



**REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF PROGRAMME ACCREDITATION OF
THE STUDY PROGRAMME
JOURNALISM MA**

Date: 11 May 2021

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INTRODUCTION

The Agency for Science and Higher Education (hereinafter: the Agency or ASHE) is a Croatian national body responsible for quality assurance and enhancement in higher education and science, and a full member of the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR).

The Agency carries out an external evaluation procedure (programme accreditation) outside the territory of the Republic of Croatia at the request of a foreign higher education institution, or on the basis of a public call pursuant to Ordinance on Cross-Border Evaluation (CLASS: 003-05/20-02/0003; FILE NUMBER:_355-01-20-0001, dated 3 July 2020) and cooperation agreement signed between the Agency and the foreign higher education institution in each specific case, all in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Interregional Academy of Personnel Management (hereinafter: IAPM), is private higher education institution with its seat in Kyiv, Ukraine that requested the Agency to organize and manage the external evaluation procedure (programme accreditation) of IAPM's selected study programmes and the Agency agreed to carry out such evaluation.

For the purposes of external evaluation (programme accreditation) of Journalism MA. The Agency's Accreditation Council appointed the following Expert Panel members:

- prof. Monika Metykova, chair
- prof. Halliki Haro-Loit
- prof. Jelena Jurišić
- Ana Brenčić, student

During the procedure of programme accreditation, the Expert Panel held meetings with the following stakeholders:

- Management,
- Self-evaluation Report Committee,
- Students of Journalism MA and Journalism BA study programmes,
- Head of Department,
- Programme Leader,
- Full-time and part-time teaching staff,
- Representatives of the business sector, potential employers.

Expert Panel had a virtual tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms.

The Expert Panel drafted this Report of programme accreditation of Journalism MA at IAPM on the basis of self-evaluation report, other relevant documents and online meetings.

The Report contains the following elements:

- Basic information of the study programme
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Final recommendation of the expert panel members
- Appendices (quality assessment summary by each assessment area and standard, and protocol)

In the analysis of the documentation, of the Journalism MA at the IAPM, online meetings and writing of the Report, the Expert Panel was supported by:

- Viktorija Juriša, coordinator, ASHE

In case of a positive final report that includes a positive final recommendation of the expert panel, and a positive opinion of the Agency's Accreditation Council, the Agency shall award the client an Accreditation Certificate.

SHORT DESCRIPTION OF HEI:

Interregional Academy of Personnel Management (IAPM) was founded in 1989 as a private higher educational and scientific institution. IAPM is the largest higher education institution in the fields of economics and humanities in Ukraine. Students from 39 countries study in 17 specialties, 93 specializations, 8 disciplines. The Academy includes the Presidential University (Kiev), Ukrainian University (over 40 institutes, branches and subsidiaries in all regions of Ukraine) and International Open University (International Preparatory Institute in Kiev, network of IAPM open education centres abroad).

BASIC INFORMATION OF THE STUDY PROGRAMME

Study programme name: Journalism MA

Type of study programme (professional or university study programme): educational professional

Study programme level according to EQF (state the designation and full title): 7 Master's

Duration of studies (in years): 1 year 6 months or 2 years

Number of ECTS credits: 90

Place of delivery of the study programme (at the head office or outside the head office of the higher education institution): IAPM Kiev, Ukraine

Academic year in which the study programme started to be delivered: 2019/2020

Professional or academic degree/qualification obtained upon the completion of the study programme (if the study programme has several specializations, the issued degree/qualification cannot be named according to the specialization, but at the level of the study programme): Master's

Scientific area and field of the proposed study programme: Journalism

Method of delivery of the study programme:

full-time, correspondence – part-time (according to the Educational program report, feasibility study)

- part-time
- double major
- online - in full

- online - partially
- in English
- in another foreign language (state which) _____

If the study programme leads to degrees in regulated professions, state the name of the profession: N/A

QUALITY GRADE OF THE ASSESSMENT AREA WITH SUMMARY AND DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I Internal quality assurance system of the higher education institution delivering the study programme (ESG 1.1., ESG 1.7., ESG1.8.)

Quality grade of the assessment area: Partially implemented

Summary:

While the Interregional Academy of Personnel Management (IAPM) has regulations and processes in place for the monitoring of the delivery of the Journalism MA study programme and for the introduction of improvements on the study programme, there are areas that can be improved, including clearer time scales for the instigation and implementation of changes and revisions. IAPM uses its website, social media, as well as on-campus events to provide information about the Journalism MA study programme. However, the expert panel was not able to find information in English or in Russian about the study programme or indeed Journalism as part of the organizational structure. Information on the admission criteria on the website is only available in Ukrainian. The website needs to be updated urgently. IAPM has regulations, processes and roles in place that intend to safeguard academic integrity and prevent unethical behaviour. Unicheck is used as a tool for detecting plagiarism and Student Ombudsman has been appointed. There is a need to fill in the gaps when it comes to teaching and ensuring ethical behaviour in research and in professional conduct.

1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.

Analysis

The Interregional Academy of Personnel Management (IAPM) has regulations and processes in place for the monitoring of the delivery of the Journalism MA study programme and for the introduction of improvements on the study programme. The development of the study programme has been initiated at the department level and it has followed the processes and regulations set by IAPM. Once changes to a study programme are discussed and approved at the departmental level, these are evaluated at the level of the Institute to which the department belongs - The Educational Scientific Institute of International Relations and Social Sciences - and at IAPM level, it is the Educational and Methodical Institute of IAPM that is responsible for quality assurance. The self-evaluation report does not provide specific information about the periodic monitoring and reviewing of study programmes, but during the site visit the expert panel learnt that the Methodical Council, which has been set up to improve revisions and improvements to study programme, meets on a monthly basis at the department and on an annual basis at the Institute. Time scales for the implementation of approved changes and revisions have not been provided.

During the course of the virtual site visit, the expert panel learnt that some changes were made to the Journalism MA study programme following an institutional re-structuring, but no record or further details were provided.

The expert panel was not provided with an organizational structure of IAPM, which has made it difficult to obtain a complete picture of the quality assurance system.

Recommendations for improvement

Although there are procedures and regulations in place, there appear to be some areas for improvement - based on the information provided. Clearer time scales for the instigation and implementation of changes and revisions would be useful. Processes, methods and time scales for the monitoring of the impact of changes to the study programme should be implemented. The Journalism department/katedra is small and it appears that a large number of activities and decisions related to quality assurance happen at this level, which raises questions about adequate staffing and potential conflicts of interest.

Quality grade Partially implemented

1.2 The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).

Analysis

According to the self-evaluation report and information gathered during the site visit, IAPM uses its website, social media, as well as on-campus events to provide information about the Journalism MA study programme. However, members of the expert panel were not able to find information in English or in Russian about the study programme or

indeed Journalism as part of the organizational structure (as a department/ katedra) as part of the Educational Scientific Institute of International Relations and Social Sciences. In the course of the online site, visit the expert panel heard that this must be a technical issue at IAPM level as the department/katedra has provided the necessary information. The expert panel was not provided with the institution's organizational structure so we cannot confirm the place of the Journalism department/katedra within it. It also appears that information on the admission criteria on the website is only available in Ukrainian.

Recommendations for improvement

The website needs to be urgently updated to include all the necessary information in English. At the moment, there is no information in English about the Journalism department/katedra and the Journalism MA study programme.

Quality grade Partially implemented

1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.

Analysis

The self-evaluation report and the information collected during the online site visit confirm that IAPM has regulations, processes and roles in place that intend to safeguard academic integrity and prevent unethical behaviour. These include "Codes of teachers', scientific and pedagogical staff's, researchers' and applicants' for higher education academic integrity"; "Regulations for the Prevention and Detection of Plagiarism"; "Regulations on the plagiarism of academic texts ". Unicheck is used as a tool for detecting plagiarism, individual members of staff have responsibility for detecting plagiarism and extensive efforts are made to teach students about the importance of academic integrity and about ways to avoid compromising it. IAPM has a Student Ombudsman, and it appears that most issues tend to get resolved at programme or department/katedra level. The expert panel was not provided with any examples of solving disputes or appeals etc. and when the question arose during the online site visit, we were informed that they have not encountered any major issues, and that the Student Ombudsman, who was appointed in 2019, has not been formally approached at all.

Recommendations for improvement

While efforts have focused on academic integrity, there are gaps when it comes to teaching and ensuring ethical behaviour in research and in professional conduct. Ethics is an area particularly pertinent to journalism as a professional practice and the expert panel has concerns about the lack of attention paid to ethics as part of research conducted within journalism studies, but even more importantly ethics as a cornerstone of journalistic professional values and practices embedded in national and international professional codes of ethics. This should be rectified urgently.

Quality grade Partially implemented

II Learning outcomes (ESG 1.2., ESG 1.9.)

Quality grade of the assessment area: Not implemented

Summary:

The sixteen learning outcomes of the programme are clearly written, although improvements can be made, particularly with regard to better reflecting the field of knowledge/specialization and level of study. The study programme promises integral competencies, nine general competencies and eleven professional competencies. While professional competencies cover journalism sufficiently, learning outcomes do not and there are problems with the alignment between competencies and learning outcomes. Importantly, the expert panel could not find evidence that these learning outcomes are actually implemented, as individual courses (termed disciplines in the documents) that form the curriculum use study programme level competencies as learning outcomes and are not aligned with study programme level learning outcomes. Descriptions of the individual courses as provided in the syllabi provide very little evidence that the educational professional study programme Journalism MA enables training in journalistic skills. There is a gap between the content of individual courses and their learning outcomes and between these and the study programme level learning outcomes and competencies. This is symptomatic of serious implementation problems concerning the study programme Journalism MA.

2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.

Analysis

The self-evaluation report does not provide an analysis of the alignment of learning outcomes with IAPM's mission and strategic goals. IAPM's strategic aim with the study programme Journalism MA was not clarified during the online site visit either.

The self-evaluation report confirms that IAPM has clearly defined sixteen learning outcomes for the Journalism MA study programme. The learning outcomes are clear, easily understandable, but tend to also be general and not distinctive enough for journalism. There are also issues regarding their suitability for Level 7 study (see 2.2). Out of 16 learning outcomes, only PLO7 and PLO14 refer directly to journalistic materials/journalistic activity. All others are broad and can be applied to marketing, advertising etc.

There are also a range of competencies associated with the study programme, one integral competence, nine general competencies and 11 professional competencies. These are described well: there is a clear distinction between the nine general and eleven professional competencies. It needs to be kept in mind that while competencies can be used as a basis for learning outcomes, competencies as such are not learning outcomes. "Competence means 'the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. ... Fostering competences is the object of a process of learning and of an educational programme. Learning outcomes express the level of competence

attained by the student and verified by assessment. They are ‘statements of what a learner knows, understands and is able to do on completion of a learning process’ (Ibid.)” (ECTS Users’ Guide, p. 22 available at https://ec.europa.eu/assets/eac/education/ects/users-guide/docs/ects-users-guide_en.pdf) This needs to be stressed for two reasons: 1) there is no explanation or methodology provided that would explain how competencies and learning outcomes are linked at study programme level, and 2) according to course syllabi, study programme level professional competencies have been turned into course learning outcomes without alteration.

The expert panel also points out that although the learning outcomes are clear, the large majority of them is not directly linked to the knowledge field and specialization of journalism. The general goal of the study programme is defined as follows: “To prepare a specialist in the field of communication, able to perform complex specialized tasks, which involves the application of the provisions and methods of social communication and other sciences and is characterized by uncertainty of conditions for ensuring the effectiveness of communication activities”. This goal does not mention journalism as a specific professional communication, although the name of the programme as well as several courses in the programme include journalism (e.g. the courses: *Ukrainian journalism; Theory and history of journalism; TV journalism; Radio journalism; Political journalism in Ukraine; Analytical journalism, Reporter journalism, Scientific and educational journalism in Ukraine*). The description of the subject area also confirms that the theoretical content of the subject area is “theory and methods of journalistic creativity, mass information, mass communication activities of a journalist”; graduates are also promised “journalistic methods of collecting and processing information...”. Therefore, the expert panel did not find evidence that the general goal and study outcomes are aligned with the field of knowledge and specialization.

Recommendations for improvement

The expert panel strongly recommends to clarify the goals of the study programme and to align the study programme level professional competencies and learning outcomes more closely with the declared field of knowledge and the declared specialization. At the moment these are journalism, but the current goals and objectives, study programme level competencies and learning outcomes could fit a programme in media, advertising or social communication.

