


Journalism Education for Democracy in Ukraine:
Developing Standards, Integrity and Professionalism / DESTIN

(Еразмус+ KA2 DESTIN № 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP)

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COLLECTION OF NATIONAL
METHODOLOGICAL GUIDELINES
FOR THE CONTENT, DEVELOPMENT AND
IMPLEMENTATION OF THE BACHELOR'S
AND MASTER'S STUDY PROGRAMMES
IN JOURNALISM DEVELOPED WITHIN
ERASMUS+ KA2 DESTIN PROJECT



Co-funded by the
Erasmus+ Programme
of the European Union

DESTIN

**Journalism Education for Democracy in Ukraine:
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(Erasmus+ KA2 DESTIN No. 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP)

**Collection of National Methodological Guidelines for the Content, Development
and Implementation of the Bachelor's and Master's Study Programmes in
Journalism Developed within Erasmus+ KA2 DESTIN Project**

Taras Shevchenko National University of Kyiv
Educational and Scientific Institute of Journalism
Kyiv – 2021

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Ж92

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This collection consists of two documents – national guidelines regarding the content, development and implementation of the Bachelor's and Master's study programmes in journalism. These two documents reveal the academic and professional values and standards needed to demonstrate competencies in this area. They are based on the analysis of quantitative and qualitative data collected over a period of three years from Ukrainian professional associations, student association and employers in the field of journalism.

The DESTIN project is implemented with the support of the Erasmus+ Programme of the European Union in the direction KA2 – capacity building in the field of higher education. This material reflects the views only of its authors. In turn, the European Union's Erasmus+ programme is not responsible for the use of this material.

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FOREWORD

BY THE BATH SPA UNIVERSITY PROJECT TEAM

DESTIN is the name for a major EU-funded project entitled ‘Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism’.¹ This three-year project began in November 2018 but, due to the COVID pandemic, its lifetime has been extended until August 2022.

DESTIN aims to improve and support the development of Journalism education in Ukraine. It does this by updating Bachelors and Masters syllabuses in Journalism and Media; by ensuring that the design and delivery of study programmes meet European standards; by improving the employability and international mobility of student journalists; and by promoting the growth of media literacy in Ukrainian society.

DESTIN is founded upon the collaboration of twenty organisations from seven countries: Austria, Ireland, the Netherlands, Poland, Sweden, Ukraine and the United Kingdom (project coordinator). Our partnership consists of

- Ten Ukrainian universities representing the journalism educators of the country:

Bohdan Khmelnytsky National University of Cherkasy;
Academician Stepan Demianchuk International University of Economics and Humanities;
Ivan Franko National University of Lviv;
Mariupol State University;
Sumy State University;
Taras Shevchenko National University of Kyiv;
Ukrainian Catholic University;
State University Uzhhorod National University;
Yuriy Fedkovych Chernivtsi National University; and
Zaporizhzhia National University.

- Four other European higher education institutions with journalism/media programmes:

Adam Mickiewicz University, Poland;
Bath Spa University, UK;
Dún Laoghaire Institute of Art, Design and Technology, Ireland; and
Linnaeus University, Sweden

- Two independent European professional organisations:

¹ DESTIN is co-funded by the Erasmus+ Programme of the European Union, Key Action 2: Capacity Building in the Field of Higher Education (Project number: 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-J).

*The Ethical Journalism Network, UK; and
The European Journalism Training Association, Netherlands.*

- A European Quality Assurance organisation:

World University Services, Austria.

- A national employer of journalism graduates:

Hromadske Radio, Ukraine.

- Two national bodies promoting excellence in Ukrainian universities:

*The Ministry of Education and Sciences of Ukraine; and
The Ukrainian Association of Students.*

The Institute of Journalism at Taras Shevchenko National University of Kyiv is the project's national coordinator, and the Institute has taken lead responsibility for development of the *National Methodological Guidelines*.

The DESTIN project has required a dedicated team at each of the ten Ukrainian universities to review and reform their current BA and MA degrees to ensure that these programmes align with EU standards for course design and quality assurance, and with the knowledge, skills, cultural awareness, work-based learning and professional training that would be expected within an EU university. This work has involved study trips to learn about European models of Journalism education; training in the utilisation of the European Qualifications Framework; self and international peer-review of new/revised curriculum; and staff, student and employer evaluation of the programmes. We are now able to confirm that all of the ten partner universities have completed the revision of their BA and MA programmes, and these revisions have been supported by international peer review.

This ambitious and transformative programme of pedagogical reform, keenly supported by students and employers, has provided an opportunity for all of the Ukrainian university partners to learn about the best ways of teaching the journalists of tomorrow. Our learning and reflection, guided by UK and EU partners who have shared their programmes and experiences with us, has underpinned the creation of the new *National Methodological Guidelines* for Ukraine's BA and MA Journalism and Media programmes. Under the leadership of the project team at TSNUK's Institute of Journalism, the *Guidelines* have been co-written by all ten Ukrainian university partners, with key contributions from the Ministry of Education and Sciences of Ukraine, the Ukrainian Association of Students, and Hromadske Radio. Throughout this process, the UK and EU project partners have provided support and detailed feedback on our work.

The *Guidelines*, presented as a series of recommendations, represent a major contribution to the development of Journalism and Media in Ukraine, and the DESTIN partners hope that they will be adopted by university journalism and media departments throughout the country. As our *Guidelines* are consistent with best practices in the EU and UK, they will help us to build international partnerships through collaborative activities such as shared research, joint/dual degrees and student exchange programmes. We welcome further institutional, national and international dialogue that will help us to review and revise our *Guidelines* in the years ahead.

The Ukrainian universities involved in the DESTIN project have been pioneers in improving the teaching of journalism and media in Ukraine, and their students are already benefiting from the important changes that have been made. They recognise that, once DESTIN ends, further improvements and reforms will be needed, and to help them prepare for these, the UK and EU partners in the DESTIN project have prepared a list of recommendations for the future which can be found on our website. We know that, thanks to the significant work already accomplished, the Ukrainian university partners will be ready to meet the challenges of tomorrow.

DESTIN website (English): <https://www.destin-project.info/en/>

DESTIN website (Ukrainian): <https://www.destin-project.info/>

***The DESTIN Project Team at Bath Spa University:
Professor Paul Hyland, DESTIN Project Leader (2018–19)
Professor Ian Gadd, DESTIN Project Leader (2019–22)
Rachael McDonald, DESTIN Project Manager (2018–22)
Adele Keane, DESTIN Project Administrator (2020–22)***

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The DESTIN project team would like to additionally thank the following people who have been vital to the success of the project: the late Professor Petro Bekh of Taras Shevchenko National University of Kyiv, Belen Enciso and Lucia Giannini from the EACEA, and Svitlana Shytikova and colleagues at the National Erasmus Office in Ukraine.

FOREWORD

Dear colleagues,

DESTIN is an acronym of the project entitled “Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism”. This project is aimed at improving and developing Ukrainian journalism education – updating bachelor's and master's syllabuses and study programmes in Journalism, their compliance with European standards, improving the employment of student journalists, their international mobility and the spreading of media literacy in the society.

The project is co-funded by the Erasmus+ Programme of the European Union, Key Action 2 – Capacity Building in the Field of Higher Education.

The Educational and Scientific Institute of Journalism of the Taras Shevchenko National University of Kyiv is the project's national coordinator in Ukraine. The project brought together 20 European institutions, including 10 Ukrainian universities, governmental and non-governmental organizations of Ukraine, as well as universities and non-governmental organizations from Austria, Ireland, the Netherlands, Poland, Sweden and the United Kingdom.

Bath Spa University (UK) is the grant holder and general coordinator of the DESTIN project. The project duration is from November 15, 2018 till November 14, 2021, extended until 14 August 2022 due to pandemic COVID-19.

On behalf of the working group of the Institute of Journalism as a national coordinator, I express my sincere gratitude and respect to all participants of the project, as its positive results and guidelines became possible only due to the honest and coordinated work of each project participant – Ukrainian university teams:

Assoc. Prof. Tetiana Bondarenko and Assist. Prof. Svitlana Koval (Bohdan Khmelnytsky National University of Cherkasy);

Prof. Olga Mitchuk (Academician Stepan Demianchuk International University of Economics and Humanities);

Assoc. Prof. Nataliia Habor, Assoc. Prof. Yuliana Lavrysh and Assoc. Prof. Yurii Zalizniak (Ivan Franko National University of Lviv);

Prof. Svitlana Bezchotnikova (Mariupol State University);

Prof. Olena Tkachenko and Kostiantyn Kyrychenko (Sumy State University);

Prof. Borys Potiatynyk, Iurii Opoka, PhD, and Uliana Makarenko, PhD (Ukrainian Catholic University);

Prof. Yurii Bidzilia, Assoc. Prof. Halyna Shapovalova, Assoc. Prof. Nataliia Tolochko (Uzhhorod National University);

Prof. Liubov Vasylyk, Assoc. Prof. Roman Pazyuk, Assoc. Prof. Taras Hrynivskiy, Serhii Lukaniuk (Yuriy Fedkovych Chernivtsi National University);

Assoc. Prof. Viktor Kostyuk, Assoc. Prof. Katerina Siriniok-Dolgariova, Assoc. Prof. Yulia Liubchenko, Assoc. Prof. Pavlo Miroshnychenko (Zaporizhzhia National University);

colleagues from non-governmental organizations:

Lidiia Fesenko and Kostiantyn Kovalishyn (NGO “Ukrainian Association of Students”);

Andriy Kulykov, Kyrylo Lukerenko, Iryna Kondratenko, Tetiana Fedoriv and Nataliia Klochun (NGO “Hromadske Radio”); and, of course,

Oleh Sharov and Kateryna Suprun, the representatives of the Ministry of Education and Science of Ukraine for their support during the project realisation.

The Erasmus+ KA2 DESTIN project started on the initiative of Prof. Paul Hyland, due to his positive experiences of working with universities in Ukraine to improve the system of higher education. The project would not have become a reality without the dedicated work of the coordinators – his successor, Prof. Ian Gadd, Head of European Project Development at Bath Spa University (UK), as well as the Project Manager Rachael McDonald and Project Administrator Adele Keane.

We are also very grateful for the research assistance to the Ukrainian partners from the European Union, whose experience and time commitment contributed to the successful implementation of the project:

Prof. Tadeusz Wallas, Prof. Tomasz Brańka, Prof. Jędrzej Skrzypczak, Prof. Bartosz Hordecki, Prof. Radoslaw Fiedler (Adam Mickiewicz University in Poznan, Poland);

David Quin (Dún Laoghaire Institute of Art, Design and Technology, Ireland);
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Danica Ilic (Ethical Journalism Network, UK);

Prof. Nico Drok (European Journalism Training Association, the Netherlands).

Special gratitude and respect are due to the employees of the National Erasmus+ Office in Ukraine: Svitlana Shytikova, Zhanna Talanova, Petro Kraynik, Ivanna Atamanchuk and Veronika Tkachenko. Your experience in project management was an invaluable help in setting up our work.

Finally, I should like to thank, the Erasmus+ KA2 DESTIN team of Taras Shevchenko National University of Kyiv: Prof. Volodymyr Bugrov, Prof. Petro Bekh, Prof. Volodymyr Rizun, Assoc. Prof. Andriy Hozhyk, Assoc. Prof. Andriy Kravchenko, Assoc. Prof. Bogdana Nosova, Assoc. Prof. Vitaliy Kornieev, Assoc. Prof. Yevhen Tsymbalenko, Assoc. Prof. Yurii Bondar, Assoc. Prof. Anastasia Volobueva, Assoc. Prof. Nataliia Zhelikhovska, Assist. Prof. Yurii Havrylets, Assist. Prof. Tetiana Petrova, Assoc. Prof. Lesia Yaroshenko, and, of course our students, administrative and technician officers, who helped to carry out this project despite the *force majeure* circumstances and to complete it successfully.

Volodymyr Rizun, Director of the Educational and Scientific Institute of Journalism of the Taras Shevchenko National University of Kyiv, Head of the Project Team of the Institute of Journalism as the National Coordinator of Erasmus+ KA2 DESTIN project

INTRODUCTION

These guidelines were developed based on the materials provided by the academic staff of the journalism schools and departments involved into the project “Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism” (DESTIN): Zaporizhzhia National University, Taras Shevchenko National University of Kyiv, Ivan Franko National University of Lviv, Mariupol State University, Academician Stepan Demianchuk International University of Economics and Humanities, Uzhhorod National University, Bohdan Khmelnytsky National University of Cherkasy, and Yuriy Fedkovych Chernivtsi National University.

The guidelines were preceded by monitoring and analysis of Ukrainian university curricula, work meetings and trainings held at Bath Spa University, Taras Shevchenko National University of Kyiv, Linnaeus University, Adam Mickiewicz University in Poznan, Zaporizhzhia National University and Sumy State University.

