, the programme team (including its teachers and supporters of student learning) would meet the appropriate European and national standards and requirements. This expectation has been largely right. The programme and SED documentation still has some gaps and it's not clear if students have access to all the information they'll need in relation to their programme, assessment, deadlines, academic supports, appeals and dispute resolution. Finally, the university still has work to do if it's to create a truly student-centred complete quality culture.

7. Summary of Findings

Once again, we must make clear that this preliminary 'desk review' based on very limited documentation, is very much a first step in our DESTIN review process. The Panel Chair apologises in advance for any errors of omission, for overlooking or misunderstanding and information provided. We look forward to visiting Uzhhorod University, as soon as the viral outbreak ends, hopefully in Autumn 2020, to discuss the programmes with staff and students and to gather information which will feed into a final DESTIN project developmental report.

The programme team have taken this opportunity to make some bold changes to their existing programmes. They've based these changes solidly on information gathered from students, alumni and from stakeholders in the local media marketplace and they've also demonstrated a commendable and determined 'vision' for their Uzhhorod National University '**Media Communication (MA)**' study programme, for its place in the world and for its improvement and enhancement. Though the regional media industry is relatively small, the university and the programme team maintain strong working linkages with local enterprises and alumni.

In a few instances it seems unclear from the documentation provided whether information about the programme, about applicant procedures, the recognition of non-formal learning, the recognition of awards from other institutions and, perhaps most importantly, academic supports, supports for special educational needs or procedures relating to student 'conflict situations' (bullying, harassment etc) is clearly provided to students and is available/accessible at all times. All of this information should be published openly and should be available to all students at all times. Such information may well exist, but the documentation we've been provided with doesn't make clear where it can be found?

If such information wasn't clearly published, it would represent a big omission in the programme documentation for any 21st Century 'student centred' study programme.

The panel look forward to discussing all of these matters in more detail in Uzhhorod National University as soon as the cessation of the covid19 outbreak permits.

Annexes

Annex 1: List of Documents submitted to the Panel

**Annex 2: List of Participants at YURIY FEDKOVYCH CHERNIVTSI NATIONAL UNIVERSITY,
FACULTY OF PHILOLOGY, DEPARTMENT OF JOURNALISM**

Annex 3: Programme for the Site Visit

Annex 1: List of Documents submitted to the Panel

- **BA Programme Descriptor (190 pages)**
- **MA Programme Descriptor (67 pages)**
- **SED (14 pages)**

Annex 2: List of Participants at Uzhhorod National University, Department of Journalism

Annex 3: Programme for the Panel 1 Site Visit