Quality grade Partially implemented

2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed

Analysis

There are 16 learning outcomes for the Journalism MA study programme. The European Qualification Framework (EQF) distinguishes three categories of descriptors of learning outcomes, namely: 1) knowledge (theoretical and factual), 2) skills (cognitive and practical), 3) responsibility and autonomy (the ability of the learner to apply knowledge

and skills autonomously and with responsibility). National-level qualification frameworks use similar categories of descriptors: the Ukrainian, for example, distinguishes communication from other skills.

None of the 16 learning outcomes for the study programme Journalism MA makes a direct reference to knowledge (theoretical or factual); learning outcome 8 reads “be able to take into account the historical aspect and specifics of research on different types of media”, which can be interpreted as demonstrating some awareness/knowledge of the historical aspects and specifics of research on different types of media. The large majority of learning outcomes relate to skills and communication and as also discussed elsewhere in this report the skills are rarely journalism-specific.

Some learning outcomes suggest theoretical or practical knowledge but this is not clearly phrased. For example, learning outcome 6 states “carry out professional activities within the existing media legislation”, which means that there should be a learning outcome that relates to the acquisition of knowledge of practical journalistic skills and preferably these skills should be specified and students must also have an understanding/knowledge of media legislation. So this learning outcome could be replaced with the following two: “Demonstrate knowledge of advanced practical journalistic skills in radio and television.” “Demonstrate knowledge and understanding of the legal and ethical frameworks that are relevant to journalistic practice and apply this knowledge while producing contents for radio and television.” Learning outcome 4 “Apply scientific methods of data collection, processing and interpretation (work with documents); document management decisions” should also include knowledge rather than just application and should be more specific as to what scientific methods of data collection are meant.

The qualification frameworks, including EQF, also distinguish between levels of study and learning outcomes at graduate level should differ from those at undergraduate level and emphasize the advanced nature of knowledge, skills and responsibility and autonomy that characterize postgraduate study. This distinction is not clear from the language used in the learning outcomes. Expressions like advanced or comprehensive knowledge; originality and creativity in applying such knowledge; addressing complex issues in the production of journalistic contents and critical reflection on practice etc. can all be used to distinguish Level 7 study from Level 6. As mentioned in various sections of this report, the learning outcomes for individual courses are identical with the study programme level professional competencies and this means that the learning outcomes at course and study programme levels are not aligned.

Recommendations for improvement

It is important that staff working on curriculum development are trained - or are provided with support - in the development of learning outcomes. The EQF and national frameworks should serve as the basis for the development of learning outcomes and it should be kept in mind that there needs to be a balance between the various categories of descriptors, and that logical sequence must be adhered to (knowledge should be acquired before it can be applied). Learning outcomes also need to be specific, achievable during the duration of the study programme and measurable. It is important that the learning outcomes reflect the level of study, in this respect the so-called Dublin descriptors can be useful. Bloom’s taxonomy can also be useful for the writing of effective learning outcomes.

The expert panel strongly recommends that IAPM clarifies the relationship between the various types of competencies and learning outcomes. It is crucial to ensure that study programme level learning outcomes are aligned with the learning outcomes of individual courses.

Quality grade **Not implemented**

2.3. Learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme

Analysis

Study programme-level professional competencies are clearly defined and, as already mentioned, there is a discrepancy between these and the study programme-level learning outcomes, so this already raises questions about alignment between the two. There are professional competencies that relate specifically to journalism but key areas are missing from these, such as ethics that forms a cornerstone of the journalistic profession. The professional competencies do not refer directly to law and the legal framework within which journalism operates either. Learning outcome 6 states: "Carry out professional activities within the existing media legislation." It does not state in a much more precise and relevant way, such as: "Carry out professional journalistic activities that comply with relevant legal and ethical requirements." Ethics is referred to in general terms in two learning outcomes at study programme level (see further below), although the self-evaluation report refers extensively to the importance of ethics for journalists in particular when addressing standard 2.3.

Learning outcomes of the study programme are not aligned with professional requirements and internationally recognized professional standards of journalism, they are not comparable to learning outcomes of similar study programmes abroad. Professional study programmes in the field of journalism are usually oriented to the training of journalistic skills: content production for various platforms, data analysis, fact checking, interviewing, writing, recording, editing, etc. The study programme Journalism MA has no such clear focus on journalistic skills. There is also normally an element of law and ethics that forms a key part of Journalism study programmes.

In addition, and as already mentioned, there is no evidence that journalism-specific learning outcomes can be achieved by the courses that make up the Journalism curriculum. This is an issue that is also discussed in the following section 2.4.

The expert panel was not convinced that the learning outcomes of the study programme clearly reflect competencies and knowledge required for finding employment, continuing education or fulfilling other individual/society needs. On the one hand, the expert panel reiterates that the general learning outcomes are clearly written and include transferable skills, as well as several important general competencies that are needed in the media industry and in public relations and advertising-related professions. On the other hand, the expert panel had difficulties confirming that the defined learning outcomes are actually implemented.

During the online site visit, the expert panel met with employers who either provide or are in the process of setting up work experience for Journalism MA students. They came

from advertising, public relations and marketing, and only two of them provided work experience for undergraduate students. Although they were satisfied, their experience understandably does not provide a solid basis for a judgment by the expert panel. Six students are currently enrolled on the study programme Journalism MA, hence there is no data provided from an employers' survey or on students' employability.

Recommendations for improvement

The expert panel recommends that IAPM has a clear methodology to ensure that general and professional competencies are closely aligned with study programme learning outcomes. It is also essential that the learning outcomes relate directly to journalism and cover key areas related to professional journalistic practices and values.

In order to achieve the professional competencies specified for the study programme, it is essential that it includes well-developed courses that focus on training in professional journalistic skills.

Quality grade Not implemented

2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.

Analysis

The learning outcomes of all courses are written clearly and they tend to be identical with the study programme's 11 professional competences. Most of the syllabi include all the competencies in the table with learning outcomes, it is clear that learning outcomes were not designed specifically for the individual course. The copy/paste method of filling in the table of learning outcomes indicates that the staff perceive the learning outcomes as something formal.

As it was pointed out before, there is a very big gap between the learning outcomes as defined at the level of the study programme and those of the individual courses. This is probably due to the fact that there are issues with the alignment between professional competencies (many of which relate directly to journalism) and learning outcomes (which only occasionally relate to journalism) at the level of study programme and using study programme level professional competencies as learning outcomes for individual courses furthers the non-alignment problem.

The expert panel did not find evidence - neither from syllabi nor from interviews with the teaching staff - that the following learning outcomes are covered in any of the courses that make up the curriculum: PLO 1, PLO 4, PLO 9, PLO 13, PLO 14 and PLO 15.

PLO 1 includes "listening and taking into account the arguments of partners in communication, finding optimal solutions in accordance with the professional requirements, business situations and interests of the participants". This description refers to the acquired skills in interpersonal communication: active listening and reflecting, the skill of assertiveness, the skill of negotiating. The expert panel did not find any relevant topics, literature, indications of practical training that fits the minimum

requirement for acquiring the aforementioned skills. The list of literature for the courses *Analytical journalism* and *Reporter journalism* include the book *Personality and Interpersonal Communication* (McCroskey and Daly, 1987), but this book focuses on personality-type differences rather than on practical interpersonal communication skills. PLO 4 says that the students can “apply scientific methods of data collection, processing and interpretation (work with documents)”. During the interviews with staff members, the expert panel learned that the only methodology course in the programme *Methodology of scientific research and academic integrity* is a general course on the philosophy of science addressed to students from various study programmes. The expert panel members asked specifically which qualitative and quantitative methods are taught and got the answer that the students can get suggestions from the reading list according to their specific field of study, but that actual empirical research is not conducted as part of the course. Applying any scientific method needs specific training. Competency in document analysis demands at least the basics of textual and discourse analysis, but also basic knowledge of sociological data collection, analysis and interpretation, critical analysis of data sources. The expert panel did not find any subject in the Journalism MA curriculum where the students could acquire these kinds of competencies.

PLO 9 says that the students would be “able to organize the work of the editorial board in different types of media”. The programme includes two (optional) courses directly related to practical journalism: *Masterclass in radio journalism* and *TV journalism masterclass*. However, these courses do not include practical classes, hence, the expert panel could not find evidence that the students actually achieve journalistic competencies needed in professional radio and television organizations. One of the courses that directly relate to media is *Applied social and communication technologies in the media industry*. The course content consists of four content modules, that cover “classification of communication technologies in the media industry”, “structural and functional features of applied social and communication technologies in the media industry”, “history of the emergence and formation of theories of communication technology in the media industry” and “manipulative and mass nature of applied social and communication technologies in the media industry”. These topics do not cover the knowledge, skills and practical abilities needed for understanding editorial work in journalism. The whole programme does not include either topics or literature on news analysis, production, editing for different types of media (e.g. different platforms, local and hyperlocal media, tabloid type of media, magazine journalism etc.).

PLO 13 states that the graduates can “apply research skills in professional activities”. As already mentioned, there is no course where the students can acquire research skills that could be applied.

PLO 14 claims that the graduates “own the processes of journalistic activity”. As pointed out before, the curriculum includes very few courses that actually focus on journalistic work. During meetings with staff members the expert panel was told that interviewing skills are taught, but the expert panel did not find evidence as to when, by whom and how this is carried out. Following the site visit, the expert panel received additional information according to which “interviews as a genre and as a method of combating information are taught on the course *Reporter Journalism* (this is reflected in the corresponding syllabus in topics 6 and 7)”. Even if this is the case, the expert panel does not find it satisfactory as this course is optional and according to what was said during

the online site visit there are no students currently enrolled in it. It is significant that according to syllabi the journalism-related courses do not include practical training classes.

PLO 2 and PLO 5 infer or refer to ethics. According to PLO2 the graduates should “act rationally in conflict situations, seeking compromises based on professional principles and mutual business benefits ...”. This understanding of ethics, however, is too broad and does not correspond to how ethics is understood in journalism as a cornerstone of professional practice and values. The expert panel could presume that the references to ethics refer to the journalistic profession, however, the curriculum does not have a course on journalistic ethics and the phrase “mutual business benefits” indicates ethical behaviour within a business/marketing context. PLO 5 says that the graduates should be able to “act in accordance with ethical principles in all spheres of life, showing honesty, openness, justice, decency, benevolence, tolerance ...”. Apart from the fact that this is ethical behaviour in general rather than as part of professional practice that has specific codes of ethics (including in Ukraine, see <http://www.cje.org.ua/en/code>), these learning outcomes demand at least some classes and literature on moral education, value clarification and moral reasoning. The expert panel did not find evidence that such kinds of competencies and behaviours - “acting morally” - are developed and assessed in the course of the study programme.

During the virtual site visit, the expert panel asked staff members about how some of the professional requirements of the journalism profession are achieved. For example, the course *Media law and information security* includes three content modules:

1. Media law as a relevant component of journalism. Judgements of the European Court of Human Rights on Freedom of Expression. Fundamentals of Information Legislation of Ukraine.
2. International legal norms of journalism.
3. “Law on information” as the main document in the field of media law in Ukraine.

In a meeting with teachers, the expert panel learnt that the course covers the legal background, media law and copyright and that they are trying to explore international legal acts to teach students. The teacher, however, did not provide a satisfactory answer as to how they access European case law. She referred to a lack of books on the subject and stated that they used the Internet to search for case law but appeared to be unaware of the HUDOC database that provides access to the case law of the European Court of Human Rights.

The Educational and methodological map of the course *Media law and information security* increases the confusion: there seems to be no lectures and seminars on ECHR case law on freedom of expression, but some lectures are delivered on “Access to public information”. The latter is an important topic in media and information law (FOI laws) as well as the “legal norms of audio-visual media activity”.

The reading list for the course includes a book on media ethics and media law (Drechel, R.E. 2011). The ability to demonstrate moral reasoning and the basic knowledge of professional ethics is part of internationally recognized professional standards - but journalistic ethics was not mentioned as a learning outcome of this course. Staff members explained that ethics is part of the course *Corporate culture and media*, but the expert panel found no evidence of teaching of ethics classes.