In particular, at various meetings it was emphasized that the development of study programme should take into account the following points: national legislation, the European Qualifications Framework (EQF), the experience of the DESTIN project, and should reflect the equality of the rights of all participants of the educational process.

Thus, any study programme has to include sections on:

- (a) nature, role and scope of Journalism education,
- (b) subject knowledge and understanding,
- (c) subject-specific skills and other skills,
- (d) teaching, learning and assessment,
- (e) European benchmark standards,
- (f) employability and self-employment.

For BA Journalism Programmes

a) Nature, role and scope of journalism education

1. The aims and learning outcomes set out in the academic programme should be outlined in the light of current trends in the media industry, professional skills and abilities specified by employers, a thorough analysis of the labour market realities, the forecast of its development, and the regional background. This requires constant constructive communication with stakeholders, special analytical research during the year, and implementation of international experience.

2. Journalism education is aimed at developing professional knowledge; abilities and practical skills; forecasting market requirements that are constantly changing; understanding the media phenomenon and its special role in the development of a democratic society; transformation of the institutional purpose of the media – from the public opinion formation and prompt informing to the information support of actualization and solution of urgent problems in society (individual and collective).

3. Promotion through observance of world standards and production of quality content, the growth of public confidence in the media as an effective, independent,

powerful and professional institution capable of increasing the government accountability and advocating human rights and freedoms.

b) Subject knowledge and understanding

1. Applicants for higher education in Journalism must be equipped with modern knowledge, skills and abilities, which are comprehensive professional tools for the modern media content production. The emphasis should be not only on digital skills but also on compliance with professional standards, in particular ethical ones.

2. Taking into consideration the new global challenges related to human health, it is essential to develop distance-learning skills, self-organisation and self-discipline, search for opportunities, and direct participation in multidisciplinary training.

3. Given the rapid flow of information and its constant updating, it is important to form lifelong learning skills, and to deepen the interdisciplinary nature of the knowledge necessary for a journalist to perform professional tasks, etc.

c) Subject-specific skills and other skills these are needed

1. To enhance domestic and international student mobility, promote non-formal education, provide clear mechanisms (taking into account quantitative and qualitative indicators) of credit transfer.

2. To initiate professional communication with stakeholders, engage them in the learning process, implement joint start-ups, creative projects, and promote learning (workshops, webinars, training and professional development).

3. To develop mechanisms for the introduction of dual media education in cooperation with media outlets, online publications, corporate media, information departments of enterprises, institutions, establishments, etc.

d) Teaching, learning and assessment this needs

1. To motivate the teaching staff to update the methodological tools, use innovative formats of teaching and learning, develop original methodology, promote continuous training, and cooperation with media outlets, professional institutions, and public organizations.

2. To facilitate the initiation, development, and implementation of joint teaching and student research projects, practical media startups.

3. To provide on a regular basis the number and content of “guest” courses from leading experts in the field, to update them annually in accordance with changes in the industry.

4. To strengthen the internationalisation of teaching, learning, research, academic freedom of students and teachers.

e) European benchmark standards

1. To adopt the principles of academic integrity, constantly informing about its importance in the modern world, promoting such principles in the educational process (verification of information through certified programmes, preparation of academic publications, and creation of departmental committees on ethical principles and academic integrity, etc.).

2. To give the major priority to the development of a student-centered approach, to enhance students' engagement in planning and organising the educational process, introduce students' feedback on teaching disciplines and "pastoral support" etc.

f) Employability and self-employment this is needed

1. To expand the student internship databases, promote student professional self-employment and employment, monitor the media market demand, forecast the development of the industry.

2. To establish communication with graduates, in particular through setting up Graduate Student Associations, engage them in cooperation, promote student employment, provide counseling and guidance.

3. To organise the educational process, including professional tasks performance and project implementation, which will lay the foundation for a professional portfolio and its presentation to the employer after graduation.

4. To support activities of the student media (student television, radio, web resources, personal blogs across the social networks, etc.), production of various types of content formats (photo, video, audio), work with new multimedia storytelling platforms, expanding the range of topics for student information materials going outside the classroom to cover the relevant real-life issues in the city, country etc.

For MA Journalism Programmes

a) Nature, role and scope of journalism education

1. The aims and learning outcomes set out in the study programme should be outlined taking into account current trends in the media industry, relevant subject areas and directions of the academic research in the field of mass communications, world experience of media research, and the latest trends in the industry.

2. The Master's Programme in Journalism is aimed at broadening student theoretical and empirical knowledge in the field of social communications, developing skills for conducting academic research taking innovative approaches, undertaking original research, presenting and discussing the research findings.

3. The Master's Journalism Programme is designed to be interdisciplinary, covering courses that develop the problem-solving skills in an inter-branch context, to focus on the integration of the global and the local experience.

b) Subject knowledge and understanding

1. The Master's Journalism Programme is designed to develop students' skills and abilities to identify current problems of the media industry, to foresee its evolution, trends, outline and express a well-reasoned opinion, that can be presented to professional and non-professional audiences.

2. Masters in Journalism are expected to immediately respond to media market needs, take into account all-Ukrainian and regional content, and demonstrate an understanding of the current media industry operation.

3. It is advisable that curriculum must comprise disciplines // modules // management and didactic content (media management, media business, strategic

management, teaching of journalism courses, training sessions, webinars, distance education formats etc.).

c) Subject-specific skills and other skills

1. Applicants for higher education in Journalism must be equipped with up-to-date knowledge, skills and abilities, which comprise a set of professional tools for production of the relevant media content. The main emphasis should be placed not only on digital skills but also on compliance with professional, particularly ethical, standards.

2. To develop lifelong learning skills, deepen the interdisciplinary knowledge essential for professional tasks, academic research etc.

3. To promote the national and international mobility of Master students, to combine training and implementation of personal research projects.

4. To engage in the educational process professionals with successful media management experience, startups, scholars implementing research projects etc. in order to establish the prestige of the media profession and academic research.

d) Teaching, learning and assessment pedagogy should be used

1. To introduce the practice of binary (teacher and Master students) teaching disciplines // modules // subject areas for Bachelor students, motivate the teaching staff to update methodological tools, use innovative formats of teaching and learning, develop personal teaching methodology, and enhance distance learning skills and continuous professional development, collaboration with media, professional institutions, and NGOs.

2. To facilitate the initiation, development, and implementation of joint teacher-student research projects, practical media start-ups.

3. To strengthen the internationalisation of teaching, learning, scientific research, academic freedom of students and teachers.

4. To practice formats of collective teacher-student's assessment of practical tasks, projects, researches; conduct public defence, project presentations inviting the stakeholders.

e) European benchmark standards these should be used

1. To adopt the principles of academic integrity, constantly informing about its importance in the modern world, promoting such principles in the educational process (verification of information through certified programmes, preparation of academic publications, and creation of departmental committees on ethical principles and academic integrity, etc.).

2. To give the major priority to the development of a student-centered approach, to enhance students' engagement in planning and organising the educational process, to introduce students' academic and emotional feedback on teaching disciplines etc.

f) Employability and self-employment these should be used

1. To expand the bases of student practice, promote self-employment and employment of students in the speciality, monitor the needs of the media market,

forecast the development of the industry, establish communication with domestic and foreign institutions for joint research projects.

2. To establish communication with graduates, in particular through the establishment of Graduate Associations, and other stakeholders, involve them in cooperation, assistance to students in employment, their counseling.

3. To strengthen the publishing activity of Master students and teachers at the national and international levels.

Target audience.

These guidelines target the main audience who might be interested in certain parts of this document – the academic staff of the higher educational institutions and the guarantors of the study programmes who are responsible for their development.

1. KEY TERMS²

Term	Definition
<p>1. Study Programme³</p>	<p>A study programme refers to any process by which learners may acquire knowledge, skills or competences. It includes programmes of study or instruction, internship, training and employment. A study programme offers students learning opportunities. Thus, they may reach particular educational goals by engaging in education activities in the education environment. The goals are expressed as the learning outcome of the relevant study programme.</p> <p>A study programme is normally comprised of modules. The degree programme (Bachelor, Master, Postgraduate Diploma) in a particular speciality usually requires a certain process of “cohesion” which integrates constituent modules, so that the minimum intended learning outcomes are supported. The cohesion process should establish the epistemological and cultural identity of the study programme. It should also coordinate alignment of activities with the minimum intended learning outcomes and introduce students to the broader community of practitioners to which they aspire. The link between the intended learning outcomes and the created modules is established explicitly in the development of a new study programme.</p>
<p>2. Learning Outcomes</p> <p>Intended Learning Outcomes</p>	<p>There is a difference between Learning Outcomes and Intended Learning Outcomes.</p> <p>Learning outcomes are the quality change of student’s knowledge, skills and competences as a result of learning. In principle, learning outcomes may describe the change in knowledge, skills or competences of an individual (differential form). They may also mean the cumulative result of all learning, including prior learning at the time of entry to the study programme (integral form).</p> <p>The learning outcomes of level <i>N</i> are the results indicated at this level, including the sum of the results of lower levels.</p> <p>Intended Learning Outcomes represent the educational outcomes: goals. They describe the learning outcomes that the</p>

² ALIGN: Achieving and Checking the Alignment Between Academic Programmes and Qualification frameworks” (543901-TEMPUS-1-2013-1-AM-TEMPUS-JPGR). Guidelines for Aligning and Checking the Alignment of a Higher Education Study Programme’s Learning Outcomes with Qualification Frameworks. Sumy State University Publishing House, 2017. 43 p. URL:

http://sumdu.edu.ua/int/images/docs/international/Tempus/Guidelines_for_Aligning_or_Checking_the_Alignment_.pdf

³ Quality Assurance Guidelines and Criteria for Provider Access to Initial Validation of Programmes Leading to QQI Awards. Higher Education and Training / QQI: Quality and Qualifications Ireland Agency, 2013. 28 p. URL: <https://www.qqi.ie/Publications/Publications/QA%20Guidelines%20and%20Criteria%20for%20Provider%20Access%20to%20Initial%20Validation%20of%20Programmes%20Leading%20to%20QQI%20Awards%20-%20HET.pdf>

	<p>programme coordinator or teacher intends that learners will attain as a result of teaching and learning activities.</p> <p>Intended learning outcomes must always include the minimum level of intended learning outcomes.</p> <p>Actual learning outcomes achieved by a learner should include at least the minimum level of intended learning outcomes; they will typically include additional outcomes.</p> <p>Intended learning outcomes set out the outcomes expected across the entire study programme which will be evaluated accordingly. Thus, the intended learning outcomes of the study programme are a statement of what a student is expected to know, the skills he will have and be able to use.</p>
3. Qualifications Framework	A description of mutual relations between qualifications, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications for learners and the societies in which they live. In particular, it describes the hierarchy of qualifications levels – each qualification is linked to one of these levels.
4. Descriptors	General statements indicating the learning outcomes are relevant to a qualification at a given level, defined in terms of knowledge, skills and competence.
5. Level Descriptors	Learning outcomes used as general statements that describe the characteristics and context of learning.
6. Module/Unit	Modules and units are synonymous. They are small discrete portions of a study programme with their own specified learning outcomes, which are assessable. Some countries specify rules for size of a module/unit that leads to differentiation between them.
7. Accreditation of Study Programmes⁴	Accreditation of study programme involves the evaluation of the quality of the study programme and educational activities of the higher education institution under this programme for compliance with the higher education standard; institution's ability to meet the requirements of this standard and achieve the learning outcomes declared in the programme in accordance with Criteria for the Study Programme Quality Evaluation (further – Criteria) established in this Regulations. The Criteria are applied in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

Sources:

⁴ Regulations on Accreditation of Study Programmes in Higher Education (Approved by an Order of the Ministry of Education and Science of Ukraine of July 11, 2019 No. 977). URL: https://en.naqa.gov.ua/wp-content/uploads/2020/05/Accreditation_Regulations_2019_ENG.pdf.

Terms 1-6: Guidelines for Aligning and Checking the Alignment of a Higher Education Study Programme’s Learning Outcomes with Qualification Frameworks / “ALIGN: Achieving and Checking the Alignment Between Academic Programmes and Qualification frameworks” (543901-TEMPUS-1-2013-1-AM-TEMPUS-JPGR), Sumy State University Publishing House, 2017. 42 p. URL: http://sumdu.edu.ua/int/images/docs/international/Tempus/Guidelines_for_Aligning_or_Checking_the_Alignment_.pdf.

Term 7: Regulations on Accreditation of Study Programmes in Higher Education (Approved by an Order of the Ministry of Education and Science of Ukraine of July 11, 2019 No. 977). URL: https://en.naq.gov.ua/wp-content/uploads/2020/05/Accreditation_Regulations_2019_ENG.pdf.

2. EXAMPLES OF DOCUMENTS FOR DEVELOPMENT OF STUDY PROGRAMMES

The following is a short list of documents for study programme development in journalism.

- Guidelines for Aligning and Checking the Alignment of a Higher Education Study Programme’s Learning Outcomes with Qualification Frameworks / “ALIGN: Achieving and Checking the Alignment Between Academic Programmes and Qualification frameworks” (543901-TEMPUS-1-2013-1-AM-TEMPUS-JPGR), Sumy State University Publishing House, 2017. 42 p. URL: http://sumdu.edu.ua/int/images/docs/international/Tempus/Guidelines_for_Aligning_or_Checking_the_Alignment_.pdf.

- Standard of higher education in speciality 061 Journalism for the bachelor's degree, approved by the Ministry of Education and Science of Ukraine, 2019 URL: <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/061-zhurnalistika-bakalavr.pdf>.

- National Qualifications Framework, approved by the Decree of the Cabinet of Ministers of Ukraine, 2011 (as amended by the Decree of the Cabinet of Ministers of Ukraine of June 25, 2020 No. 519). URL: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF/paran12#n12>

- EQF-LLL – European Qualifications Framework for Lifelong Learning. URL: https://ec.europa.eu/ploteus/sites/eac-efq/files/brochexp_en.pdf.

- DESTIN Partners Studied Swedish Experience in Journalism Education/ URL: <http://www.destin-project.info/destin-partners-studied-swedish-experience-in-journalism-education>.

- Law of Ukraine “On Higher Education” dated July 01, 2014 No. 1556-VII. URL: <https://bit.ly/3n1c6cj>.

- Law of Ukraine “On Education” dated September 5, 2017 No. 2145-VIII; 2145-VIII. URL: <https://mon.gov.ua/ua/npa/law-education>.

- List of fields of knowledge and specialties. URL: <http://zakon4.rada.gov.ua/laws/show/266-2015-п>.

- Methodological guidelines on development of the standards of higher education, approved by the Order of the Ministry of Education and Science of Ukraine on June 1, 2017 No. 600 (as amended by the Order of the Ministry of Education and Science of Ukraine on December 21, 2017 No. 1648). URL: <https://mon.gov.ua/storage/app/media/vishcha-osvita/proekty%20standartiv%20vishcha%20osvita/1648.pdf>.

3. CONDITIONS AND CHALLENGES OF JOURNALISM EDUCATION IN UKRAINE

3.1. Situation in Ukrainian media

The realisation of the DESTIN project made it clear that there is the need to improve and support journalism education and public understanding of the role of journalists and the responsibility of all citizens and the media to promote democracy in Ukraine.

Although the rapidly changing transnational news-media space (primarily but not exclusively through the widespread use and misuse of social media and new technologies) presents challenges for governments and people in all EU countries, the challenges in Ukraine are distinctive and severe. They have been well articulated in various independent studies. For example, according to the research of the quality of journalism education “The State of Journalism Education at Journalism Departments in Ukraine” (2016)⁵, the NGO “Detector Media” reports the “key problems in the content and organisation of journalism education”. These problems, which “attract more and more criticism every year”, include “the knowledge and skills of journalism department graduates”, “the weak integration of journalism departments into the international context”, “lack of technical infrastructure” and “very low levels of student mobility, student satisfaction and employers' confidence in graduates”.

3.2. Journalism training during the transformations of Ukrainian education

Reform of journalism education has been selected by the Ministry of Education and Science of Ukraine as a “national priority” for study programme development, and has now become urgent and challenging due to the recent displacement and migration of many Ukrainian communities and the ongoing armed conflict in the east of the country.

3.3. European context of journalism education

All EU members of the DESTIN team have worked with universities and/or journalists and media organisations in Ukraine. All have developed excellent relationships with the various organisations and individuals with whom they have worked, and all are very enthusiastic about the goals and plans of the DESTIN project, both within the Ukrainian universities themselves and in the wider communities they

⁵ The State of Journalism Education at Journalism Departments in Ukraine (2016), NGO “Detector Media”. URL: https://ms.detector.media/content/files/dm_osvita_a4_light.compressed.pdf.

serve. Consequently, the project's goals and plans are based on an ambitious but well-informed and realistic assessment of what the project can achieve. They are built on a good knowledge of what changes are necessary, how best to make these changes, distribute and sustain the benefits and impact of the project results for future years.

DESTIN is also built on the knowledge of previous projects; in particular, the resources and knowledge developed in the EU-funded project ALIGN. These resources include the "Toolkit for Understanding and Aligning Academic Programmes" and the quality assurance of academic programmes at institutional level with "European and National Qualifications Frameworks". "National Report on Aligning Academic Programmes and Quality Assurance with EU Standards" (English and Ukrainian edition, 2017), summarises the key findings and achievements of the ALIGN project, including the "benefits of alignment" for students and prospective students (12 items), for academic and professional staff (9), for universities (8) and for the higher education sector in Ukraine (8). The Report, co-authored by EU partners and Ukrainian universities, the ministry, employer representatives and the student union, also outlines 19 "Recommendations for Strategic Development" at national and institutional levels. These Recommendations were used to give information about the aims and design of the DESTIN project and the need to create academic, professional and career conditions in which journalism education can be developed and sustained through EU partnership and future cooperation.

The project proposal was prepared during meetings and discussions between the EU and Ukrainian partners over a 10-month period. Face-to-face meetings took place during visits to EU countries and Ukraine, in particular during the ALIGN project and Erasmus+ KA107 staff mobility (including journalists); special visits funded by Bath Spa University.

Discussions took place via Skype conferences, emails and Google Drive were used to share draft documents and plans. Throughout this process, all partners recognised the need to address Ukraine's national priority of curriculum reform in journalism education, the base of which is the knowledge and trust gained through previous cooperation as well as the resources and experience gained in previous projects and activities of the European Commission, in particular ALIGN.

The Ministry of Education and Science of Ukraine, the staff of universities offering BA and MA programmes in this field, national and local employers who employ journalism graduates, and the graduates themselves are also well aware of the serious problems in their existing curriculum and media environment. They are well aware that the best and perhaps only way to ensure successful and sustainable reform of journalism education in Ukraine is to improve knowledge and alignment of courses in cooperation with European models of Journalism education and close cooperation with professional networks and associations (such as the Ethical Journalism Network and the European Journalism Training Association) that European Union countries can provide.

3.4. National context of journalism education

1. The objectives and learning outcomes of the study programme should be in line with the main trends of the speciality, the needs of employers and the realities of

the labour market. Cooperation with employers should therefore take place on an ongoing basis and at different stages (discussing needs, making changes to the study programme, curricula, organising internships, employment, etc.).

2. The objective of journalism education is not only to provide practical media skills, but also to develop a worldview understanding of the mission, standards and ethics of journalism.

4. CRITERIA AND INDICATORS OF THE QUALITY OF JOURNALISM PROGRAMMES

Criteria for the Study Programme Quality Evaluation are defined in the Regulations on Accreditation of Study Programmes in Higher Education (Approved by an Order of the Ministry of Education and Science of Ukraine of July 11, 2019, No. 977). Accreditation of study programmes in Ukraine is carried out by the National Agency for Quality Assurance in Higher Education (www.naqa.gov.ua), which is governed by the above-mentioned Regulations and uses the criteria prescribed therein.

Obligatory conditions for accreditation are the compliance of the study programme and educational activity of the higher education institution under that study programme with the following criteria:

Criterion 1. Design and objectives of the study programme

1. The study programme has clearly defined objectives that are in line with the mission and strategy of the higher education institution.

2. The objectives of the study programme and the programme learning outcomes are defined taking into account the views and needs of stakeholders.

3. The objectives of the study programme and the programme learning outcomes are defined taking into account the development tendencies of the speciality, the labour market, the sectoral and regional context, as well as the experience of similar Ukrainian and international study programmes.

4. The study programme gives the possibility to achieve the learning outcomes defined in the higher education standard for the relevant speciality and the level of higher education (if available). If the approved higher education standard for the relevant speciality and higher education level is absent, the programme learning outcomes should meet the requirements of the National Qualifications Framework for the relevant qualification level.

Criterion 2. Structure and content of the study programme

1. The scope of the study programme and the individual educational components (in ECTS credits) complies with the legal requirements on the study load for the relevant level of higher education and the relevant higher education standard (if available).

2. The content of the study programme has a clear structure; the educational components included in the study programme constitute a logical interconnected system and together make it possible to achieve the stated objectives and programme learning outcomes.

3. The content of the study programme corresponds to the programme subject area of the speciality defined for it (or specialities, if the study programme is interdisciplinary).

4. The structure of the study programme provides the possibility of forming an individual educational trajectory, in particular through the individual choice of the academic disciplines by students within the scope prescribed by law.

5. The curriculum and study programme provide practical training students, enabling them to acquire the competences needed for their future professional career.

6. The study programme provides for students to acquire softskills consistent with the stated objectives.

7. The content of the study programme takes into account the requirements of the relevant professional standard (if available).

8. The scope of the study programme and the individual educational components (in ECTS credits) corresponds to the actual workload of the students, the achievement of the learning objectives and programme learning outcomes.

9. The structure of the study programme and the curriculum for the training of applicants for higher education in the dual form (if implemented) is aligned with the objectives and characteristics of this form of education.

Criterion 3. Access to the study programme and recognition of learning outcomes

1. The rules for admission to the study programme are clear and understandable, do not contain discriminatory provisions and are made publicly available on the official website of the higher education institution.

2. The rules for admission to the study programme shall take into account the specific features of the study programme itself.

3. Clear and understandable rules for the recognition of learning outcomes obtained at other institutions, in particular academic mobility, which correspond to the Convention on the Recognition of Qualifications in Higher Education in the European Region (Lisbon, 1997), have been defined. They are available to all participants in the education process and are consistently followed during the implementation of the study programme.

4. Clear and understandable rules for the recognition of learning outcomes from non-formal education are defined. They are accessible to all participants in the educational process and are consistently followed during the implementation of the study programme.

Criterion 4. Learning and teaching on the study programme

1. The forms and methods of learning and teaching support the learning objectives and programme learning outcomes stated in the study programme and are in line with the student-centred approach and the principles of academic freedom.

2. All participants in the educational process are provided, in a timely manner, with accessible and comprehensible information on the objectives, content and programme learning outcomes, assessment procedures and criteria within the individual educational components (in the form of a syllabus or in a similar manner).

3. A higher education institution provides a combination of teaching and research in the implementation of a study programme in accordance with the higher education level, speciality and objectives of the study programme.

4. Academic staff, researchers (hereinafter “academics”) update the content of education on the basis of scientific advances and current practices in the relevant sector.

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

Criterion 5. Control measures, evaluation of students and academic integrity

1. The monitoring forms and evaluation criteria for students are clear, understandable, make students to achieve the learning outcomes for a particular educational component and/or study programme as a whole, and are published in advance.

2. The forms of attestation of students meet the requirements of the higher education standard (if available).

3. Clear and understandable rules for control activities are defined. They are accessible to all participants in the educational process, ensuring objectivity of examiners, in particular covering procedures for preventing and resolving conflicts of interest, defining procedures for appealing against the results of control activities and their re-assessment, and which are consistently followed during the implementation of the study programme.

4. The higher education institution has clear and understandable policies, standards and procedures for observing academic integrity, which are consistently followed by all participants in the educational process during the implementation of the study programme. The higher education institution promotes academic integrity (primarily by embedding this policy in an internal quality culture) and uses appropriate technological solutions as tools to counteract violations of academic integrity.

Criterion 6. Human resources

1. The academic and/or professional qualifications of the academics involved in the implementation of the study programme ensure that the objectives and programme learning outcomes defined in the respective programme are achieved.

2. The procedures for the competitive selection of academics are transparent and enable the necessary level of professionalism to ensure the success of the study programme.

3. The higher education institution involves employers in the organisation and implementation of the educational process.

4. The higher education institution engages professional practitioners, sector experts and employer representatives in classroom activities.

5. The higher education institution promotes the professional development of academics through its own programmes or in cooperation with other organisations.

6. The institution of higher education stimulates the development of teaching skills.

Criterion 7. Educational environment and material resources

1. The financial, material and technical resources (library, other infrastructure, equipment, etc.), as well as the educational and methodological support of the study programme, guarantee that the objectives and programme learning outcomes defined in the study programme are achieved.

2. The higher education institution provides free access for teachers and students to relevant infrastructure and information resources necessary for learning, teaching and/or scientific activities within the study programme.

3. The educational environment is safe for the lives and health of students enrolled in the study programme and enables their needs and interests to be met.

4. The higher education institution provides educational, organisational, informational, consultative and social support to students enrolled in the study programme.

5. A higher education institution creates sufficient conditions for the realisation of the right to education for persons with special educational needs enrolled in a study programme.