There is no study programme level learning outcome that would relate to knowledge of theories or history of journalism. However, there is a course entitled “Theory and history of journalism”. The educational map of the course provides an overview of the lecture and seminar topics e.g. “Concepts of development of theory of journalism”. The second content module “Current issues in the history of journalism” is devoted to the history of Ukrainian journalism. The learning outcomes specified for this course as fully achieved are: 1. Ability to quickly collect information; maintain a balance of opinions; be able to work with sources; interact with the audience; 2. Ability to master scientific methods of data collection; ability to apply methods of analysis and data processing; ability to implement the latest information technologies; ability to assess the situation and make effective decisions; 3. Possession of the basics of psychological security; possession of digital security technologies; mastering the skills of a journalist in extreme conditions; 4. Ability to work in a team; have social skills; be responsible and reliable; be able to convincingly present their own opinion; be able to find solutions; understand the rights and responsibilities of the editorial team; perform a professional function in the team; ability to apply critical thinking and media analysis technologies in the context of information wars. It is not clear to the expert panel how a number of these learning outcomes can be achieved as they are unrelated to the course content and moreover it is puzzling that there is no learning outcome on this course that relates to the ability to demonstrate knowledge (and because this is MA level study advanced knowledge) of journalism theories and history.

Recommendations for improvement

For the study programme Journalism MA to deliver its goals and objectives, it is essential that there is greater clarity and alignment when it comes to general and professional competencies and learning outcomes at study programme level. The field of study should be paramount when devising competencies and learning outcomes and even if there is no nationally prescribed normative set of competencies and learning outcomes for Journalism study at MA level, comparisons can be made with similar local/European study programmes or subject benchmarks (for example, in the UK The Quality Assurance Agency for Higher Education has subject benchmarks for journalism under the broader heading of Communication, media, film and cultural studies). The expert panel recommends that, unless it already exists, a methodology should be developed at IAPM level that would ensure that learning outcomes (and if desirable also competencies) at individual course level are aligned with study programme level learning outcomes and competencies. Staff involved in curriculum development should be trained and have expertise in this area, and training as well as mentoring should be provided. If IAPM cannot provide such training internally, other options should be considered. Curriculum design is an important part of professional expertise and it opens up avenues to explore and discuss a whole range of issues - from the study programme’s goals and objectives, all the way to innovative teaching methods and assessment modes. The expert panel believes that developing expertise in curriculum development and encouraging not just the regular formal monitoring of the curriculum, but enabling a culture in which discussions about the curriculum and its improvement and innovation are the norm will be beneficial for the whole institution.

Quality grade Not implemented

III Study programme (ESG 1.2., ESG 1.7., ESG 1.9.)

Quality grade of the assessment area: Not implemented

Summary:

The expert panel did not find evidence in the documents provided and in the course of the online site visit that IAPM based the enrolment quota for the Journalism MA study programme on analyses of social and economic needs. There was no evidence of job market research carried out in the professional area of journalism, and no evidence with regard to research on competitors' offers that would help prevent any overlaps and ensure the distinctiveness of the study programme. The expert panel is concerned about the lack of focus on journalism in the curriculum and in the study programme level learning outcomes. There is also a conflation of competencies with learning outcomes and this is clear in course syllabi. The content of individual courses does not fit well with what is listed as learning outcomes (which are identical with study programme level competencies). There is overall a lack of courses devoted to key professional journalistic skills and to professional journalistic ethics. The expert panel arrived at the conclusion that the study programme is not aligned with professional journalistic standards and up-to-date knowledge and practice in the journalistic field. The analysis of reading lists (and information sources) revealed a lack of access to contemporary and internationally recognized scholarship in journalism and media studies. The expert panel uncovered significant issues in the allocation of ECTS credits, there are serious gaps regarding compliance of the allocated ECTS credits with the actual student workload. Mechanisms for monitoring such compliance are missing, as are the mechanisms for improving and revising student workload expressed in ECTS credits. Although student practice is embedded in the curriculum in the form of internship and pre-diploma practice that is allocated 10 credits and 300 workload hours, IAPM needs to do more work to ensure that student on the Journalism MA study programme undertake internships with journalistic/media companies rather than those active in the fields of advertising, marketing and public relations.

3.1. The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.

Analysis

In the self-evaluation report there is no evidence provided in respect of social and economic needs that underpin the introduction of the study programme. The report states that jobs in journalism in the US will decrease by more than 10% by 2026 and also due to constant changes in the sector, increasing the media technological job profile is crucial according to European Federation of Journalism (EFJ). The self-evaluation report claims that "according to the Ministry of Education and Science of Ukraine in the analytical report on professional qualification forecasting in Ukraine, which states that the profession of

journalism from 2020 to 2025 will grow". This, however, is a misrepresentation of the content of the report as data were not separately analysed for journalism, rather we expect that the data used in the self-evaluation report were for the information technology and communications sector. There is actually an expectation that after a high in 2011 in this sector, a decrease will happen in 2020, and a further decrease in 2025. The expert panel also checked the document that referred to the content analysis of six Ukrainian employment sites from 2015 in eight regions in Ukraine (from 20 in total). The self-evaluation report claims that "most often in the titles of vacancies and resumes throughout Ukraine there are keywords that can be attributed to one of the following professional groups: journalist, used up to 35%". But in the document itself, vacancies in journalism are not mentioned (<https://mon.gov.ua/storage/app/media/nrk/Analitichni-materialy/6-zvit-otsinka-popitu-na-profesii-httpkiiscomuamaterialspr20151230proonreportemploymentkiisfinalukrpdf.pdf>). When asked for more detailed information about expected interest in the programme among potential future students, the Head of Department said that there are practically no job vacancies in journalism in Ukraine, but there are jobs in PR, advertising, content management and similar.

The enrolment quota for the study programme Journalism MA is 60 students per year. At the time of this accreditation, there is a total of 6 students in the first and second years, 3 in each. In the self-evaluation report there is no explanation why such a high enrolment quota was set and what data (market research, competitor research etc.) it is based on. When asked about the justification for the quota, the expert panel was given very vague and unsatisfactory answers by the Rector of IAPM, the Head of Department and the Programme Leader.

Recommendations for improvement

It is absolutely essential that when preparing a new study programme and setting enrolment quotas, all the necessary steps are taken to ensure its fitness for purpose. In the case of a professional educational programme in journalism, the minimum expectation is that the job market research is specifically for the journalistic profession (rather than PR or advertising), and that further consultation involves professional bodies directly linked to journalism (such as journalists' professional organizations, organizations of print media publishers, of broadcasters etc.) and focuses on journalistic roles. A survey of employers is a useful tool but it needs to focus on those directly involved in journalism. A thorough understanding of competitors' offer is also extremely important and the expert panel was not provided with compelling evidence in this respect. Although IAPM has numerous competitors in the area of journalism, we were not provided with a satisfactory answer as to the distinctiveness and specific appeal of IAPM's study programme Journalism MA from others. A quick online search reveals that there are at least 5 Journalism MA study programmes available in Kiev alone; IAPM needs to make sure that it understands its competitors' offer and make its own offer distinctive and appealing. IAPM needs to adjust its methodology for assessing the fitness for purpose

of the study programme, most importantly the focus of any research and consultation should be on journalism and it must include at least the elements listed above.

Quality grade Not implemented

3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.

Analysis

Article 10.5 of the Law of Ukraine on Higher Education says: “The institution of higher education on the basis of the relevant educational program develops a curriculum that determines the list and scope of educational components in ECTS credits, their logical sequence, forms of organization of the educational process, types and scope of classes, schedule, forms of current and final control, ensuring that the applicant achieves the appropriate degree of higher education program learning outcomes”. The only IAPM document devoted to curriculum that was provided to the expert panel is “Regulations on the organization of educational process” (dated 29/12/2020); curriculum is dealt with especially in its part 4 Planning educational process. According to 4.1 “The curriculum for a particular major should specify a list of compulsory disciplines [courses] (maximum - 75% of the total ECTS credits). The total amount of optional courses must be at least 25% of the total amount of ECTS credits. Among the optional disciplines [courses], the curriculum may establish a list of professionally-oriented disciplines [courses] for a particular major”. These formal requirements have been adhered to in the curriculum of the study programme Journalism MA.

This document also states that curricula are developed in accordance with the "Guidelines for the Development of Curricula at the Interregional Academy of Personnel Management," approved by the Academic Council of PJSC HEI IAPM on 29 December 2020. This is also repeated in the Self-evaluation report; however, the expert panel did not find this document among the appendices to the report. It should be noted, however, that the study programme Journalism MA was launched in the academic year 2019/2020, so by the time the above quoted document was approved, the study programme was in its second year. The expert panel did not receive a clarification as to why the programme was already running when changes were made to it and approved as documented in the document “CURRICULUM educational and professional program ‘Journalism’”. In the course of the online site visit it was mentioned that there was a restructuring which may have led to some changes but no concrete information was provided in this respect. This document states: “Approved by the Academy Council of ‘PJSC HEI IAPM’ of 17/06/2020. Protocol № 5”. The first page of the document “Educational and professional program ‘Journalism’” that was APPROVED/AGREED on the second page by the Director of the Institute of International Relations and Social Sciences (28/05/2020) and the Director of Educational and Methodological Support and Content of Education of IAPM (09/06/2020).

The issue of dating and changes is actually a marginal one compared to issues with the curriculum and its coherence. Overall, the curriculum is not coherent and it does not

enable the achievement of expected learning outcomes and an uninterrupted progress to students. In the following the expert panel provides detailed evidence supporting this conclusion.

Although journalism, as specified in “Educational and professional program ‘Journalism’”, was selected not only as the name of the Master’s study programme, but also as fields of knowledge and speciality, as already stated, the purpose of the study programme is outlined as follows: “To prepare a specialist in the field of communication, able to perform complex specialized tasks, which involves the application of the provisions and methods of social communication and other sciences and is characterized by uncertainty of conditions for ensuring the effectiveness of communication activities”. Thus, graduates of this study programme will be specialists in the field of communication, not journalism. And they will be able to perform complex specialized tasks of social communication but not to write journalistic articles or produce radio/TV reports.

Even a cursory check of the compulsory courses reveals an incoherence and lack of a focus on knowledge and skills required by future journalists. There are ten compulsory courses and they are allocated between 3 and 5 ECTS credits each. Only two of these have the term journalism in their titles: *Ukrainian journalism* and *Theory and history of journalism* and are allocated 4 ECTS each. From the syllabus of the former we learn that one of the purposes of the course is to develop “practical skills of analysing scientific achievements of Ukrainian journalists.” It is not clear at all what the scientific achievements refer to. The topics include “Origin of the science of journalism in the XIX - early XX centuries.” The use of the term science of journalism is very confusing as journalism as a practice is not an area of science, journalism studies could arguably be understood as a field of social/philological scientific study. Other topics are connected to the history of Ukrainian journalism from the 19th century to now, research and theory of journalism, but the topics’ exact content is not specified.

The course *Theory and history of journalism* is also about journalism research, the past and contemporary history of the profession in Ukraine and theories of journalism, which are again not specified. During the site visit, a teacher provided only one example of normative theories from the 1950s that were updated in the 1990s. The course syllabus states that the course “helps students complete tasks in other disciplines, which include research, generalization of theoretical material and development of practical recommendations for the application of research results” (in its annotation), however, the purpose of the course is to “form in Master's students a system of in-depth knowledge of the history, current state and trends in journalism” without mentioning research at all. All the compulsory literature is in Ukrainian and it is dated, the latest source on the list is from 2010, a book about information war - arguably a fast-evolving field - is from 2000. There are three compulsory courses that have the term media in their titles: *Applied social and communication technologies in the media industry*, *Media law and information security* and *Corporate culture and media*. According to the brief annotation of the first of these, it “will give students the opportunity to gain knowledge on the effective application in practice of the understanding of modern information space” and also “a mechanism for finding sources of information - a focus not so much on news reports, as on their analysis, research, interpretation of events, processes, situations that occur”. All that knowledge “will be a guarantee for them to effectively use in practice the capabilities of traditional analytical genres: analytical correspondence, analytical report, analytical interview,

analytical survey, review, article, letter, review, press review, commentary, conversation, sociological summary, questionnaire, monitoring, rating, journalistic investigation, forecast, version, experiment, confession, analytical press release". But according to the course content (item 10) and the educational-methodological map of the course its topics are: introduction and classification of communication technologies in the media industry; structural and functional features of applied social and communication technologies in the media industry; history of the emergence and formation of theories of communication technologies in the media industry; manipulative and mass nature of applied social and communication technologies in the media industry. It appears like all this is covered during 8 lectures and 8 seminars but the Educational-methodological map says that there are 34 hours of lectures and 16 hours of seminars so the workloads are very confusing. The literature list includes 4 basic sources and 36 optional ones, this ratio raises some questions about the allocation of readings. On the surface it is a positive sign that the basic as well as optional sources include literature in the English language. However, on closer inspection it becomes clear that these publications are Ukrainian rather than international, and that their titles have been translated into English. The basic literature is dated, the most recent title is from 2013. The expert panel also noticed that there are prerequisites to this course: "It is a continuation of the discipline [course] 'Communication Technologies', 'Theory of Mass Communication', 'Theory of Mass Information'." It is not clear what these courses are, they are not part of the curriculum of the study programme Journalism MA, so how can they be prerequisites?

The course *Media law and information security* aims to teach students skills "in the field of information legislation of Ukraine and international information law". They will also be able to "understand the procedure of access to information, navigate the legal, economic, organizational principles of state media support and social protection of journalists, understand the legal norms of the media worker in the election process, understand the legal mechanisms for licensing television and radio broadcasting". Among the course's four purposes, two are connected to media law: to study the practice of regulating legal issues in journalism and to analyse the whole set of legislative acts related to the legal regulation of mass media activity. The second of three content modules is devoted to "International legal norms of journalism and Judgments of the European Court of Human Rights on Freedom of Expression". However, the list of topics under the second content module includes none on international law and judgments. Also, among the online sources listed in the syllabus there is none related to ECHR, and when the question arose during the site visit about the database used for searches of ECHR case law, the expert panel did not receive a satisfactory answer. As with other courses, the workload hours are confusing; it appears that there are 8 lectures and 8 seminars but the educational-methodological map says that there are 34 hours of lectures and 34 hours of seminars. The literature list has 4 basic sources and 8 recommended ones, as mentioned among the 8 online sources none is linked to ECHR. This course also lists prerequisites: "'Media Law and Information Security' is directly related to the disciplines [courses]: 'Ukrainian Journalism', 'International and Intercultural Communications'". Unlike with the previously discussed course, these courses are part of the Journalism MA curriculum.

The course *Corporate culture and media* is more specific and coherent. Half of its content is about corporate culture and the other about corporate media. Its purpose is the "formation of students' system of knowledge and practical skills in the field of corporate

culture and corporate media for use in professional activities". But it is unclear how those practical skills can be formed in lectures and seminars. This course has prerequisites that are not part of the Journalism MA curriculum: "It is a continuation of the discipline [course] 'Fundamentals of Management', 'Advertising Practice', 'PR Practice'". The course covers a total of 8 topics based on its educational-methodological map and although the taught workload hours are closer to what the expert panel would expect, they are still somewhat confusing 20 hours of lectures and 14 hours of seminars.

Another compulsory course is *International and intercultural communications*. Its purpose is to provide students with "a set of knowledge about the nature and content of international and intercultural communication and the formation of practical skills of integration into an international team, using strategies of language and communication behaviour with a high degree of intercultural correctness". And its main objective is "to form a multicultural personality in a multicultural environment; to teach students correct communication in intercultural contacts, independently analyse and avoid interpersonal conflicts in the process of communication with representatives of other cultures". This course has no connection to the profession of journalism or to journalism studies. Nevertheless, it is unclear how the author of this syllabus plans to introduce students to practical skills and to build a multicultural personality when they are in a mono-cultural, mono-lingual environment and the syllabus provides no indication of engagement with a different culture than the students' own. In the course of the site visit, the expert panel was struck by the lack of willingness to speak English among students as well as staff. Intercultural communication can, of course, involve other cultures than those that use the English language and other languages, but there is no elaboration on this in the syllabus. Half of the course is devoted to the role of communication in international relations and the other half to features of international intercultural communication. This pairing is rather odd as the two parts of the course are underlined by very different theoretical and conceptual frameworks. The course does not acknowledge/make clear that it is combining two very different intellectual traditions, topics are organized in an inconsistent manner and there is no clear theoretical underpinning in the content. For example, in the content on international relations one would expect topics related to the role of media in foreign policy, particularly in influencing public opinion in foreign countries. Another approach could be media systems theory. In the content on intercultural communication one would expect up-to-date topics such as intercultural communication and social media.

There are two compulsory courses that do not have journalism or media in their title but they teach language skills that are important for future journalists. An advanced command of the Ukrainian language is desirable for journalists and this course could provide a good opportunity to write for different journalistic genres, for example. However, the course *Ukrainian language of professional orientation* includes topics that are not directly related to journalism, such as Reference and information documents; Etiquette of business correspondence. Some topics are not clear enough to be able to judge their relevance, e.g. Scientific style and its means in professional communication; Problems of translation and editing of scientific texts - do these refer to skills relevant for science journalism? What is the role of translation in journalism? This course has prerequisites, "it is a continuation of the disciplines 'Modern Ukrainian', 'Business Ukrainian' and is related to the course

'Research Methodology and Academic Integrity'." Only the last one of these courses is part of the Journalism MA curriculum.

The other course that focuses on language skills is *Foreign language in professional activity*. The expert panel expected that this course will teach journalism-related topics in a foreign language, however, according to the educational-methodological map of the course, just one out of ten seminar topics is on mass media, the rest of the syllabus is not geared specifically to journalism or media industries, this also applies to the course literature. This course is more like a general English course preparing students for IELTS and TOEFL.

There are two other compulsory courses, *Research methodology and academic integrity* and *Psychology of masses*. The former can be partly beneficial for Journalism MA students, as it teaches academic integrity, but research methodology is not geared specifically towards this cohort of students, as we learnt during the site visit when the teacher explained that this course caters for students studying a variety of disciplines and is hence "not on scientific research methodology but more philosophical"; one of its few purposes is the "systematization and complexity of research in the field of economics", hence this course does not seem to be suited for students on Journalism MA. The course *Psychology of masses* is built on very outdated concepts and is not related to journalism/journalism studies or media and communications studies. Its objectives are "to provide students with in-depth knowledge of theoretical approaches to the problems of mass psychology and mass behaviour; students study the basic psychological factors, mechanisms and patterns of mass consciousness and mass behaviour; mastering by students of the basic methods of psychological diagnostics of mass psychological phenomena; mastering by students of psychological methods and means of counteraction to manipulations of mass consciousness." None of these are related to journalism and the syllabus only mentions journalism in its opening sentence in the annotation and it seems out of place here, "Journalism as one of the social institutions of society, which interferes in all spheres of human life: from politics to sports, from economics to entertainment, from space to microcosm and so on. These are the voices, thoughts, feelings, actions and deeds of people that are presented and disclosed to readers, viewers, listeners, in general, the category that is a mass consumer of the results of the journalist. Therefore, during the professional training of students - future journalists in the context of media education are very relevant issues: 'media literacy', 'media ecology', 'immunity from the pathogenic impact of the media on the mass consciousness and behaviour'". The educational-methodological map is provided in the Ukrainian language so we could not form a full picture of the content of the course but it does not seem to cover media literacy or media ecology. Journalism MA students would benefit more from a course on audiences (this can be done from a variety of perspectives - reception studies, political economy etc.).

It is important to mention here that the curriculum has an inbuilt professional internship and pre-diploma practice (on this also see 3.6) that is worth 10 credits and involves 300 hours. This is an important element in the curriculum, but unfortunately during the online site visit the expert panel learnt that the vast majority of internships were not with journalistic companies, but rather with companies active in advertising and marketing. This is not acceptable for a journalism study programme.

The expert panel also points out that the compulsory and recommended literature includes very few international sources of journalistic scholarship. Journalism specific

courses *Analytical journalism* and *Reporter journalism* have similar international literature; the course *Applied social and communication technologies in the media industry* provides a list of international literature (as optional) that is not fully in line with the content modules. For example, the literature list includes books on the social competencies of elementary school teachers, on social communication models of pain (3 sources), the evolution of social communication in primates, etc.

The detailed analysis above provides plenty of evidence as to the incoherent nature of the curriculum and the internal inconsistencies that occur in virtually every course syllabus. The gaps, inaccuracies and inconsistencies relate to the content of the courses and their suitability for a journalism study programme, complexity of the content and its suitability for Level 7 study, the up-to-date nature of the scholarship (as demonstrated in literature and in the topics covered), the intellectual coherence of the content taught on various courses, the workload associated with in-class learning, the role of prerequisites (prerequisites are normally understood as a requirement before being able to join the given course, but in a number of courses the prerequisite is not a course on the Journalism MA study programme, so it is not clear how a student could have completed the prerequisite course before joining the course as part of their study on MA Journalism), course annotations that do not match course objectives and content of the course, and others.

The core issue that the expert panel has been struggling with and that has been explained in this report already (and will be dealt with again further in the report) is that the study programme lacks knowledge and skills that are specific for journalism/journalism studies. In the course of the online site visit, the expert panel asked about the make-up of the study programme, the selection of compulsory courses (some for the general training cycle and some for the professional training cycle) and the scarcity of journalism-focused compulsory courses. The Head of Department and the Programme Leader explained that the Ukrainian regulator does not have subject-specific benchmarks for Master's study in Journalism, so IAPM did not have to follow these. However, it is not a solid justification to select "specialization 061 journalism" and create a curriculum that has more elements of advertising and public relations than of journalism, especially as the former disciplines are in direct contradiction with journalism.

When asked about the proportion of courses/credits in the general training cycle and the professional one, the expert panel was told that IAPM followed regulations by the Ukrainian agency NAQA that specify particular percentages of these, but the expert panel learnt that NAQA does not issue such specific regulations in relation to MA study programmes. It is unclear whether the Programme Leader referred to some other national regulation or perhaps IAPM internal rules.

As explained in great detail throughout this report, there are serious issues with the alignment of learning outcomes. Course syllabi tend to use professional competencies as learning outcomes and very often there is no match between these and the possible learning outcomes based on course content and assessment modes (see detailed analysis in 2.4 in relation to Theory and history of journalism). The fact that there is a gap between these learning outcomes at course level and those at study programme level is very problematic (for analysis see 2.4).

Recommendations for improvement

As the above analysis suggests, there is a significant amount of work that needs to be done for this study programme to be based in the field of journalistic knowledge and journalistic specialization and to be aligned with Level 7. As argued already (2.2 and 2.4 in particular), study programme level learning outcomes need to be significantly re-written, the connection between professional competencies at study programme level and learning outcomes at this level must be established. The curriculum must be built around these journalism-focused learning outcomes and individual courses must have learning outcomes that feed into the study programme level learning outcomes. The curriculum also needs to be based on knowledge as well as skills embedded in journalism/journalism studies, and while there are elements of the curriculum that would work well (such as compulsory internship), these need to be delivered in a way that ensures that they result in journalistic knowledge and skills. It is, of course, desirable to also teach more generic skills and some courses can be based in disciplines that supplement journalism (such as media studies, sociology, law, philosophy), but at the moment the curriculum does not have enough journalism-specific knowledge and skills built into it.

Quality grade Not implemented

3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.

Analysis

According to the document “Educational-professional programme Journalism,” the Master’s study programme of Journalism at IAPM is professionally founded; the same is stated in the self-evaluation report and was reiterated in meetings during the site visit. As already outlined in this report (in 2.1 and most recently in 3.2), the expert panel struggled to find evidence that the study programme is based in the field of knowledge of journalism and in the speciality of journalism. The detailed analysis in 3.2 shows that the compulsory elements of the curriculum are lacking in journalism-specific knowledge and substantial practical professional skills are completely missing.

Apart from the absence of training in practical skills, the curriculum does not provide evidence of teaching of professional journalistic ethics. As already discussed (see 2.3 and 2.4 in particular), this is a serious omission, as ethics forms a cornerstone of journalistic professional values and has a major impact on how professional practice is carried out. Professional journalistic ethics covers areas such as reporting the facts; using fair methods to obtain such facts; avoiding any conflict of interest or threats to journalists’ independence; responsibility to the public, and many others. The ethical commitment of journalists is distinct from other professions and is endorsed by professional organizations - at global as well as national levels, see The Global Charter of Ethics for Journalists developed by the International Federation of Journalists (<https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>). Many reputable journalistic/media organizations have their own more detailed guidance (see e.g. The New York Times’ “Ethical Journalism: A Handbook of Values and Practices for the News and Editorial Departments” available at

<https://www.nytimes.com/editorial-standards/ethical-journalism.html>), which further emphasizes the key role that professional ethics plays in the journalistic profession. The expert panel found no evidence that professional journalistic ethics is taught as part of the curriculum. The Ukrainian Journalists' Code of Ethics (available at <http://www.cje.org.ua/en/code/fakty-sudzhennya-ta-prypushchennya-mayut-butychitko-vidokremeni-odne-vid-odnogo>), or indeed any other code of ethics has not been included in the curriculum (e.g. in the literature list of a particular course). In the course of the site visit, the expert panel received some unsettling answers to its questions about the lack of professional journalistic ethics in the curriculum. For example, ethics is learnt in practice, it is difficult to find literature on ethics and even the assertion that corporate ethics is taught, and there is no obligation for the study programme to include ethics. This highlights a fundamental lack of understanding of a key professional foundation.