6. Clear and understandable policies and procedures for dealing with conflict situations (in particular related to sexual harassment, discrimination and/or corruption, etc.) are defined. They are accessible to all participants in the educational process and are consistently followed during the implementation of the study programme.

Criterion 8. Internal quality assurance of the study programme

1. The higher education institution consistently follows the defined procedures for developing, approving, monitoring and periodically reviewing the study programme.

2. Students are involved, directly and through student government bodies, in the periodic review of the study programme and other quality assurance procedures as partners. The position of students is taken into account when reviewing the study programme.

3. Employers are involved, directly and/or through their associations, in the periodic review of the study programme and other quality assurance procedures as partners.

4. The practice for collecting, analysing and recording information about the career of graduates of the study programme takes place.

5. The quality assurance system of the higher education institution ensures a timely response to identified shortcomings in the study programme and/or educational activities to implement the study programme.

6. The results of external quality assurance of higher education (in particular comments and suggestions made during previous accreditations) are taken into account when reviewing a study programme.

7. The higher education institution's academic community has developed a culture of quality that promotes the continuous development of the study programme and the educational activities in that programme.

Criterion 9. Transparency and publicity

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

1. Clear and understandable rules and procedures governing the rights and responsibilities of all participants in the educational process are defined. They are accessible to them and consistently followed during the implementation of the study programme.

2. The higher education institution publishes the relevant draft on its official website at least one month before approving the study programme or making changes to it in order to receive comments and suggestions from interested stakeholders.

3. The higher education institution publishes on its official website accurate and reliable information on the study programme (including its objectives, expected learning outcomes and components) in a timely manner, sufficient to inform relevant stakeholders and the society.

Criterion 10. Study through research

Note. This Criterion is applied during the accreditation of study programmes of the third (educational-scientific) level of higher education.

1. The content of the study programme corresponds to the scientific interests of doctoral students (adjuncts) and ensures their full preparation for research and teaching activities in higher education institutions in their speciality and/or sector.

2. The research activities of doctoral students (adjuncts) correspond to the research area of the supervisors.

3. The higher education institution provides, within the framework of the study programme, organisational and material facilities for conducting and approving the results of scientific research in accordance with the topics of the doctoral students (adjuncts) (holding regular conferences, seminars, colloquia, access to the use of laboratories, equipment, etc.).

4. The higher education institution provides opportunities for doctoral students (adjuncts) to engage with the international academic community in their speciality, in particular conference presentations, publications, participation in joint research projects, etc.

5. Existing practice of supervisors participating in research projects, the results of which are regularly published and/or practically implemented.

6. The higher education institution shall ensure the observance of academic integrity in the professional activities of supervisors and doctoral students (adjuncts), including measures to prevent scientific guidance from persons who have committed violations of academic integrity.

The partnership developed quality indicators for journalism programmes in Ukrainian and English⁶ during the DESTIN meeting at Linnaeus University.

Each study programme in journalism enables students:

1) To understand the role of journalism in a society, to be aware of one's own position as a journalist, to know legal, ethical and other regulations in journalism;

2) To develop skills and competencies required for work in different media, to cover current stories.

3) To acquire knowledge of a number of issues in humanities and social sciences;

4) To plan and organise professional activities;

5) To develop skills in gathering, selecting and analysing information from various sources;

6) To be able to use various storytelling techniques, to present the content using the effective combination of text, sound and video;

7) To accept criticism, to be self-critical and responsible;

8) To enhance communicative skills and teamwork, to solve complex problems;

9) To be able to develop managerial and organisational skills in project management, independent decision-making, actions in complex and unexpected situations;

10) To acquire research-oriented competencies relevant to professional development.

5. MONITORING THE QUALITY OF STUDY PROGRAMMES

5.1. Survey of students and employers on the quality of graduate training

The Law of Ukraine on Education introduced the concept of “audit”. Thus, the institutional audit is an element of the education quality assurance system. As part of the DESTIN project, based on the provisions of the Act, we have set up a system of external and internal educational audits. The external audit ensured that relevant information from stakeholders and businesses was received to be reflected in the study programmes. In particular, the vector of independent work, for which at least 50% of the total number of hours is allocated, has significantly changed for a large part of the journalism programme's disciplines after a detailed survey of employers. The student survey once again demonstrates the willingness of young people to communicate with stakeholders. To this end, the number of guest speakers for the classroom readings has

⁶ DESTIN Partners Studied Swedish Experience in Journalism Education / Quality Indicators for Journalism Programmes Developed in the Frame of the Erasmus+ KA2 DESTIN project / URL: <http://www.destin-project.info/destin-partners-studied-swedish-experience-in-journalism-education>.

increased. The monitoring also gave high scores for the quality of staffing, accessibility of the study programme, availability of information, teaching and methodological and logistical support.

Students, graduates and employers are surveyed at least once a year. It is this kind of systematic monitoring that contributes to improving the quality of the study programme and its competitiveness in the market for educational services.

5.2. Internal audit of programmes: tools for diagnosing the quality of training

According to the Law of Ukraine “On Higher Education”, regular internal monitoring of study programmes is envisaged in the higher education institution. The basis for its implementation was the creation of the necessary comprehensive document base – regulatory and methodological, which substantiates the purpose of the educational activity, the criteria of its correlation with the result, the model of educational result, etc.

Internal auditing of programmes has become an effective tool for identifying deficiencies, self-assessment of the condition and trends of the educational process, and the identification of deviations in the quality of student training. The in-depth discussion, comparison of study programmes with the best examples of foreign higher education institutions, the use of surveys of stakeholders, students and graduates gave effective results and stimulated the improvement of the study programme 061 “Journalism” for the Bachelor's level of higher education.

Internal audit of the study programme had no discrepancies, only observations that were corrected through the work of the DESTIN project.

The study programme 061 “Journalism” provides:

- the content of the study programme corresponds to the subject area defined by the relevant standard;
- no duplication of educational components, by consolidating the disciplines studied by students;
- compliance of the study programme with the logical educational components, general and vocational competences that make it possible to achieve the intended purpose and learning outcomes;
- the free choice of students in 25% of the disciplines stipulated by the legislation in force.

According to the approved study programme, an internal scheduled audit is conducted at least once a year. If necessary, an unscheduled audit is carried out.

6. DEVELOPMENT AND DESIGN OF A BACHELOR’S DEGREE STUDY PROGRAMME IN JOURNALISM

6.1. Standard of higher education in speciality 061 “Journalism” for a Bachelor’s degree

According to part six of Article 10, subparagraph 16 of part one of Article 13 of the Law of Ukraine “On Higher Education”, the Regulations on the Ministry of Education and Science of Ukraine, approved by the Cabinet of Ministers of Ukraine

on October 16, 2014, No. 630, taking into account the Methodological Recommendations for Developing Standards of Higher Education, approved by the Order of the Ministry of Education and Science of Ukraine on June 1, 2016 No. 600 (amended by the Order of the Ministry of Education and Science of Ukraine on December 21, 2017 No. 1648), “Standard of Higher Education of Ukraine: First (Bachelor) level, branch of knowledge 06 Journalism, speciality 061 Journalism” was approved. The order obliges the standard to be implemented from 2019-2020.

The standard was developed by members of the sub-commission on the speciality 061 “Journalism” of the Scientific and Methodological Commission No. 5 on Social Sciences and Journalism of the Higher Education Sector of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine. Developers of the standard were, among others, **DESTIN project participants** Rizun Volodymyr Volodymyrovych – professor, PhD in philology, Director of the Educational and Scientific Institute of Journalism at Taras Shevchenko National University of Kyiv, and Chairman of the journalism sub-section of the Scientific and Methodical Commission on Social Sciences and Journalism; Bondarenko Tetiana Hryhorivna – Associate professor, PhD in philology, head of the department of journalism, advertisement and PR-technology of Bohdan Khmelnytsky National University of Cherkasy, secretary of the journalism sub-section of the Scientific and Methodical Commission on Social Sciences and Journalism; Babenko Viktoriia Volodymyrivna – Associate professor, PhD in Social Communications, Head of Department of Journalism at the Ukrainian Catholic University; Mitchuk Olha Andriivna – Associate professor, PhD in Social Communications, Dean of the Faculty of Journalism at the Private Higher Educational Establishment “Academician Stepan Demianchuk International University of Economics and Humanities”; Tkachenko Olena Hryhorivna – Professor, PhD in Philology, Head of the Department of Journalism and Philology at Sumy State University.

The standard was considered and approved at the meeting of the sub-commission on speciality 061 “Journalism” of the Scientific and Methodological Commission No. 5 on Social Sciences and Journalism of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine. The standard was considered at a meeting of the Higher Education Sector of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine. Professional expertise was provided by: Bezchotnikova Svitlana Volodymyrivna – professor, director of PJSC TV and Radio Company “Eurostudio”, **DESTIN project participant**; Froliak Olena Yuriivna – editor-in-chief of the information service of ICTV channel. The methodological expertise was carried out by: Zakharchenko Vadym Mykolaiovych – Doctor of Technical Sciences, Professor, Vice-Rector for Scientific and Pedagogical Work of National University “Odesa National Maritime Academy”, National Expert in Higher Education Reform of **the EU Erasmus+ Programme**; Kalashnikova Svitlana Andriivna – PhD in Pedagogy, Professor, Director of Institute of Higher Education of NAPS of Ukraine; National Expert on Higher Education Reform of the **EU Erasmus+ Programme**; Talanova Zhanneta Vasylivna – Ph.D. in Education, Associate Professor, research fellow, Manager for Analytical Work of the National **Erasmus+ Office in Ukraine**. The standard has been reviewed by the Ministry of

Information Policy of Ukraine and **the Federation of Employers of Ukraine**. The standard was reviewed after all comments and suggestions were received and approved at the meeting of the sub-commission on speciality 061 “Journalism” of the Scientific and Methodological Commission No. 5 on Social Sciences and Journalism of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine. The standard has been agreed by the decision of **the National Agency for Quality Assurance in Higher Education** of May 21, 2019 No. 5.

The work on the standard was initiated by the DESTIN project, but the basic material of the standard has undergone significant changes influenced by the ideas of the project, in particular in terms of harmonising the basic principles and provisions of the standard with both the European Qualifications Framework and the requirements of European education in general. The Standard is an essential part of the DESTIN project. It is a reflection of the European approaches to the development of normative educational documents set out in such documents:

– Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). URL: <https://www.britishcouncil.org.ua/sites/default/files/standards-and-guidelines-for-qa-in-the-eha-2015.pdf>.

– National Educational Glossary: Higher Education / second edition, revised and supplemented / authors: V. M. Zakharchenko, S. A. Kalashnikova, I. Luhovyi, A. V. Stavitskyi, Y. M. Rashkevych, J. V. Talanova / edited by V. G. Kremen. Kyiv: Pleiades Publishing House LLC, 2014. 100 p.

– Development of Study Programmes. Methodological Guidelines / Authors: V. M. Zakharchenko, V. I. Luhovyi, Yu. M. Rashkevych, Zh. V. Talanova / Ed. by V. H. Kremen. Kyiv. State Enterprise “Priorytety” Publishing House, 2014. 120 p.

– Development of Quality Assurance System in Higher Education in Ukraine: Information and Analytical Review / Compiled by: Dobko T., Zolotarova I., Kalashnikova S., Kovtunets V., Kurbatov S., Lynova I., Luhovyi V., Prokhor I., Rashkevych Y., Sikorska I., Talanova J., Finikov T., Sharov S.; Ed. by S. Kalashnikova and V. Luhovyi. Kyiv: State Enterprise “Priorytety” Publishing House, 2015. 84 p.

– The European Credit Transfer System: User's Manual / translated from English; edited by Prof. Y. M. Rashkevych, PhD, and Dr. Pedagogical Sciences, Ph.D. in Ed. by J.V. Talanova. Lviv: Lviv Polytechnic Publishing House, 2015. 106 p.

– EQF-LLL – European Qualifications Framework for Lifelong Learning. URL: https://ec.europa.eu/ploteus/sites/eac-efq/files/brochexp_en.pdf.

– QF-EHEA – Qualification Framework of the European Higher Education Area URL: <http://www.ehea.info/article-details.aspx?ArticleId=67>.

– Rashkevych Y. M. The Bologna Process and the New Paradigm of Higher Education. Lviv: Publishing house of Lviv Polytechnic, 2014. 168 p. URL: <https://bit.ly/38SM1WT>.

– Tuning Educational Structures in Europe (Setting up educational structures in Europe - to introduce specific (vocational) competences and examples of standards). URL: <http://www.unideusto.org/tuningeu/>.

The standard is an integral factor in assessing the quality of a study programme in journalism, since the quality of a study programme and the educational activities of a higher education institution is assessed in this programme, as stated in the

“Regulation on Accreditation of Study Programmes”, on the compliance of the educational program with the standard of higher education, the ability to meet the requirements of the standard, as well as the achievement of the stated learning outcomes in accordance with the criteria for assessing the quality of the study program set out in the annex to this Regulation. The criteria are applied taking into account the standards and recommendations for quality assurance in the European Higher Education Area. The criteria are applied taking into account the standards and guidelines for quality assurance in the European Higher Education Area.