Practical journalistic skills are ostensibly taught on optional courses listed in Appendix B of the above-mentioned document. Half of the courses listed, however, do not have the number of hours and ECTS points allocated, which - as the Programme Leader explained - means that these do not run currently, as students did not choose them. They are *Scientific and educational journalism in Ukraine; Economic journalism in Ukraine; TV Journalism Master Class; Analytical journalism; Social networks*. The first two are dedicated to specific spheres of knowledge and practice and aim to provide students with a specialization.

From the optional courses that were actually delivered at the time of this accreditation, *Master Class on TV Journalism* appears as a practical course. According to its syllabus, its objective is "to provide students with knowledge about: features of television in the media system; specifics of the current stage of television broadcasting development; genre system of television journalism; expressive means of television; features of removal and installation of programs; principles of audience formation; analysis and compilation of the television broadcasting network; writing a TV program script; use of acquired knowledge in the process of creating a quality television product". All of this is planned to be achieved in just 34 hours of lectures and seminars (note the absence of practical lessons). The course's educational-methodical map shows that there are 3 content modules and that only one (i.e. a third of the course) is devoted to practical television journalism – TV script, operating TV camera and basics of tele-editing. To be able to write a TV news script, prior steps need to be taken, such as: research, collecting and checking information, interviews, etc. It is highly questionable whether one lecture and seminar devoted to TV camera work can cover the different types of TV news work, such as OOV, piece to camera etc. Overall, this amount of content and time cannot provide enough practical training and that at Level 7 of study.

According to the syllabus of the course *Master class in radio journalism* and the experience of students we met during the site visit, this is the only (optional) course where they are involved with some journalistic skills, practice and profession. The purpose of the course is to enable students "to master the applied aspects of the work of a radio journalist, to acquire practical skills of professional thinking". The course objective is not specified. There are 10 topics and 34 hours of lectures and seminars listed, the second half of the course is dedicated to varieties of radio broadcasting and genres of radio journalism. Even though, when compared to *Master Class on TV Journalism*, this course provides more in terms of practical hands-on journalistic work, it is still questionable whether the

amount of time and content is sufficient to develop practical skills in radio journalism at Level 7 of study.

It is clear from the above that the expert panel concluded that the curriculum is not aligned with professional journalistic standards and practices. It does not offer compulsory practice-based courses, the optional courses cannot make up for this gap and moreover the optional courses are insufficient as shown above. Professional skills at level 7 of study do not form part of the curriculum and there is no progression in terms of skills between semesters or even years of study. Technological change has significantly altered the practice of journalism and none of this is reflected in the curriculum. There is no evidence that the team devising the curriculum consulted sources related to professional journalistic organizations. Overall, the expert panel believes that the heart of the problem is that professional journalistic activity is neither conceptually defined nor understood by the teaching staff.

Recommendations for improvement

It is essential that those designing the curriculum, as well as the staff involved in its delivery, have a clear understanding of professional journalistic practice, and that this is based on solid sources. The expert panel recommends that apart from academic sources (there are excellent publications on curriculum design, as well as on practical journalistic skills and values etc.), they consult journalistic professional organizations to get a sense of what these self-regulating bodies consider cornerstones of current professional journalistic practice. Once there is a definition of what journalistic practice entails for Journalism MA (for example, should it cover all platforms - print, TV, radio, online? should it focus on various specialisms - magazine journalism, business journalism etc.?), the team needs to incorporate it in the compulsory and optional curriculum, in ways that allow progression and are at Level 7 of study. Without a very significant re-design, the curriculum will not be sufficiently professionally founded and comparable to similar study programmes abroad.

Quality grade Not implemented

3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.

Analysis

The self-evaluation report's section 3.4 makes three points that appear to be related to national regulations on educational professional programmes (their source is not specified), namely overall ECTS allocation, percentage of general and professional competencies and the share of professionally-oriented practical training. The standard, however, refers to regulated professions, i.e. professions that have a governing or regulatory body that is sanctioned by law to govern or regulate a profession. Since the expert panel was not provided with information in this respect by IAPM, it resorted to checking the status of the journalistic profession in Ukraine. The expert panel

understands that a draft law was introduced in 2020 with the aim of preventing disinformation and that it “also provides norms regulating the journalism profession in Ukraine. It stipulates the creation of an Association of Professional Journalists, the members of which would be the only journalists considered ‘professional journalists,’ with access to public information events and legal protection in case of attacks.” (see <https://www.wilsoncenter.org/blog-post/ukraines-new-media-laws-fighting-disinformation-or-targeting-freedom-speech>).

The draft law faced significant opposition and it has not entered into force yet. However, on the day the report was completed, the Ukrainian government announced further plans for the law so it is possible that in the not too distant future, journalism will become a regulated profession and, in that case, IAPM will have to be even more precise in the way it conceptualizes and defines its Journalism study programmes.

Recommendations for improvement

Not applicable

Quality grade Not applicable

3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.

Analysis

The relevant section of the self-evaluation report starts with the claim that “the volume of individual educational components of the educational program in ECTS credits corresponds to the higher education students’ actual workload”. That conclusion is based on compliance with IAPM’s “Regulations on the organization of educational process and Explanation and recommendation on the implementation of the order of the Ministry of Education and Science” (<https://zakon.rada.gov.ua/rada/show/v-126729-15#Text>). The Regulations include standard definitions, explanations and information about ECTS credits as stipulated in “The Law of Ukraine ‘On Higher Education’”. Indeed, the expert panel can note that these general stipulations are in line with practice in EU countries (including Croatia). However, another document is referred to in the self-evaluation report, namely “Letter of the Ministry of Education and Science № 1 / 9-126” (<https://zakon.rada.gov.ua/rada/show/v-126729-15#Text>), which was published in January 2015, and ostensibly refers to the academic year 2015/2016 when the Journalism MA study programme did not yet exist. The expert panel was not provided with any information about the validity of this document or the publication of a similar letter for other academic years. The report states that the study programme complies with Annex 3, which concerns “applicants for higher education who enrolled before 2015”. So, it is not clear how this is relevant for students on the Journalism MA study programme.

The allocation of ECTS appears to be a highly regulated process that is applied across the board without regard to the specificities of a study programme and the actual student workload. As the self-evaluation report states, the key metric is “the price of an ECTS credit is 30 academic hours”. It is important to point out here that the expert panel’s understanding is that an academic hour is shorter than a regular hour of 60 minutes (we base this, for example, on the information from syllabi) and this actually contravenes a stipulation in “The Law of Ukraine ‘On Higher Education’”, which in article 1.14 prescribes that “the amount of one ECTS credit is 30 hours”.

The mechanical application of 30 hours per one ECTS credit without any further methodology for the allocation and a monitoring mechanism that can ensure that ECTS credits correctly capture workload leads to serious issues with ECTS allocation. The expert panel was provided with a number of IAPM documents, such as “Educational professional programme Journalism (Appendix B)”, “Curriculum (Plan of educational process)”, “List of compulsory and elective courses with the number of classroom hours required for their conduct and the number of ECTS credits”. From the tables it is clear that each course was allocated ECTS credits based on the 1 ECTS credit = 30 hours formula, for example, the course *Methodology of scientific research and academic integrity* is allocated 3 ECTS for 34 taught hours and 56 hours of independent learning. All courses with 120 hours are allocated 4 ECTS.

On the surface this appears to be a consistent application of ECTS credits, however, a closer inspection of course syllabi revealed that there is no consistent methodology applied to ECTS allocation as the workload needed to achieve the learning outcomes is not taken into account. The syllabi are not detailed enough so the following is a crude analysis but it highlights the seriousness of the issue at stake. Two courses that are both allocated 120 hours and 4 ECTS are compared here in terms of the taught and independent learning hours; number of topics covered and the amount of basic literature (the expert panel assumes that this literature is essential reading for students in order to achieve the learning outcomes; page numbers are based on information provided in syllabi and online searches for titles where page numbers were not provided. Where there were specified pages for reading, the expert panel took these into account.)

Applied social and communication technologies in the media industry:

Taught hours: 34

Independent learning hours: 86

Number of topics covered: 8

Basic reading: 4 items; article of 22 pages, book with 449 pages; book with 288 pages, book with 213 pages (two books are by the same author). Total: 972 pages

Theory and history of journalism:

Taught hours: 50

Independent learning hours: 70

Number of topics covered: 12

Basic readings: 17 items; total: 3,780 pages (+ 2 online articles)

The expert panel’s view that staff did not understand the basics of ECTS allocation and no consistent methodology was applied was further confirmed in meetings with the Head

of Department, Programme Leader and full-time and part-time teachers. It became clear to the expert panel that in the allocation of ECTS credits for individual courses there was no attention paid to the actual student workload necessary for the achievement of the learning outcomes at course level. Student workload is defined as “as an estimation of the time the individual typically needs to complete all learning activities such as lectures, seminars, projects, practical work, work placements and individual study required to achieve the defined learning outcomes in formal learning environments.” (ECTS Users’ Guide, p. 10 available at https://ec.europa.eu/assets/eac/education/ects/users-guide/docs/ects-users-guide_en.pdf). The Programme Leader confirmed that in the Department of Journalism student workload is not being measured.

The serious issues with ECTS allocation are the tip of the iceberg and the consequence of fatal issues already mentioned under the previous standard. ECTS credits can only be awarded where the specified learning outcomes have been achieved at the relevant level (course and study programme) as evidenced by appropriate assessment. The learning outcomes for individual courses are not suitable for the course content as they are not specifically designed for the course and they are not even learning outcomes, they are study programme level competencies that are copy pasted to a course syllabus. The course content; teaching and learning methods; modes of assessment; literature and other sources; allocation of taught and independent hours are all linked to learning outcomes for the given course. Workload is decided in relation to their achievement and their achievement is assessed with appropriate modes of assessment. All these components work together and must be addressed holistically, “the academic staff responsible for delivering the programme and its components should ensure consistency between the learning outcomes stated in the programme, the learning and teaching activities and the assessment procedures. This constructive alignment (Biggs, 2003) between learning outcomes, learning activities and assessment is an essential requirement for educational programmes” (ibid., p. 26).

In terms of mechanisms for monitoring compliance of the allocated ECTS credits with the actual student workload, the self-evaluation report states that “to find out the higher education students’ workload and determine the real need for the number of hours to perform independent work the following measures are used: students’ survey (in the form of a conversation while performing practical tasks, etc.); interaction with student organizations: the problems of student self-government are discussed at the meetings of the Academic Council of the institute; observation by teachers and supervisors with further discussion at the meetings of the department.” Student surveys can be a mechanism for checking compliance but they need to be systematic rather than ad hoc, informal and conducted only in relation to practical tasks in a seminar. What kind of interaction and with which student organizations is used to monitor compliance? How does student self-governance relate to monitoring compliance of the allocated ECTS credits with the actual student workload? What exactly does observation by teachers and supervisors entail apart from anecdotal evidence that is not systematic? The expert panel concludes that there are no systematic and fit-for-purpose mechanisms in place for monitoring compliance of the allocated ECTS credits with the actual student workload.

Apart from a functioning system for monitoring, there also needs to be a system for adjusting ECTS credit allocation.

Recommendations for improvement

Although IAPM has regulations in place that relate to allocation of ECTS, these need to be supplemented with a methodology and very importantly there must be a combination of an “institutional credit framework based on institutional regulations and a profound understanding of the system by each member of the academic staff. Some institutions foster this understanding by regular training for staff members. Team-based decisions on programme design enhance the coherence of the programme. (ibid., p. 18)” The expert panel urges IAPM to review its regulations and processes related to ECTS allocation for the Journalism MA study programme and also across the whole institution to prevent similar, very serious mistakes, as in the case of this study programme. As already suggested, work on course learning outcomes is an essential part of the allocation of ECTS and as already stressed work on these must be conducted urgently as course learning outcomes are inadequate and do not match course content. The expert panel urges IAPM to introduce a functioning system for the monitoring of the compliance of the allocated ECTS credits with the actual student workload (monitoring can be managed in different ways through questionnaires, focus groups, or interviews, or by monitoring the results achieved) and for adjusting ECTS credit allocation. If these exist at the institutional level, they must be implemented for all study programmes.

Quality grade Not implemented

3.6. Student practice is an integral part of the study programme.

Analysis

According to the documents provided and information from students and stakeholders during the online site visit, student practice is an integral part of the study programme. It is planned as an internship and pre-diploma practice in the third semester of study lasting 300 hours and is worth 10 ECTS. According to article 2.8 of “Regulations on Practice of Higher Educational Students of PJSC HEI IAPM”, “the pre-graduation practice of students is the final stage of training and is conducted during the final year of master studies in order for them to summarize and improve the knowledge, practical skills and abilities they acquired, master professional experience and become ready for independent work, as well as to collect materials for designing their graduation works”. Of the six Journalism MA students, only one was on an internship and that in a marketing agency, after finishing her first year of study. The expert panel noted that marketing agencies and advertising agencies make up most of the places for internships as on the practice base list provided by IAMP there are a total of seven of these. In addition to these there are six government institutions, regional and district ones. There are only two media outlets on the practice base list – the TV company PROSKURIV, located in Hmeljnicki, a town situated 340 kilometres west from Kiev and the state media company

SUSPILNE. Their representatives were not present at the meeting with stakeholders and business sector representatives.

The online meeting was only attended by representatives of marketing and advertising companies some of whom have already established a relationship with IAPM but most of them were in the process of doing so and one of them had a Journalism MA student on an internship. The co-operation between the representatives of these agencies and IAPM seemed to be very smooth and they were very satisfied with the quality of students who came to work with them. Understandably, as one of them admitted, they are “always interested in free labour”. From the accounts provided, students were involved in a variety of tasks - organizational and administrative - and there were opportunities for mentoring so overall the expert panel did not have concerns about the co-operation between IAPM and the representatives of agencies as such. However, the expert panel was very concerned about the suitability of marketing and advertising agencies as providers of an internship specifically for Journalism students. The expert panel heard from students that they are happy to do internships with PR and marketing companies as they see this as enhancing their career prospects, we even heard that PR gives them a chance to develop as a journalist, which is a contradiction in itself. This lack of distinction between journalistic and other professional practice is highly concerning and is the consequence of the emphasis on PR, advertising, marketing and content management in the study programme’s curriculum.

Recommendations for improvement

As already mentioned in this report, the study programme needs to be adjusted to reflect journalism as its field of knowledge and its specialization. If students are exposed to journalistic knowledge and practices, they will be more encouraged to undertake internships with journalistic/media companies as it is appropriate for students of journalism. The expert panel acknowledges that there is a very small number of students on the Journalism MA so two media organizations (although one of them can hardly be termed as local) may be sufficient at the moment, however, with the growth plan, the number of journalistic/media organizations on the practice base list needs to be increased. Consideration should also be given to online media organizations as suitable contemporary outlets for internships.

Quality grade Partially implemented

IV Teaching process and student support (ESG 1.3. and ESG 1.4, ESG 1.6.)

Quality grade of the assessment area: Not implemented

Summary:

Admission criteria are defined, but not clearly enough and information on admission criteria on the IAPM website needs also to be in English. IAPM has regulations and procedures in place for the certification of students' educational achievement, however, based on the provided information it is difficult for the expert panel to judge how information on student progress is collected exactly, analysed and used in order to ensure the continuity and completion of study. There seems to be a misconception relating to the concept of student-centred learning itself and some teaching methods do not ensure the achievement of all expected learning outcomes. Practice-based teaching (including practical lessons) is largely missing so students do not develop adequate practical journalism skills which would prepare them for future work, overall journalistic practical skills learnt on the MA Journalism study programme do not reach the advanced level that is associated with postgraduate study in the European qualification framework. The IAPM has a well-developed e-learning system which provides students with all the necessary information, as well as the platform where all lectures are uploaded and available to students. Regular surveys are conducted in which students can express their opinion on the teaching methods used. Overall students are well supported although there are gaps in support for outgoing and incoming mobility of students. There are some bilateral agreements for student mobility but the Journalism MA study programme does not offer teaching in a foreign language (other than teaching a foreign language to its students) and there is practically no international dimension to it, which makes it very difficult to offer incoming and outgoing mobility to students. IAPM has Academy-wide stipulations on criteria for assessing students' knowledge and also regulations on assessment. However, it is unclear what measures are introduced to ensure the objectivity and consistency of grading. Although no diplomas have yet been issued for this study programme, IAPM needs to make sure that all the details - including the supplements - are provided in Ukrainian and English.

4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.

Analysis

Admission criteria are defined, but not clearly enough. In the self-evaluation report no clear admission criteria are provided on the basis of which candidates can be selected for enrolment on the Journalism MA study programme. During the online site visit, the expert panel learnt that there are different rules for undergraduate students who continue their studies at the IAPM and for the other students. Applicants for the Journalism MA whose entry qualification is a bachelor's degree need to take a general entrance test, while for other applicants there is a different test prepared which covers a more profound knowledge base. Even after the explanation, the criteria were not clear enough, and the expert panel was not provided with any additional evidence that would confirm such criteria. It also appears that information on admission criteria on the IAPM website is only available in Ukrainian. So overall, the expert panel concludes that the admission criteria are defined, but not clearly enough.

There are six students enrolled on the Journalism MA study programme – three of them in the first year, and the same number in the second year of study. The evidence given in

the self-evaluation report, particularly the tables with the number of students enrolled on the programme was not clearly explained.

IAPM has “Regulations on the procedure for transfer, expulsion and renewal of students of higher education institutions” which regulates the specified situations. During the online site visit, the expert panel has not met with a student who could confirm how the regulations work in practice.

Recommendations for improvement

It is essential that admission criteria are clearly defined and available for all the students. This includes foreign students, who at the moment cannot see the criteria. In addition to being a formal requirement, it is in the interests of IAPM to publish information about study programmes and admission criteria in full detail and in Ukrainian as well as in other languages as these are some of the most important pieces of information for potential students who show an interest in IAPM. The website needs to be urgently updated to include all the necessary information in English. At the time of the accreditation, the MA Journalism study programme was at an initial stage and had a very small number of students but once it grows, it is likely that there will be students transferring from other institutions or those applying with unusual backgrounds so the expert panel recommends that existing regulations and processes are monitored to make sure that they are fit for purpose.

Quality grade Partially implemented

4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis

The expert panel was provided with data on the numbers of students on the Journalism MA study programme, there was some confusion as to the data in Table 4.4 and this was clarified during the site visit. As described in the self-evaluation report, IAPM has regulations and procedures in place for the certification of students’ educational achievement, formally the Examination Commission is responsible for this and it meets on an annual basis. IAPM has a Student Records Office although its role is not discussed in the self-evaluation report so it is difficult for the expert panel to judge how information on student progress is collected exactly, analysed and used in order to ensure the continuity and completion of study. In the course of the site visit the expert panel learnt about the institution-wide support that is available to students from vulnerable groups, this was not discussed specifically in relation to the Journalism MA study programme. The Journalism MA is a new study programme and this may be the reason why the expert

panel was not given any information about measures to increase pass rates and completion rates, it is the panel's understanding that one student dropped out.

Recommendations for improvement

With a small number of students (the Journalism MA study programme has 6 students in total in two years of study) it is possible that informal measures to support students and to ensure that they complete study are sufficient. The expert panel had the impression that the department/katedra has a familial atmosphere, so this approach may work at the moment. However, as the student numbers grow - the projection is up to 60 students on the study programme - more formal arrangements for support and for ensuring completion need to be in place. The periodicity of such measures should be considered carefully so that students with difficulties can be identified at a stage when their completion of study is not in jeopardy. It is also important that data about the educational achievements of students on the study programme are collected and analysed regularly and used to introduce actions that lead to high pass and completion rates.

Quality grade Partially implemented

4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.

Analysis

The expert panel has identified a misconception relating to the concept of student-centred learning itself and some teaching methods do not ensure the achievement of all expected learning outcomes. Student-centred learning (SCL) is defined as “a process of qualitative transformation for students and other learners in a learning environment, aimed at enhancing their autonomy and critical ability through an outcome-based approach. The SCL concept can be summarised into the following elements: Reliance on active rather than passive learning; Emphasis on critical and analytical learning and understanding; Increased responsibility and accountability on the part of the student; Increased autonomy of the student; A reflective approach to the learning and teaching process on the part of both the student and the teacher.” (ECTS Users' Guide, p. 15 available at https://ec.europa.eu/assets/eac/education/ects/users-guide/docs/ects-users-guide_en.pdf)

Forms and methods of teaching are chosen by each tutor responsible for a course and during the online site visit, students showed satisfaction with the content of the courses, as well as with practical skills they learnt on the programme. From students' feedback (it should be noted that the expert panel met four students who are on MA Journalism and a larger group of students on BA Journalism), the expert panel members learnt that some of the teachers use rather dated methods of teaching without interactive tools and technologies, while others tend to do lectures using a PowerPoint presentation.

During the conversation with students and teachers, the expert panel learnt that teaching methods do not fully encourage interactive, research-based and problem-based learning

and thus students do not have an opportunity to write research papers or work on advanced practical projects adequate for the MA programme. In addition, practice-based teaching (including practical lessons) is largely missing so students do not develop adequate practical journalism skills which would prepare them for future work. This was further evidenced in meetings during the online site visit and is also reflected in the expected learning outcomes in each syllabus (in relation to this also see 2.3). Students have access to the radio and television studio, but they are not trained at the level adequate for MA study, such training should include the use of a variety of equipment, techniques for shooting audio and video, editing skills at an advanced level and generally advanced work with sound and image.

The expert panel found that overall journalistic practical skills learnt on the MA Journalism study programme do not reach the advanced level that is associated with postgraduate study in the European qualification framework.

As already stipulated in II Learning outcomes (ESG 1.2., ESG 1.9.), most of the expected learning outcomes are set generally and not specifically for the field of journalism. It is not clear how they translate into concrete teaching processes and contents that would support student-centred learning and aid students' progress to completing postgraduate study.

Additionally, examples of students' work, submitted as part of supporting documents, do not satisfy standards associated with MA level coursework in journalism. However, there was no background information provided so it is difficult for the expert panel to understand how exactly the examples of practical work fit with the overall curriculum and assessments.

The IAPM has a well-developed e-learning system, which provides students with all the necessary information, as well as the platform where all lectures are uploaded and available to students. During the COVID-19 pandemic, the IAPM showed its readiness to transfer to online teaching as evidenced by students' positive experience under such unexpected conditions.

There are regular monthly surveys, which provide students with the opportunity to express their opinion on the teaching methods used. During the online site visit, students confirmed that lectures by media experts/practitioners have been organized and all Journalism students are invited.

Recommendations for improvement

Teaching methods and learning outcomes for individual courses need to be more in line with the aims and the content of the individual courses. Teaching methods and assessment modes also need to be aligned with expected learning outcomes and all of this must be appropriate for Master's level of study. Students' progress on individual courses and also on the study programme overall can be supported better with appropriate teaching methods and assessment modes. Progression from lower levels of knowledge, skills and competencies at the beginning of MA study to advanced levels should be inbuilt into the curriculum. It is striking that on a Journalism MA study programme there is only one Masterclass in radio/television journalism, which implies

that students do not have an opportunity to advance their practical skills in the course of their studies.

As already stated in II Learning outcomes (ESG 1.2., ESG 1.9.), students on a Journalism MA study programme need to undergo compulsory training in practical journalistic skills and also in journalistic ethics. Work experience is an important part of the teaching on this study programme but students need to undertake work experience directly relevant to journalism.

It is very important that tutors use a variety of teaching methods and assessment modes to ensure that the learning outcomes and competencies specified at course and at study programme level are achieved. Pedagogic innovation, however, is also important in order to engage student participation and progress. Journalism MA students are expected to be creative and critical thinkers and practitioners who need to apply theories and concepts and professional practices when solving problems and finding creative solutions. We recommend that IAPM provides training and mentoring in the area of student-centred learning, if there is no expertise or capacity within the institution itself, we recommend to draw on outside expertise.