In fact, the standard is the basis of the journalism profile, as it covers primarily the competencies and skills articulated in the learning outcomes. According to the general, special and professional competencies emerges **a portrait of a journalist (normative component):**

General Competences. Journalists in general terms are people who are able to exercise their rights and duties as members of society, are aware of the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine. They are able to preserve and enhance the moral, cultural, scientific values and achievements of society based on an understanding of the history and regularities of the subject area, its place in the general system of knowledge about nature and society and in the development of society. They are able to use different types and forms of physical activity for active leisure and leading a healthy lifestyle, possess state and foreign languages, knowledge and understanding of the subject field and the understanding of professional activity. In practical situations, they are able to be critical and self-critical, work in a team, easily adapt and act in a new situation and are able to learn and master modern knowledge.

Professional Competences. Journalists are professionals who search, process and analyse information from various sources, use information and communication technologies to form media content and create media products, and who can effectively promote the created media product. They are able to work in a team and can organise and control professional teamwork, to apply knowledge from social communication in their professional work and conduct safe media activities.

Indicative Competencies for standard of higher education in speciality 061 “Journalism”
12 (67%) – general competences
6 (33%) – professional competences

6.2. Formation of a study programme profile

1. Bachelor’s Degree study programme in Journalism should comply with the European Credit Transfer and Accumulation System (ECTS) used in the European Higher Education Area to grant, recognise, validate qualifications and educational components and facilitate academic mobility of students.

2. The study programme should contain: a list of educational components; their logical sequence; the educational requirements for those who may start the programme; the number of ECTS credits required to complete the programme and the intended programme learning outcomes (competences) to be acquired by student. The main categories of student-centred learning are competencies and learning outcomes. These two terms are key in the European Higher Education Area today. Therefore, the analysis of these key educational concepts must be considered in detail.

3. Students must acquire competences in accordance with higher education standards, as certified by an appropriate higher education certificate. Competence confirms a person's ability to successfully socialise, learn, carry out professional activities, it arises from a dynamic combination of knowledge, abilities, skills, ways of thinking, attitudes, values, other personal qualities.

4. The study programme should support the international integration and integration of the Ukrainian higher education system into the European Higher Education Area.

5. The study programme should correspond to an educational level of higher education that provides the individual with the ability to solve complex specialised problems and practical problems in the field of social communication, involves the application of the provisions and methods of social communication and other sciences and is characterised by an uncertainty of conditions.

6. The attestation in the first (Bachelor) level of higher education should be conducted in the form of a combination of the unified state qualification exam and the defence of a Bachelor's creative work. This will prepare the best specialist and enable students to demonstrate the competencies and learning outcomes acquired during their studies.

7. The following are guidelines for the development of a Bachelor's degree study programme in journalism. Sections 6 and 7 are based on the approved *higher education standard for 061 "Journalism" for a Bachelor's degree* (in force at the time of preparation of these recommendations). In accordance with the change in the standard, sections 6 and 7 should be amended in the Study Programme Profiles.

EXAMPLE OF THE STUDY PROGRAMME PROFILE (BACHELOR'S DEGREE)⁷

1 – General information	
Higher education degree and qualification	Higher education degree: Bachelor of Journalism Speciality: 061 Journalism Study Programme: Journalism
Language(s) of learning and assessment	Ukrainian

⁷ The example has been provided by Private Higher Educational Establishment “Academician Stepan Demianchuk International University of Economics and Humanities”.

Scope of the study programme	240 ECTS credits, 4 years of study
Programme type	Educational and professional
Programme cycle / level	NFQ of Ukraine – the 6 th level, FQ-EHEA – the 1 st level, EQF-LLL – the 6 th level
Prerequisites	Complete general secondary education: certificate of the Ukrainian Center for Educational Quality Assessment in competitive subjects
Mode of study	full-time, Intermittent
2 – Aim of the study programme	
The aim of the programme (including the level of qualification)	To ensure the training of specialists of the first (Bachelor's) level of higher education in the field of journalism, to form the graduate's ability to perform complex specialized tasks and solve practical problems in the field of journalism and social communications, which involves the application of provisions and methods of social communication and other sciences and is characterized by uncertainty of conditions for ensuring the effectiveness of communication activities.
3 – Characteristics of the study programme	
Subject area (field of knowledge / speciality / programme specialisation)	06 Journalism / 061 Journalism / Journalism <i>Objects of study and activity:</i> journalism, journalism and social communications; social communication products; audience and other consumers (users) of these products. <i>Theoretical content of the subject area:</i> the concept of journalism, journalism and social communications as socio-economic institutions. <i>Methods, techniques and technologies:</i> applied social and communication technologies; methods and techniques of collecting, processing and disseminating information, media planning, professional norms and standards and other special techniques used in the field of social communications and journalism.
Orientation of the study programme	Educational and professional, applied
The main focus of the study programme and specialisation	Professional education in journalism with a focus on training a specialist who understands the nature and patterns of social communications, functional features and methodology for creating media products, and is able to effectively use his knowledge and skills to meet social needs for information of various types. Keywords: journalism, social communications, media, mass information media, mass communication media, information.
Features of the programme	Mastering the latest technologies of production and content presentation by the student using the latest electronic systems and multimedia tools. The graduate must possess the basic methods, techniques and technologies, means and tools used in the field of practical journalism and social communications necessary for the implementation of projects.
4 – Suitability of graduates to employment and further training	
Suitability for employment	Graduates of the speciality “Journalism” can work in mass media (print, audio-visual, electronic, internet editions), information and analytical centres, press services of enterprises, political parties, public organizations as journalists, commentators, correspondents, columnists, photo correspondents, editors, press secretaries, etc.

Further education	Possibility to continue studying at the second (Master's) level of higher education.
5 – Teaching and assessment	
Teaching and learning	Forms of teaching: lectures, interactive lectures, multimedia lectures, seminars, practical and laboratory classes. Student-centric learning, problem-oriented learning. Training on the basis of self-training using textbooks, notes, multimedia tools, consultations with teachers.
Assessment	Oral and written examinations, tests, differentiated tests, defense of introductory, industrial, pre-diploma practices, defense of bachelor's minimum (minimum set of practical journalism works), defense of creative qualification work.
6 – Programme competencies	
Integral competency (IC)	IC. The ability to solve complex specialized tasks and practical problems in the field of social communications, which involves the application of provisions and methods of social and communication and other sciences and is characterized by uncertainty of conditions.
General competencies (GC)	GC01. Ability to apply knowledge in practical situations. GC02. Knowledge and understanding of the subject area and understanding of professional activity. GC03. Ability to be critical and self-critical. GC04. Ability to search, process and analyze information from different sources. GC05. Skills of using information and communication technologies. GC06. Ability to adapt and act in a new situation. GC07. Ability to work in a team. GC08. Ability to learn and acquire modern knowledge. GC09. The ability to realize one's rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and citizen rights and freedoms in Ukraine. GC10. The ability to preserve and increase the moral, cultural, scientific values and achievements of society on the basis of understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technique and technology, to use different types and forms of motor activity for active recreation and healthy lifestyle. GC11. Ability to communicate in the state language. GC12. Ability to communicate in a foreign language.
Special (professional, subject) competencies (SC)	SC01. Ability to apply knowledge in the field of social communications in professional activities. SC02. Ability to generate information content. SC03. Ability to create media products. SC04. Ability to organize and control team professional activities. SC05. Ability to effectively promote the created media product. SC06. Ability to conduct safe media activity. SC07(JSC). Ability to apply knowledge about social problems, conflicts, hybrid wars in professional activities. SC08(JSC). Ability to generate information content in the field of economics, law, culture and art, social issues, international relations and other kinds of activities.

	<p>SC09(JSC). Ability to create media products in the field of displaying economic, legal, political, cultural, artistic, social issues, international relations and other kinds of activities.</p> <p>SC10. Ability to conduct professional media activities on cross-media platforms.</p>
7 – Programme learning outcomes	
Programme learning outcomes (PLO)	<p>PLO01. Explain own production actions and operations based on the knowledge gained.</p> <p>PLO02. Apply knowledge in the field of subject specialisation to create an information product or to conduct an information action.</p> <p>PLO03. Evaluate own or other information product, an informational action organized and conducted independently or together with colleagues.</p> <p>PLO04. Search, process and analyze information from different sources.</p> <p>PLO05. Use modern information and communication technologies and specialized software to solve professional tasks.</p> <p>PLO06. Plan own activities and activities of the team taking into account the goals, restrictions and foreseeable risks.</p> <p>PLO07. Coordinate own personal task with own colleagues' tasks.</p> <p>PLO08. Distinguish facts, events, information, processes in production situations about which you lack knowledge, and to reveal ways and sources of the knowledge.</p> <p>PLO09. Evaluate the activities of colleagues as carriers of the rights and obligations of the members of society, the representatives of civil society.</p> <p>PLO10. Evaluate the activities of colleagues in terms of storage and increase of social and cultural values and achievements.</p> <p>PLO11. Communicate freely on professional issues, including oral, written and electronic communication, in Ukrainian.</p> <p>PLO12. Communicate freely on professional issues including oral, written and electronic communication, in a foreign language.</p> <p>PLO13. Anticipate the audience's reaction to the information product or to information actions, taking into account the provisions and methods of social communication sciences.</p> <p>PLO14. Generate information content on a given topic using available as well as mandatory sources of information.</p> <p>PLO15. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform.</p> <p>PLO16. Plan own work and the work of colleagues aimed both at generating information content, creating a media product, as well as its promotion.</p> <p>PLO17. Post up-to-date information about own media product on available internet platforms.</p> <p>PLO18. Use the necessary knowledge and technologies to overcome crisis communication situations on the basis of tolerance, dialogue and cooperation.</p> <p>PLO19(JSC). To anticipate the audience's reaction to the information product or to information actions, taking into account the provisions and methods of sciences on social problems, conflicts, hybrid wars.</p> <p>PLO20(JSC). Generate information content on a given topic using available as well as mandatory sources of information in the field of displaying economy, law, politics, culture and art, social issues, international relations and other kinds of activities.</p> <p>PLO20(JSC)1. Generate information content on a given topic using specialized sources of information in the field of economy.</p>

PLO20(JSC)2. Generate information content on a given topic using specialized sources of information in the field of law.

PLO20(JSC)3. Generate information content on a given topic using specialized sources of information in the field of politics.

PLO20(JSC)4. Generate information content on a given topic using specialized sources of information in the field of culture and art.

PLO20(JSC)5. Generate information content on a given topic using specialized sources of information in the field of social issues.

PLO20(JSC)6. Generate information content on a given topic using specialized sources of information in the field of international relations.

PLO20(JSC)7. Generate information content on a given topic using specialized sources of information in the field of tourism.

PLO20(JSC)8. Generate information content on a given topic using specialized sources of information in the field of education.

PLO20(JSC)9. Generate information content on a given topic using specialized sources of information in the field of youth, physical culture and sports.

PLO20(JSC)10. Generate information content on a given topic using specialized sources of information in the field of science.

PLO20(JSC)11. Generate information content on a given topic using specialized sources of information in the field of historical issues.

PLO20(JSC)12. Generate information content on a given topic using specialized sources of information in the field of tabloid journalism.

PLO20(JSC)13. Generate information content on a given topic using specialized sources of information in the field of religion.

PLO21(JSC). Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of economic, legal, political, cultural, artistic, social issues, international relations and other kinds of activities.

PLO21(JSC)1. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special economic issues.

PLO21(JSC)2. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special legal issues.

PLO21(JSC)3. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special political issues.

PLO21(JSC)4. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special cultural and artistic issues.

PLO21(JSC)5. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special social issues.

PLO21(JSC)6. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of international relations.

PLO21(JSC)7. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of tourism.

PLO21(JSC)8. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of education.

	<p>PLO21(JSC)9. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of youth, physical culture and sports.</p> <p>PLO21(JSC)10. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of science.</p> <p>PLO21(JSC)11. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of history.</p> <p>PLO21(JSC)12. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of tabloid journalism.</p> <p>PLO21(JSC)13. Create a competent media product on a given topic, of a certain genre, taking into account the distribution channel or publishing platform, in the field of special issues of religion.</p> <p>PLO22. Generate information content, create media products, disseminate information about them, plan own work and the work of colleagues, following the rules and principles of safe media activity on cross-media platforms.</p> <p>PLO23. Use the necessary physical skills to get out of crisis communication situations.</p> <p>PLO24. Edit texts in Ukrainian.</p> <p>PLO25. Perform a simultaneous translation from a foreign language into Ukrainian.</p>
8 – Support for programme implementation	
Specific characteristics of personnel support	The teaching of certain disciplines involves experts in the field of journalism.
Specific characteristics of logistics and equipment	<i>Tools and equipment:</i> television and radio equipment, computer equipment, software for image, video, sound processing and making-up.
Specific characteristics of information, educational, and methodological basis	Textbooks and scientific works in the field of history, theory and practice of journalism, social communications, materials on specialized portals, resources using cloud services, webinars, presentations, multimedia tools are used in teaching.
9 – Academic mobility	
National credit mobility	As a part of the conventional national credit mobility.
International credit mobility	On general terms.
Education of foreign applicants of higher education (international students)	Subject to proficiency in the state language at the level not lower than B1.