Quality grade Partially implemented

4.4. The higher education institution ensures adequate student support.

Analysis

In order to identify and take into account students' needs and interests, IAPM conducts consultations with the student self-government. Furthermore, the position of the student ombudsman has been established and represents students in disputes. The Monitoring Commission for the Quality of Higher Education organizes periodic surveys in which students can express their opinions or highlight a need for change. During the online site visit, students had no complaints about the educational or organizational support that they were receiving. The expert panel was provided with tutors' consultation schedules and students confirmed that communication with tutors is very satisfactory.

IAPM students have the opportunity to use the library and sports facilities for free. They have access to the radio and television studio. There is an established Centre for psychodiagnostics and counselling, as well as the Centre for the organization of students' practice, employment and work with graduates. There is evidence that IAPM provides some support to students with disabilities through regulations and space adaptation.

The expert panel noted gaps in support for outgoing and incoming mobility of students (see also 4.5). Although IAPM has an Institute of International Education and the expert panel met its representatives during the online site visit, it is not involved in internationalization/mobility specifically. According to information on the IAPM website: "The Institute of International Education (IIE) is an educational and organizational unit of the Interregional Academy of Personnel Management (IAPM), which carries out pre-university training to foreign citizens for their further admission to higher education

institutions of Ukraine (language learning) and organizes enrolment, documentary support of training to foreign students at major faculties.”

IAPM should also provide more support for students’ participation in competitions, projects or research. During the online site visit, the expert panel met one student who worked on a joint project at IAPM but it was difficult to arrive at a conclusion as the expert panel was not provided with evidence about such projects in progress.

Recommendations for improvement

At the moment, the library is sufficiently equipped to meet the needs of the six students on the MA Journalism study programme, but since there are plans for significant growth on this programme, this will need to be planned for in terms of library and other resources. As noted before, the official website needs to be updated with all the information for potential students, as well as with information in English.

The expert panel strongly suggests that IAPM embeds student mobility much more significantly in its offer. Apart from developing an internationalization strategy of which student mobility should be a part, the institutional infrastructure also needs to be adjusted and a formal organizational unit should handle students’ and staff’s incoming and outgoing international mobility at the institutional level.

Quality grade Partially implemented

4.5. The higher education institution ensures participation in international mobility programmes to students.

Analysis

The Journalism MA study programme does not offer teaching in a foreign language (other than teaching a foreign language to its students) and there is practically no international dimension to it. This makes it very difficult to offer incoming and outgoing mobility to students. Despite this there are some bilateral agreements that allow IAPM students on Journalism MA to spend a period of time abroad. Although the expert panel heard an enthusiastic and very positive account about such a stay from one of the students, it is doubtful how educationally beneficial such a stay is without better preparation (i.e. a better international dimension to the curriculum and its delivery) at IAPM.

Recommendations for improvement

In order to prepare the institution as such and its students for international mobility, the curriculum, its delivery and the institution’s networks must be internationalized. Incoming and outgoing international mobility (and internationalization in more general) should be among the strategic goals of IAPM. There should be a timeline and implementable steps that can be monitored so that the strategic goals are achieved. IAPM has plans related to joining Erasmus+ but the expert panel was not provided with any concrete goals and timelines in this respect. The document entitled “Development Strategy of the Private Joint-Stock Company ‘Higher Educational Institution’

Interregional Academy of Personnel Management (2019-2029)" mentions internationalization in very general terms. It would be advisable for the institution to have an overarching internationalization strategy that can be the basis for clearly defined achievable goals and timelines that can then be implemented at Institute/Department/Katedra levels as appropriate.

Quality grade: Not implemented

4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.

Analysis

IAPM has Academy-wide stipulations on criteria for assessing students' knowledge and also regulations on assessment. These documents outline the formal requirements and they do not include information about measures that are introduced to ensure the objectivity and consistency of grading. Moreover, the provided documents are rather general and they do not distinguish between levels of study and suitability of various modes of assessment according to this.

It is unclear whether any instances of double marking or similar procedures that are used to ensure the objectivity and reliability of grading are in place. Double marking is, for example, often used for final pieces of work at MA level. It is likely that on some of the general compulsory courses there are large numbers of students and hence a group of assessors will be involved, but it is not clear whether in these cases there are teams of tutors assessing and whether any quality assurance measures - such as benchmarking - are in place.

It is unclear whether there is any training and support provided to assessors in relation to assessment modes and loads and marks assurance.

The expert panel was not provided with information regarding student feedback specifically on the objectivity and consistency of grading procedures.

There are stipulations related to the appeals process, however, the expert panel was not provided with examples of the implementation of the process.

While assessment criteria, the mode of assessment and the grading scale are published before the beginning of the course and these follow the formal requirements outlined in IAPM regulations, greater detail for the assessments would be beneficial in the individual syllabi. For example, exploring the syllabi for the courses that are part of the professional training cycle, these are examples of questions that arose:

EC8 International and intercultural communications: What is the format of the independent works? Are these written tasks? What is their length? What are the specifics of the modular tasks? They seem to cover a lot and are described in general terms: "Each module includes points for the current work of the student in practical classes, independent work, individual work, modular test." Is the test that forms the summative assessment at the end of the semester a seen or an unseen one? The syllabus says that there is an indicative list of questions - are these part of the test or not?

EC10 Applied social and communication technologies in the media industry: The wording for modular assessment is exactly the same as for EC8 - what does it cover exactly? The wording for the exam only differs in that it is conducted in writing and that it is for this specific course. And the same query about indicative questions for the exam applies as above.

Overall, it appears that the same general descriptions are used in a number of syllabi, which means that the syllabi do not provide enough specific information about the modes of assessment and it is then difficult to judge whether the assessment actually relates to a specific learning outcome (as noted already there are issues with course learning outcomes).

Moreover, the number of modular assessments and independent works does not seem to be linked to the number of credits allocated to a course hence questions arise around assessment load and IAPM norms - or the lack - of these. If we compare the above mentioned 2 modules, both are worth 4 credits but on EC8 there are 4 independent works evaluated, on EC10 there are 5. There are 4 modules on EC10 and 4 modular assessments, there are 2 on EC8. It is, however, difficult to judge whether the two courses with the same number of credits have comparable assessments (and hence a comparable assessment load) as the format and length of formative and summative assessments is not specified in the syllabi.

The alignment of the modes of assessment with learning outcomes for individual courses is highly problematic, as already discussed a number of times. The documents related to the study programme specify nine study programme-level general and eleven professional competencies. In addition to these, there are sixteen learning outcomes. In course syllabi, in section 4, competencies and learning outcomes are conflated (often in the title) and what is listed, for example in the two cases mentioned above, are only competencies. It appears that in general study programme level professional competencies tend to be copy and pasted into the course syllabi and used as learning outcomes. This is a very serious mistake, as learning outcomes are not the same as competencies (see also 2.1 and 3.5) and “in order to be appropriate, the assessment methods and criteria chosen for an educational component have to be consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place.” (ECTS Users’ Guide, p. 27 available at https://ec.europa.eu/assets/eac/education/ects/users-guide/docs/ects-users-guide_en.pdf)

The conflation of competencies with learning outcomes leads to a large number of courses in the curriculum that have inadequate and inappropriate learning outcomes that do not reflect the content of the course. The descriptions in the syllabi and the explanation in the self-evaluation report do not specify what exactly is assessed and how. It is not enough to declare that the learning outcomes are assessed by a test or an exam as well as it is not enough to declare that some of the learning outcomes are achieved “Partly” or “Full time. Corresponds to the purpose of the course”.

One of the study programme level competencies is PC 6: “Mastering the skills of creating texts in various journalistic genres”. A learning outcome that would capture the level of this competence is suitable for this study programme, however, apart from the fact that a competence is not a learning outcome, many courses in the curriculum state that this learning outcome is achieved “Partly, together with other educational components of the

educational programme” while their content does not link to any practice-based learning. Only the optional courses on TV and radio journalism state that this learning outcome is applied “Fully. Corresponds to the purpose of the course”. However, a close reading of TV and radio journalism course syllabi does not reveal a clear focus on journalistic genres.

Recommendations for improvement

IAPM should introduce institution-wide processes that ensure the objectivity and consistency of grading. In some cases, double marking may be a suitable option and benchmarking should also be encouraged for larger cohorts of students with multiple assessors. The expert panel strongly encourages IAPM to introduce training and support for assessors that include the alignment of assessment modes with learning outcomes. Mentoring specifically related to assessment and grading should be in place at least for those new to the institution or joining IAPM from the industry. Modes of assessment and assessment loads need to be specified more precisely for individual courses, and overall there needs to be parity. If there are no norms/methodology for assessment loads and for aligning learning outcomes with assessment modes, these should be introduced. Learning outcomes for individual courses need to be specific enough so that they can be fairly and efficiently assessed. With overly general and numerous learning outcomes - some of which are expected to be only partially achieved - it is impossible to select modes of assessment that appropriately ensure the acquisition of all learning outcomes. Modes of assessment and their alignment with learning outcomes for individual courses should be checked on a regular basis and their suitability for the level of study should be considered.

Quality grade Not implemented

4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.

Analysis

IAPM has not yet had students graduating from this particular study programme and they supplied a template for the diploma with the details of the study programme in Ukrainian and English. No diploma supplement was supplied.

Recommendations for improvement

IAPM needs to make sure that all the details - including the supplements - are provided in Ukrainian and English.

Quality grade Not implemented

V Resources (ESG 1.5. and ESG 1.6.)

Quality grade of the assessment area: Not implemented

Summary:

There is a total of eleven members of staff involved in the design and delivery of the study programme Journalism MA. Seven of these are based in the Department of Journalism, five of them are full-time employees. Only one full-time teacher has advanced qualifications and research in journalism. The expert panel is convinced that for a Journalism study programme to be successfully devised and delivered, there must be staff members who have experience of and expertise in journalistic scholarship and professional practice. Considering that Journalism MA is an educational-professional programme, the expert panel does not expect teaching staff to demonstrate achievements in scientific research. However, teaching at MA level requires some participation in international mobility programmes, collaborative projects or networks in order to modernize and innovate the curriculum. The expert panel found little information about the qualification of the staff and their workload. The self-evaluation report provided little information on access to professional and scientific literature and library services. The expert panel did not find evidence that the library services ensure the necessary resources for high quality professional and educational activity.

The launch of the study programme has been financed by the Academy and at the moment it is not profitable. The expert panel did not have access to financial projections related to the viability of the study programme.

5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competencies.

Analysis

The expert panel was provided with information about teachers' qualifications, position in the department, courses that they teach and some further training/publications in Tables 2, 5.1 and in short bios received after a request during the site visit. According to Table 2, eleven staff members are related to the study programme Journalism MA, seven of them are based in the Department of Journalism, of these five are employed full-time. Based on this information and on further insights gathered during the site visit, the expert panel concluded that only two members of staff in the Department of Journalism hold PhD degrees in Journalism; of these, one is employed part-time. Some members of staff hold PhDs in areas that aid the study of journalism (such as Ukrainian language, social communications), some are, however, in areas that are not directly relevant. In terms of publications and research there is also a distinct lack of a focus on journalism. The following provides a detailed analysis in order to demonstrate the lack of journalism-related research and teaching expertise. Associate professor Pavlenko holds a PhD in Social Communications and her dissertation was on radio, she has also at least two publications on radio journalism, in the Ukrainian language. She is leading three journalism-focused courses in the curriculum. Professor Partico holds a PhD in Philology with a Journalism specialization, his dissertation topic was "Normative concept of editing

theory” (2013). It should be noted that he is employed part-time and he does not have recent publications or publications in English. He is responsible for the course *Theory and history of journalism*.

Professor Smirnova, a full-time member of the Department of Journalism, has research expertise in a collateral subject area. She holds a PhD in Philology with a specialization in Journalism, her dissertation was on “Cognitive mechanisms of advertising image formation” and her publications (in the Ukrainian language) are also on advertising. She has participated in courses on journalism (see further in this section).

The Head of Department Professor Kalina holds a PhD in Economics, while another full-time member of staff Professor Danilina’s is in Philology with a specialization in Ukrainian Literature, and Associate Professor Strelkova’s is in Philosophy with a specialization in Religious Studies.