6.3. Formation of a curriculum

Educational components should clearly anticipate the learning outcomes – knowledge, skills, ways of thinking, views, values, other personal qualities that can be identified, planned, evaluated and measured and which a person is able to demonstrate after the completion of the study programme (programme learning outcomes) or individual educational components. It is necessary to take into account that one of the

main requirements for the formulation of the learning outcomes directly is measurability. That is, the learning outcomes should be formulated in such a way that it is possible to unambiguously determine the fact and quality of their achievement by students.

We offer an indicative list of mandatory educational components (MC) in accordance with the profile of the study programme. Each university has the right to name its educational components, but the particular form that a curriculum takes depends on the combination of educational components with the programme competencies and learning outcomes.

EXEMPLARY LIST OF COMPONENTS OF EDUCATIONAL- PROFESSIONAL/SCIENTIFIC PROGRAMME AND THEIR LOGICAL SEQUENCE

Code of a/d	Components of the study programme (study courses, term projects (works), practices (internships), a qualification work)	Number of credits	Form of final control
1	2	3	4
Mandatory components of study programme (SP)			
MC1.	Training internship	5.0	Differentiated test
MC2.	Professional internship	12.0	Differentiated test
MC3.	Thematic specialisation (economics, politics, law, culture and art, social issues, international relations)	12.0	test / exam
MC4.	Professional introspection and media criticism	5.0	exam
MC5.	Social studies and media criticism	10.0	test
MC6.	Language training: Ukrainian	5.0	exam
MC7.	Language training: foreign language	10.0	test / exam
MC8.	Profound professional training	12.0	exam
MC9.	Basics of media production	10.0	exam
MC10.	Media production: content	5.0	exam
MC11.	Media production: a product	13.0	exam
MC12.	Media production: promotion	5.0	exam
MC13.	Media management	6.0	test
MC14.	Media management: team work	5.0	exam
MC15.	Crisis management of media activity	5.0	exam
MC16.	Basic professional training in journalism and social communication	10.0	Test / exam
MC17.	Media production in journalism and social communication: content by choice	10.0	exam
MC18.	Media production in journalism and social communication: product by choice	10.0	exam

MC19.	Cross media: pre-graduation intership	6.0	Differentiated test
MC20.	Language training: editing	5.0	test
MC21.	Language training: simultaneous translation	8.0	test
MC22.	Crisis management of media activity: physical training	5.0	test
MC23.	Qualification work	6.0	defence
	Total Volume	180	

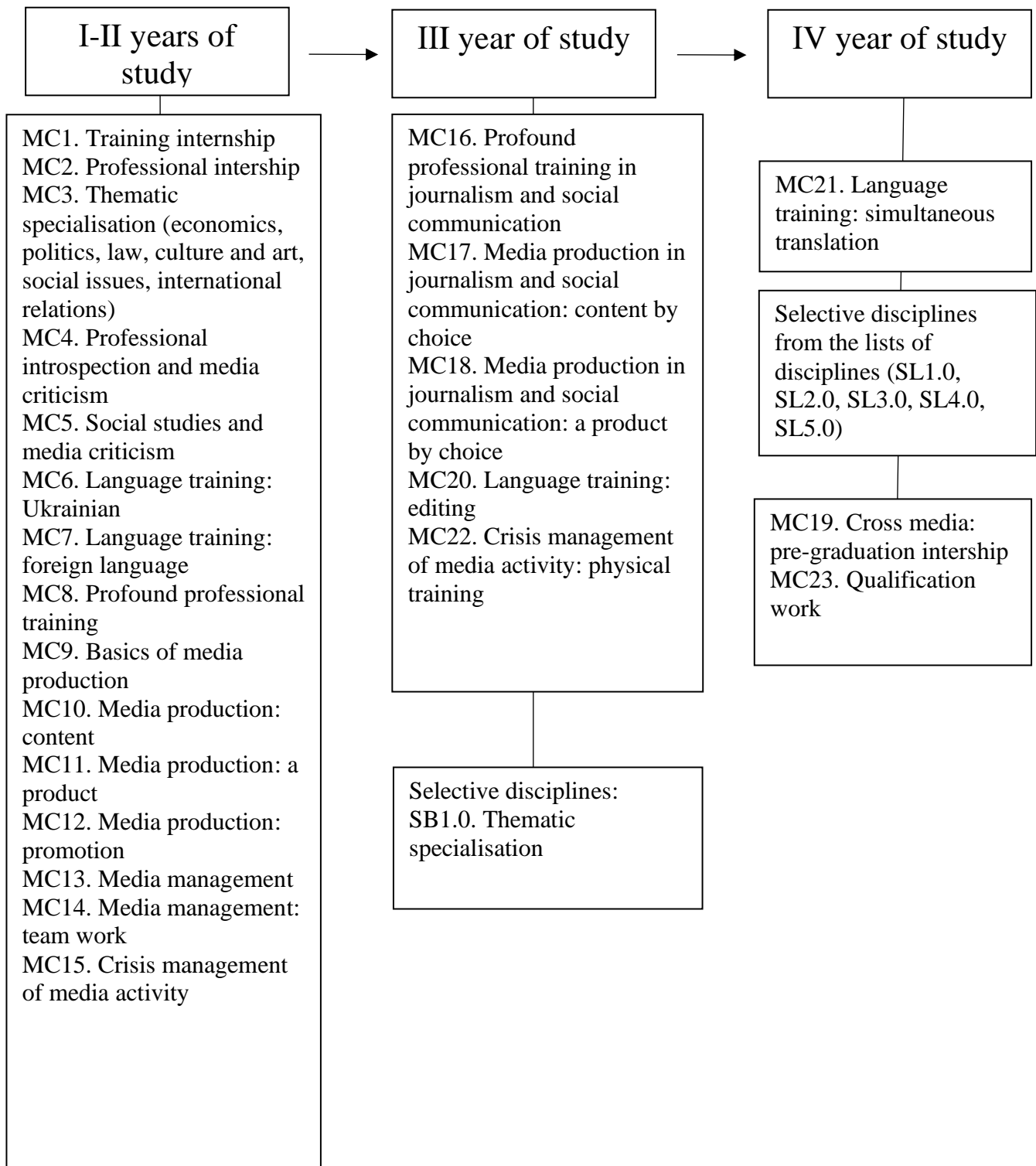
6.4. Ensuring the right to free choice of study modules

As an example, there is a list of educational components by the student's choice within the framework of the speciality 061 "Journalism", compiled by the Educational and Scientific Institute of Journalism of Taras Shevchenko National University of Kyiv. It should be noted that the student has the right to choose educational components not necessarily in his speciality.

Selective courses (a student must choose one block)			
SB1.0.	Thematic specialization	20	
	<i>Thematic specialisation "International Journalism"</i>		
SB1.1.1.	International Journalism: content	10	exam
SB1.1.2.	International Journalism: media product	10	exam
	<i>Thematic specialisation "Educational Journalism"</i>		
SB1.2.1.	Educational journalism: content	10	exam
SB1.2.2.	Educational journalism: media product	10	exam
	<i>Thematic specialisation "Political Journalism"</i>		
SB1.3.1.	Political journalism: content	10	exam
SB1.3.2.	Political journalism: media product	10	exam
	<i>Thematic specialisation "Business Journalism"</i>		
SB1.4.1.	Business journalism: content	10	exam
SB1.4.2.	Business journalism: media product	10	exam
	<i>Thematic specialisation "Legal Journalism"</i>		
SB1.5.1.	Legal journalism: content	10	exam
SB1.5.2.	Legal journalism: media product	10	exam
	<i>Thematic specialisation "Social and Human Rights Journalism"</i>		
SB1.6.1.	Social and human rights journalism: content	10	exam
SB1.6.1.	Social and human rights journalism: media product	10	exam
	<i>Thematic specialisation "Sports Journalism"</i>		
SB1.7.1.	Sports journalism: content	10	exam
SB1.7.1.	Sports journalism: media product	10	exam
	<i>Thematic specialisation "Scientific Journalism"</i>		
SB1.8.1.	Scientific journalism: content	10	exam
SB1.8.2.	Scientific journalism: media product	10	exam

	<i>Thematic specialisation “Journalism on Historical Issues”</i>		
SB1.9.1.	Journalism on historical issues: content	10	exam
SB1.9.2.	Journalism on historical issues: media product	10	exam
	<i>Thematic specialisation “Religious Journalism”</i>		
SB1.10.1.	Religious journalism: content	10	exam
SB1.10.2.	Religious journalism: media product	10	exam
	<i>Thematic specialisation “Art Journalism”</i>		
SB1.11.1.	Art journalism: content	10	exam
SB1.11.2.	Art journalism: media product	10	exam
	<i>Thematic specialisation “Touristic (Travel) Journalism”</i>		
SC1.12.1.	Touristic (Travel) journalism: content	10	exam
SC1.12.2.	Touristic (Travel) journalism: media product	10	exam
	<i>Thematic specialisation “Tabloid Journalism”</i>		
SB1.13.1.	Tabloid journalism: content	10	exam
SB1.13.2.	Tabloid journalism: media product	10	exam
	Selective courses (a student must choose one discipline from the list)		
SL1.0.	<i>List No.1 Special courses by issues</i>	6.0	test
SL1.1.	Special course on political issues	-/-	-/-
SL1.2.	Special course on business issues	-/-	-/-
SL1.3.	Special course on international issues	-/-	-/-
SL1.4.	Special course on educational issues	-/-	-/-
SL1.5.	Special course on legal issues	-/-	-/-
SL1.6.	Special course on social issues	-/-	-/-
SL1.7.	Special course on sports issues	-/-	-/-
SL1.8.	Special course on scientific issues	-/-	-/-
SL1.9.	Special course on historical issues	-/-	-/-
SL1.10.	Special course on religious issues	-/-	-/-
SL1.11.	Special course on art issues	-/-	-/-
SL1.12.	Special course on touristic (travel) issues	-/-	-/-
SL1.13.	Special course on tabloid issues	-/-	-/-
SL2.0.	<i>List No. 2 Special courses on profound professional training</i> (a student must choose one course from the list)	6.0	test
SL3.0.	<i>List No. 3 Special courses on professional training</i> (a student must choose one course from the list)	8.0	test
SL4.0.	<i>List No. 4 Special courses on general scientific training</i> (a student must choose one from the list)	6.0	test
SL5.0.	<i>Special courses on by free choice</i> (a student must choose one course from the list)	14	test
	Total Volume	60	

6.5. Structural and logical scheme of a study programme and matrixes of correspondences



MATRIX OF THE CORRESPONDENCE OF THE PROGRAMME COMPETENCIES TO THE COMPONENTS OF THE STUDY PROGRAMME

	MC1	MC2	MC3	MC4	MC5	MC6	MC7	MC8	MC9	MC10	MC11	MC12	MC13	MC14	MC15	MC16	MC17	MC18	MC19	MC20	MC21	MC22	MC23	SB1.0	SL1.0	SL2.0	SL3.0	SL4.0	SL5.0**	SL6.0**	
GC01	*	+																	*									*			
GC02			+																					+	+						
GC03				+																											
GC04								+																							
GC05								+																							
GC06												+	*	*								*									
GC07												+	*																		
GC08	+	*																	*									+			
GC09				*	+																										
GC10				*	+																										
GC11						+	*				*							*		+	*			*	*						
GC12						*	+													*	+										
SC01								+								*										+	*				
SC02										+	*																				
SC03										*	+	*																			
SC04													+																		
SC05											*	+																			
SC06														+								+									
SC07 (JSC)								*							+											*	+				
SC08 (JSC)			*							*						+	*							*	*						
SC09 (JSC)			*							*	*						*	+						*	*						
SC10																			+												
IC*																							+								

+ - mandatory, determinative correspondence of the component of curriculum to the competence; * - possible, accompanying correspondence of the component of curriculum to the competence

IC* Integral competence

SL5.0** ; SL6.0** must correspond to one of the competences of this or other curriculum, which must be prescribed in the syllabus of the selective discipline

MATRIX OF ENSURING THE PROGRAMME LEARNING OUTCOMES (PLO) BY THE RELEVANT COMPONENTS OF THE STUDY PROGRAMME

	MC1	MC2	MC3	MC4	MC5	MC6	MC7	MC8	MC9	MC10	MC11	MC12	MC13	MC14	MC15	MC16	MC17	MC18	MC19	MC20	MC21	MC22	MC23	SB1.0	SL1.0	SL2.0*	SL3.0**	SL4.0***	SL5.0** **	SL6.0** **
PLO01	*	+																	*											
PLO02			+																						+	+				
PLO03				+																										
PLO04									+																					
PLO05									+																					
PLO06													+	*	*								*							
PLO07													+	*																
PLO08	+	*																		*										
PLO09				*	+																									
PLO10				*	+																									
PLO11						+	*				*								*											
PLO12						*	+																							
PLO13								+								*								+						
PLO14										+	*													+						
PLO15										*	+	*												+						
PLO16														+																
PLO17											*	+												+						
PLO18															+								+							
PLO19 (JSC)								*								+								+						
PLO20 (JSC)			*						*								+	*						+						
PLO20 (JSC)1																									+					
PLO20 (JSC)2																									+					
PLO20 (JSC)3																									+					
PLO20 (JSC)4																									+					
PLO20 (JSC)5																									+					

MATRIX OF THE CORRESPONDENCE OF THE PROGRAMME LEARNING OUTCOMES (PLO) TO THE GENERAL (GC) AND SPECIAL (SC) COMPETENCIES OF THE STUDY PROGRAMME

	GC01	GC02	GC03	GC04	GC05	GC06	GC07	GC08	GC09	GC10	GC11	GC12	SC01	SC02	SC03	SC04	SC05	SC06	SC07 (JSC)	SC08 (JSC)	SC09 (JSC)	SC10	
PLO01	+																						
PLO02		+																					
PLO03			+																				
PLO04				+																			
PLO05					+																		
PLO06						+																	
PLO07							+																
PLO08								+															
PLO09									+														
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PLO11											+												
PLO12												+											
PLO13													+										
PLO14														+									
PLO15															+								
PLO16																+							
PLO17																	+						
PLO18																		+					
PLO19 (JSC)																			+				
PLO20 (JSC)																					+		
PLO20 (JSC)1																					+		
PLO20 (JSC)2																					+		
PLO20 (JSC)3																					+		
PLO20 (JSC)4																					+		
PLO20 (JSC)5																					+		
PLO20 (JSC)6																					+		
PLO20 (JSC)7																					+		
PLO20 (JSC)8																					+		
PLO20 (JSC)9																					+		
PLO20 (JSC)10																					+		

7. DEVELOPMENT AND DESIGN OF A MASTER'S DEGREE STUDY PROGRAMME IN JOURNALISM

7.1. National Qualifications Framework and Master's degree study programmes

Due to the absence of the Standard of Higher Education in the speciality "061 Journalism" for master's training, the development of study programmes is carried out on the basis of the National Qualifications Framework (<https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF/paran12#n12>), in particular, the seventh qualification level:

Description of the qualification level

Level	Knowledge	Abilities / skills	Communication	Responsibility and autonomy
7	Specialised conceptual knowledge, including modern scientific achievements in the sphere of professional activity or field of knowledge and is the basis for original thinking and research, critical understanding of problems in the industry and on the verge of knowledge fields.	<p>Specialised abilities / skills in solving problems necessary for research and/or innovation activities in order to develop new knowledge and procedures.</p> <p>Ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts.</p> <p>Ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.</p>	Clear and unambiguous reporting of own knowledge, conclusions and arguments to specialists and non-specialists, in particular to students.	<p>Management of work or educational processes that are complex, unpredictable and require new strategic approaches.</p> <p>Responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and collectives.</p> <p>Ability to continue studying with a high degree of autonomy.</p>

7.2. Formation of a study programme profile

1. The Master's degree study programme in journalism must comply with the European Credit Transfer and Accumulation System (ECTS), which is used in the European Higher Education Area in order to provide, recognize, confirm qualifications and educational components and promotes the academic mobility of higher education applicants.

2. The study programme should contain: a list of educational components; their logical sequence; requirements to the level of education of persons who can start studying under this programme; the number of ECTS credits necessary for the implementation of this programme, as well as the intended programme learning outcomes (competences) that an applicant must master. The main categories of student-centered learning are competences and learning outcomes. These two terms are currently key in the European Higher Education Area. Therefore, it is advisable to pay special attention to the analysis of these key educational concepts.

3. Applicants must acquire competencies in accordance with the National Qualifications Framework (Level 7), which is certified by the relevant document on higher education. Competence confirms the ability of a person to successfully socialize, study, conduct professional activity, which arises on the basis of a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, other personal qualities.

4. The study programme should assist the international integration and integration of Ukraine's higher education system into the European Higher Education Area.

5. The study programme should correspond to the educational and scientific level of higher education, which provides for the acquisition of theoretical knowledge, abilities, skills and other competencies sufficient for the production of new ideas, solving complex problems in the field of professional, research, and innovation activities, mastering the methodology of scientific activity, as well as conducting one's own scientific research, the results of which have scientific novelty, theoretical and practical significance.

6. Certification of persons at the Master's degree of higher education should be carried out in the form of a combination of the unified state qualification exam with the defence of a qualification work. This will prepare a better specialist and enable students to demonstrate competences and learning outcomes acquired during their studies.

7. Recommendation on the development of a profile of the Master's degree study programme in journalism is given below. Profile sections 6 and 7 are based on the National Qualifications Framework. After the Standard approval, the Study Programme Profile should be amended in sections 6 and 7.

EXAMPLE OF THE STUDY PROGRAMME PROFILE (MASTER'S DEGREE)⁸

1 – General information	
Higher education degree and qualification	Level of Education: Master of Journalism Speciality: 061 Journalism Study Programme: Journalism
Language(s) of learning and assessment	Ukrainian
Scope of the study programme	90 ECTS credits, duration of degree 1.5 years
Programme type	educational-professional
Programme cycle / level	National Qualifications Framework of Ukraine – 7 th level, FQ-EHEA – 2 nd cycle, EQF-LLL – 7 th level
Prerequisites	BA degree or Specialist qualification level
Mode of study	full-time, intermittent
2 – The aim of the study programme	
The aim of the programme (considering the level of qualification)	Form the ability to perform complex specialised tasks and solve complex problems in the field of journalism and media communications, ensure the readiness of the students to design and implement innovative professional activities, optimize media content within a single media or localized information space, scientifically substantiate media development in the dynamic society.
3 – Characteristics of the study program	
Subject area (field of knowledge / speciality / specialisation of the programme)	Journalism / Journalism / Journalism
Orientation of the study programme	Educational and professional, applied
The main focus of the study programme and specialization	The programme is focused on the formation of the basic MA degree in Journalism with an emphasis on analytics, innovative approaches to the formation of media content, media management. Key words: journalism, media content, innovative media activity
Features of the program	Envisages internships in the media
4 – Suitability of graduates to employment and further training	
Suitability for employment	Positions in companies, associations, and media as an editor-in-chief, department head, creative director, journalist, editor (by professional specialization), advertiser, press service manager, public relations specialist, project manager, etc.
Further education	The MA graduate can continue education at the third level, improve skills, obtain additional postgraduate education.
5 – Teaching and assessment	
Teaching and assessment	The general style of instruction presupposes a high level of independence and consciousness of the student in forming learning outcomes. Modes of study are lectures, seminars, independent work.

⁸ The example has been provided by the Private Higher Educational Establishment “Academician Stepan Demianchuk International University of Economics and Humanities”.

	<p>Methodological support of training includes a variety of tools (textbooks, manuals, materials for independent work), much of which is focused on self-study. Teaching involves the use of interactive teaching technologies, project methods, integrated interdisciplinary approaches to the formation of the students' competencies.</p> <p>In the last year, half of the time is allotted for preparing for a comprehensive exam on the theory and history of journalism and media communications, as well as writing a final thesis (diploma-innovation project), which is also presented and defended.</p>
Assessment	<p>Oral answers, reports (with a writing component), creative activities, projects, presentation materials, analytical references, tests, surveys, written examinations (with a score of 60 points (semester) / 40 points (examination), differentiated pass-fail examinations (with a score of 80 points (semester)) / 20 points (examination), a comprehensive examination in journalism and presentation of an innovative project</p>
6 – Programme competencies	
Integral competency	<p>Ability to complete complex tasks and solve issues in the field of social communication, which involves research and/or innovation and is characterised by uncertainty of conditions and requirements for effective communication in various fields of media based on scientific innovative modeling of media content.</p>
General competencies (GC)	<p>GC1. Ability of abstract thinking, analysis and synthesis. GC2. Ability to plan and manage time. GC3. Ability to generate new ideas (creativity). GC4. Ability to use foreign languages in popularization of the research and/or innovative work. GC5. Ability to identify and solve problems in the field of journalism and media communication. GC6. Ability to make informed decisions. GC7. Ability to develop and manage media projects. GC8. Ability to show initiative and entrepreneurship in media activities. GC9. Ability to evaluate and ensure the quality of work performed in the field of media. GC10. The ability to exercise their rights and responsibilities as a member of society, realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine. GC11. Ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of journalism development, its place in the general system of knowledge about nature and society and in the development of society, techniques and technologies by using different types and forms of physical activity for active recreation and healthy lifestyle.</p>
Professional competencies of the speciality (PC)	<p>PC1. Ability to use specialised conceptual knowledge of social communications acquired in the course of education or professional activity at the level of the latest achievements in innovation or research. PC2. Ability to critically comprehend problems in their profession in digital media within interdisciplinary subject areas.</p>

	<p>PC3. Ability to perform complex tasks and solve complex problems, which requires knowledge update and integration, often in conditions of incomplete or insufficient information and conflicting requirements.</p> <p>PC4. Ability to conduct research and innovation in the field of digital media, investigative journalism.</p> <p>PC5. Ability to clearly and unambiguously convey one’s own conclusions, as well as the knowledge and explanations that substantiate them, to specialists and non-specialists, in particular to students.</p> <p>PC6. Ability to make decisions in complex and unpredictable conditions of innovative work, which requires the application of new approaches and forecasting.</p> <p>PC7. Ability to show their responsibility for the development of professional knowledge and practices and assess the strategic development of the team.</p> <p>PC8. Ability to plan further autonomous and independent learning in the field of innovation.</p> <p>PC9. Ability to evaluate key parameters of media efficiency, form scientifically substantiated conclusions about the prospects of information products and projects on the market from the perspective of their social significance and emphasis on compliance with the functions of media activity.</p> <p>PC10. Ability to create media products of different genres and forms while taking into account the media format and the needs of the market and the audience.</p> <p>PC11. Ability to plan and manage media activities in the implementation of short-term and long-term projects.</p>
7 – Programme learning outcomes	
<p>Programme learning outcomes (PLO)</p>	<p>PLO1. Analyze and summarize research results and draw conclusions, collect, verify, analyze and interpret data.</p> <p>PLO2. Plan research in the field of social communication on request, achieve the efficiency of new niche editions.</p> <p>PLO3. Write a review of an innovative project, identify areas for its most effective use.</p> <p>PLO4. Use foreign languages to promote their research or innovation work.</p> <p>PLO5. Develop a “guide” to solve the identified problems.</p> <p>PLO6. Draw conclusions regarding the efficiency of the research.</p> <p>PLO7. Plan time for research or development of a journalistic or innovative project.</p> <p>PLO8. Reveal problematic issues in the activities of modern media organizations.</p> <p>PLO9. Demonstrate the ability to find customers for case studies or media projects.</p> <p>PLO10. Apply specialized conceptual knowledge in social communication in planning professional activities in various structures of the media industry.</p> <p>PLO11. Assess problematic issues of professional activity by applying knowledge from various subject areas.</p> <p>PLO12. Search for the necessary data and knowledge to plan practical activities.</p>

	<p>LO13. Conduct an audience survey within the framework of planned research.</p> <p>LO14. Write reports on the results of research and/or implementation of innovative projects.</p> <p>LO15. Draw conclusions about the incompleteness of the research and the application of new approaches.</p> <p>LO16. Write a report on the work of the media team outlining proposals for improving professional activities.</p> <p>LO17. Perform self-analysis in the form of the report on their activity.</p> <p>LO18. Create information products and projects for use in various fields of the media industry.</p> <p>LO19. Create professional analytics, project the outcomes of information activity, formulate conclusions about media efficiency in a short-term and long-term perspective.</p>
8 – Support for programme implementation	
Specific characteristics of staffing	It is planned to involve practitioners working in the media
Specific characteristics of logistics and equipment	The high-quality training is ensured through the use of hardware and studio TV and radio complex, film and TV laboratories, special software for editing media texts, radio, layouts, etc. Remote interaction with teachers of professional disciplines (assignment formulation, submission of works, assessment) is done via the Internet using corporate electronic resources.
Specific characteristics of informational, educational and methodological basis	The educational and methodological basis of the programme is created by taking into account the study within one group of students who have a basic bachelor's degree in the speciality 061 Journalism, or in 0303 "Journalism and Information" and those who have bachelor's degree in a different subject area. Thus, the programmes include at least two levels of studying disciplines by taking into account the differentiation of tasks for independent work and seminar (practical) classes.
9 – Academic mobility	
National credit mobility	Within the framework of the usual national credit mobility.
International credit mobility	On general terms.
Education of foreign applicants of higher education (international students)	Possible (on condition of the mastery of the state language at a level sufficient for studying)

7.3. Formation of a curriculum

Educational components should clearly predict learning outcomes – knowledge, skills, abilities, ways of thinking, views, values, other personal qualities that can be identified, planned, evaluated and measured, and which can be demonstrated after completing the study programme (programme learning outcomes) or individual educational components. In terms of the direct formulation of learning outcomes, it should be borne in mind that one of the main requirements for them is their measurability, i.e., learning outcomes should be formulated in such a way that it is possible to unambiguously determine the fact and quality of their achievement by students.