Professor Boyko - a part-time member of staff - has a PhD in Political Science with a specialization in Philology and ethnostate studies. Although her qualification is in political sciences, she has co-authored a monograph on “Sectoral social communications in journalism, political science, pedagogy and economics”.

From the short bios it appears that another part-time member of staff Senior Lecturer Azoyan holds a postgraduate degree in Advertising. His home department is Marketing and Behavioural Economics at the University of Economics and Law and at IAPM he teaches *Master class in radio journalism* and *Television journalism master class*. According to his short bio he is a copywriter, screenwriter, specialist in branding, advertising and PR.

Associate Professor Aliyeva-Baranovskaya (Department of Management of Foreign Economic Activity and Department of Civil and Economic Law), who is also employed part-time, teaches an important course *Media law and information law*, but her dissertation as well as publications are related to commercial law rather than media law, although she has a publication on copyright and lists copyright and intellectual property law as her areas of research. She has published at least two articles in the English language.

Professor Mielkov is employed by the Department of Social Disciplines and Social Work and he is teaching *Research methodology and academic integrity*. His list of publications includes English language publications. During the online site visit, he came across as an expert in his field and also spoke with clarity about the possibilities and limitations when teaching philosophy of science to students who come from a variety of disciplines.

Questions about the expertise and knowledge base of some of the teachers also arose during the site visit, for example, in an exchange about what theories are being taught to students on Journalism MA.

Table 5.1 provides only very general information on the workload (it lists 600 hours at the home institution for all staff), and during the site visit teachers said that they should deliver approximately 4-6 courses. They appeared to be motivated to publish but the expert panel was not informed about how the publishing and pedagogic activities are exactly calculated in their workloads. In the course of the site visit, the expert panel was told that the legal requirements on workloads are adhered to.

Although the number of teachers would be appropriate as such, it is difficult for the expert panel to assert that with the given number of staff, their qualifications and research and teaching expertise the study programme’s learning outcomes can be achieved (it should

be noted again that there are issues with the study programme level learning outcomes as these are not entirely appropriate for Masters' study in Journalism). The current student/staff ratio (6 students and 11 teachers) is biased towards the students. During the online site visit, the students also said that they enjoy the personal attention they get from the teachers.

During the site visit, staff members mentioned that IAPM provided opportunities to attend different courses, a reference was made to training in online teaching methods. According to teachers' CVs, only some have participated in training related to journalism. Associate Professor Smirnova has participated in training in journalism in Sweden and Great Britain but her CV does not provide the duration and timing of the courses.

Table 5.2 provides details of staff mobility and training over the last five years and it shows that a lot of the training that teachers have undergone happened at IAPM. There is very little evidence of international mobility (2 full-time members of the Journalism Department and 1 member of another department) and its duration is only stipulated as under 3 months so the duration is not entirely clear. The expert panel was not provided with information about collaborative projects and networks. It is possible that teachers participate in Ukrainian collaborative projects (e.g. as part of inbound mobility) but no evidence was provided about international collaboration, participation in journalism-related conferences or seminars; teacher exchange programmes.

Recommendations for improvement

Throughout this report the expert panel has highlighted that the main issue with the Journalism MA study programme is its lack of focus on learning outcomes and competencies that are related to this discipline. It is very likely that there is a close connection between this issue and the staffing on the study programme. If IAPM aims to develop a study programme that fulfils the standards of this accreditation process, they need to invest in human resources and increase research and teaching expertise specifically in journalism - including journalistic practice. It is likely that such an investment in personnel and training requires long-term planning and implementation. In the short-term the expert panel recommends to engage visiting teachers (professors) to help develop a curriculum that focuses specifically on journalism studies and journalism practice and to provide support with updating teachers' expertise not only in the subject area but also in pedagogic practices specifically for journalistic training.

Quality grade Not implemented

5.2. Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.

Analysis

The expert panel did not receive information about the qualifications and work experience of external associates. Internship and pre-diploma practice are a significant part of the study programme, it is allocated ten credits. It is important that external associates who provide opportunities for work experience are chosen carefully and have

relevant professional experience and expertise. During the site visit the expert panel met external associates who currently work or plan to work with IAMP. Of the four associates at the meeting, two had experience of working with IAMP and providing work experience for undergraduate students of Journalism, two were planning to work with IAMP. None of the four associates represented companies that the expert panel would classify as journalistic ones. Rather, they were active in advertising and marketing.

Recommendations for improvement

IAMP must ensure that the external associates that it works with have relevant professional expertise and experience and that in the field of journalism.

Quality grade Not implemented

5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.

Analysis

Since the expert panel was not able to visit in person, IAMP provided videos of the facilities and the expert panel can confirm that there are sufficient premises for various types of teaching and learning sessions: multimedia equipment, computer classroom, language classroom, radio and TV studio. Currently the number of students is very small so there seems to be no problem with room capacity. For six students it is easy to provide the necessary number of copies of required reading for each course. The self-evaluation report did not include an overview of future plans for the resourcing of the study programme Journalism MA.

Recommendations for improvement

The expert panel recommends to plan resources that are in line with the planned growth of the study programme.

Quality grade Fully implemented

5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity.

Analysis

The self-evaluation report provides a list of sources that are available to the students. Yaroslav the Wise International Library and Information Centre provides a “reading room, access to Moodle e-learning system, educational, scientific and methodological literature, professional journals etc.”. The self-evaluation report does not mention if the students and staff members have access to scientific databases (e.g. Academic Search

Complete; EBSCO etc.). Following the meeting with various representatives of IAPM's central services, the expert panel was provided with a list of databases to which there is access provided, these include the Web of Science, Free Access Scopus, EBSCO Open Dissertations. It was not made clear - in the course of the visit or in the documents provided, including in syllabi - whether and how these databases are used. These databases do not provide sufficient access to full texts that are necessary for the teaching at MA level and also for the development of staff's professional and research activities and further qualifications. The analysis of the literature lists for individual courses on the study programme Journalism MA revealed the lack of up-to-date literature in journalism studies.

Recommendations for improvement

The expert panel was not provided with enough information to understand how IAPM makes use of open access policy which makes many important publications freely accessible. If not done yet, it would be helpful if the library provided instructions on how to use different free and reliable sources. It is, however, also important to embed these into the lists of literature and other sources in syllabi. Access to specialist literature is very important for postgraduate study and also for the professional development of staff - whether in theory or practice - and the expert panel urges IAPM to make investments and collaborate with other institutions to ensure access to most up-to-date literature sources.

Quality grade Not implemented

5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.

Analysis

The study programme is funded solely from tuition fees. Currently only six students are enrolled, therefore in its meeting with IAPM management, the expert panel asked if this programme is financially sustainable. The expert panel did not get access to data on how many students should enrol in the study programme in order to make it financially viable. While the expert panel understands that IAPM makes an institutional financial investment in the initial set up of a new study programme, it is disconcerting that no financial plans were made available to the expert panel and no clear answers were provided about a time plan in respect of the financial sustainability of the programme.

In meetings during the site visit representatives of IAPM management explained that the budget for the MA Journalism programme was allocated centrally. If the programme needs more money, the programme leaders need to present a grounded application. The expert panel was made aware of the fact that securing the accreditation is seen as a key factor for the growth of the study programme. The self-evaluation report and evidence gathered during the site visit suggest very little planning in terms of student number

growth on the study programme (there is a projected number of sixty students) and resource allocation that will support such growth.

Recommendations for improvement

The expert panel strongly recommends that IAPM prepares a strategic plan directly linked to the expansion of study programmes for a particular period of time. The strategy can then be used to plan and implement realistic and achievable goals in this area. Planning needs to involve in-depth job market research as well as an understanding of competitors' offer; student numbers and their growth; as well as resource and time allocation for all stages. It is also advisable to have mechanisms in place to regularly monitor progress with the set goals and to remedy any significant divergences from the expected course.

Quality grade Partially implemented

VI. FINAL RECOMMENDATION OF EXPERT PANEL MEMBERS

On the basis of the analysis of submitted self-evaluation report for Journalism MA, interviews conducted during the meetings with IAPM's stakeholders and virtual tour of IAPM's facilities, as well as the analysis of other relevant documentation obtained during the site visit, IT IS THE OPINION OF THIS EXPERT PANEL THAT JOURNALISM MA at IAPM

DOES NOT MEET THE REQUIREMENTS FOR ISSUANCE OF ACCREDITATION CERTIFICATE.

Clarification:

APPENDICES

1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>			
<i>Assessment area</i>	Not implemented	Partly implemented	Fully implemented
<i>I. Internal quality assurance system of the higher education institution delivering the study programme</i>		X	
<i>II. Learning outcomes</i>	X		
<i>III. Study programme</i>	X		
<i>IV. Teaching process and student support</i>	X		
<i>V. Resources</i>	X		

Quality grade by standard

<i>I. Internal quality assurance system of the higher education institution delivering the study programme</i>	Not implemented	Partly implemented	Fully implemented
1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.		X	
1.2. The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).		X	
1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.		X	

Quality grade by standard

<i>II. Learning outcomes</i>	Not implemented	Partly implemented	Fully implemented
2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.		X	
2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed.	X		
2.3. Learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme	X		
2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.	X		

Quality grade by standard

<i>III. Study programme</i>	Not implemented	Partly implemented	Fully implemented
3.1 The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.	X		
3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.	X		
3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.	X		
3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.	N/A	N/A	N/A
3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.	X		
3.6. Student practice is an integral part of the study programme.		X	

Quality grade by standard

<i>IV. Teaching process and student support</i>	Not implemented	Partly implemented	Fully implemented
4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.		X	
4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.		X	
4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.		X	
4.4. The higher education institution ensures adequate student support.		X	
4.5. The higher education institution ensures participation in international mobility programmes to students.	X		
4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.	X		
4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.	X		

Quality grade by standard

<i>V. Resources</i>	Not implemented	Partly implemented	Fully implemented
5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competencies.	X		
5.2. Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.	X		
5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.			X
5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity	X		
5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.		X	

2. Site visit protocol in virtual form

Accreditation of the Master study programme Journalism, Kiev Interregional Academy of Personnel Management (IAPM)

First day of accreditation of the Master study programme Journalism in virtual form

	Tuesday, 20 April 2021
8:50 - 9:00 CET	Joining the ZOOM meeting via the link:
9:00 - 9:45 CET	Meeting of all Expert Panel members with the Management of the Interregional Academy of Personnel Management (IAPM)
9:45 - 10:00 CET	<i>Break</i>
10:00 - 11:00 CET	Meeting of Expert Panel members with the Management of the Department of Journalism of the IAPM
11:00 - 11:15 CET	<i>Break</i>
11:15 - 12:30 CET	Meeting with: <ul style="list-style-type: none">• Representatives of Educational and Methodological Institute,• Representatives of the Centre for the organization of scientific work and innovation,• Representatives of the Department of licensing and accreditation,• Representatives of the Department for the work of admission committee,• Representatives of the Institute of International Education,• Representatives of the Centre for the organization students practice, employment and work with graduates,• Student Ombudsman
12:30 - 12:45 CET	<i>Break</i>

12:45 – 13:45 CET	Meeting of the Expert Panel members with students from the Master study programme Journalism. <ul style="list-style-type: none"> - Students that are currently studying at the Master study programme of Journalism - Students from undergraduate study programme of Journalism - Open meeting for all students
15:00 – 16:00 CET	Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers, potential employers
16:00 – 16:15 CET	<i>Break</i>
16:15 – 16:45 CET	Organisation of additional meeting on open questions, if needed

Second day of accreditation of the Master study program Journalism in virtual form

	Wednesday 21 April 2021
8:50 - 9:00 CET	Joining the ZOOM meeting via the link:
9:00 – 10:00 CET	Meeting of the Expert Panel members with full-time and part time teachers who are participating in the delivery of the Master study programme Journalism
10:00 – 10:15 CET	<i>Break</i>
10:15 – 11:15 CET	Meeting of the Expert Panel members with the Head (guarantor) of the Master study programme Journalism
11.15 – 11.30 CET	<i>Break</i>
11.30 – 12.30 CET	Meeting of the Expert Panel members with the leaders of the student practice (stakeholders), public and private
12:30 – 13:45 CET	<i>Lunch Break</i>
13:45 – 14:15 CET	Organisation of additional meeting on open questions, if needed
14:15 – 15:30 CET	<i>Internal meeting of the panel members – preparation for the Exit meeting</i>
15:30– 16:00 CET	Exit meeting of the Expert Panel members with the Management of the Department of Journalism of the IAPM