An indicative list of mandatory educational components (MC) in accordance with the profile of the study programme is given below. Each university has the right to name its educational components, but the particular form that a curriculum takes depends on the combination of educational components with the programme competencies and learning outcomes.

**LIST OF COMPONENTS OF THE STUDY PROGRAMME
AND THEIR LOGICAL SEQUENCE**

Subject code	Components of the study programme (academic disciplines, term projects (works), practices (internships), qualification work	Number of credits	Form of final control
Mandatory components of the study programme			
MC1.	Introduction to master studies	3,0	test
MC2.	Methodology and organization of scientific research with the basics of intellectual property	3,0	test
MC3.	Professional and corporate ethics	3,0	test
MC4.	Foreign language for academic purposes	6,0	exam
MC5.	Internship by professional qualification	8,0	differentiated test
MC6.	Theory and history of social communications	4,0	exam
MC7.	Issues and ideology of modern media	12,0	exam
MC8.	Innovative technologies	3,0	exam
MC9.	Project management	3,0	exam
MC10.	Campaigning and propaganda	4,0	exam
MC11.	Pre-graduation internship	8,0	differentiated test
MC12.	Qualification work	10,0	defence
The total number of mandatory components:		67 credits	

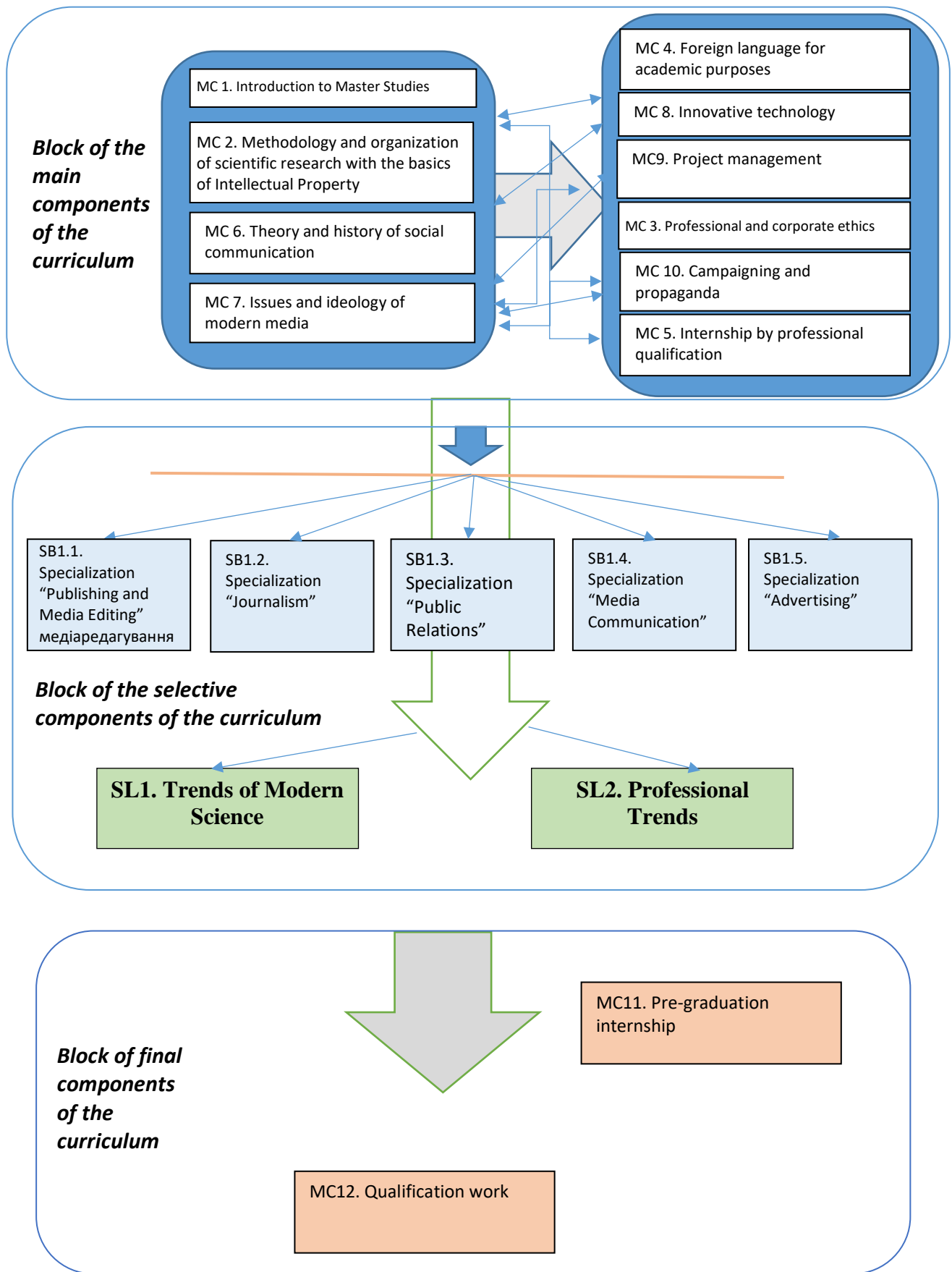
7.4. Ensuring the right to free choice of study modules

For example, we present a list of educational components chosen by the student in the speciality “061 Journalism”, compiled by the Educational and Scientific Institute of Journalism of Taras Shevchenko National University of Kyiv. Note that students have the right to choose the educational components not necessarily within their speciality.

Selective courses			
SB1. Selection by the blocks (a student must choose one block)			
SB1.1. <i>Specialization “Publishing and Media Editing”</i>			
SB1.1.1.	Trends in modern theory and history of publishing and media editing	3,0	exam
SB1.1.2.	Workshop on publishing and media editing	8,0	exam
SB1.1.3.	Special course on publishing and media editing	6,0	exam
	Total	17,0	
SB1.2. <i>Specialization “Journalism”</i>			
SB1.2.1	Trends in modern theory and history of journalism	X	exam
SB1.2.2	Workshop on journalism	X	exam
SB1.2.3	Special course on journalism	X	exam
SB1.3. <i>Specialization “Public Relations”</i>			
SB1.3.1.	Trends in modern theory and history of public relations	X	exam
SB1.3.2.	Workshop on public relations	X	exam
B1.3.3.	Special course on public relations	X	exam
SB1.4. <i>Specialization “Media Communication”</i>			
SB1.4.1.	Introduction to theory of media communication	3	exam
SB1.4.2.	Media culture	4	exam
SB1.4.3.	Media audience and mediametry (statistics)	5	exam
SB1.4.4.	Media organisations and media regulation	5	test
	Total	17	
SB1.5. <i>Specialization “Advertising”</i>			
SB1.5.1.	Trends in modern theory and history of advertising	X	exam
SB1.5.2.	Workshop on advertising	X	exam
SB1.5.3.	Special course on advertising	X	exam
Selective disciplines (student must choose one discipline from the block)			
Selective list 1. Trends of Modern Science		3,0	test
SL1.1.	Sovietology: information component of the criminal regime	X	X
SL1.2.	Gender media resources (English)	X	X
SL1.3.	Development of religious journalism in Ukraine	X	X
SL1.4.	International tolerance in mass media as a trend	X	X

SL1.5.	Semiotic research methods in the science of social communication	X	X
SL1.6.	Sociology of public opinion	X	X
SL1.7.	Social psychology	X	X
SL1.8.	Media psychology	X	X
SL1.9.	Corporate media as a special tool of social communication	X	X
SL1.10.	Political marketing	X	X
SL1.11.	Visual communication	X	X
SL1.12.	Advertising design	X	X
SL1.13.	History of advertising in the USA	X	X
SL1.14.	Workshop on multi-platform publications	X	X
SL1.15.	Workshop on editing	X	X
SL1.16.	Basics of advertising	X	X
SL1.17.	Planning activity of the multimedia editorial office	X	X
SL1.18.	Professional standards of journalistic activity	X	X
SL1.19.	Regional and sectoral media	X	X
SL1.20.	Trends in the modern field of public relations	X	X
SL1.21.	Sociolinguistics	X	X
Selective list 2. Professional Trends		3,0	test
SL2.1	Innovations in publishing	X	X
SL2.2	Modern publishing concepts	X	X
SL2.3	Integral imagology	X	X
SL2.4	Social issues in the media	X	X
The total number of selective components:		23 credits	

7.5. Structural and logical scheme of a study programme and matrixes of correspondences



MATRIX OF CORRESPONDENCE OF PROGRAMME COMPETENCIES TO COMPONENTS OF STUDY PROGRAMME

	MC1	MC2	MC3	MC4	MC5	MC6	MC7	MC8	MC9	MC10	MC 11	SB1	SB2	SB3
GC1.	•	•				•							•	
GC2.					•					•	•			
GC3.	•		•					•	•					
GC4.				•				•						
GC5.							•				•			
GC6.												•	•	
GC7.	•	•	•			•								
GC8.							•							
GC9.									•	•				•
GC10.					•			•			•	•		
GC11			•	•		•								
PC1.	•		•										•	•
PC2.		•								•				
PC3.				•		•					•	•		
PC4.									•					
PC5.		•		•	•								•	•
PC6.														
PC7.			•											
PC8.								•					•	•
PC9.		•									•			
PC10.							•					•		
PC11.									•	•	•			

MATRIX OF ENSURING THE PROGRAMME LEARNING OUTCOMES (PLO) BY RELEVANT COMPONENTS OF THE STUDY PROGRAMME

	MC1	MC2	MC3	MC4	MC5	MC6	MC7	MC8	MC9	MC10	MC11	SB1	SL2	SL3
PLO1.		•				•				•		•		
PLO 2.	•		•						•				•	
PLO3.		•			•					•				•
PLO4.				•			•					•		•
PLO5.				•							•	•		
PLO6.		•			•					•	•			
PLO7.	•					•		•					•	
PLO8.		•			•					•		•		
PLO9.					•					•	•			
PLO10.	•		•			•							•	
PLO11.					•					•	•		•	
PLO12.	•	•		•									•	
PLO13.		•			•					•			•	
PLO14.		•					•			•				
PLO15.		•												•
PLO16.			•									•		
PLO17.			•					•					•	
PLO18.					•		•					•	•	
PLO19.	•				•			•						•

8. APPROACHES TO TEACHING AND LEARNING

In today's world, the European education system needs to provide progressive approaches to teaching and learning based on democracy and freedom of choice. The proposed approaches and recommendations for their implementation are based on the developments of the staff of the Private Higher Educational Establishment "Academician Stepan Demianchuk International University of Economics and Humanities":

Regulations on the Student-Centered Teaching and Learning (https://www.megu.edu.ua/wp-content/uploads/2020/10/Polozhenia_studentotsentrovane-navchannia.pdf);

Regulations on the Policy of Preventing and Combating Sexual Harassment (<https://www.megu.edu.ua/wp-content/uploads/2019/12/Polozhennia-pro-seksualni-domahannia.pdf>);

Regulations on the Procedure for Accompanying to Persons with Disabilities and other Low-Mobility Groups

(<https://www.megu.edu.ua/wp-content/uploads/2019/12/Polozhennya-Pro-poryadok-suprovodu-nadannya-dopomogi-osib-z-invalidnistju-ta-inshih-malomobilnih-grup-naselennya.pdf>);

Regulations on Psychological Service (<https://www.megu.edu.ua/wp-content/uploads/2020/11/Polozhennya-pro-psihologichnu-sluzhbu-MEGU.pdf>);

Regulations on Academic Mobility of Participants in the Educational Process (<https://www.megu.edu.ua/wp-content/uploads/2020/01/Polozhennia-akademichnu-mobilnist.pdf>);

Regulations on Ensuring the Observance of Academic Integrity by Scientific-Pedagogical Workers and Students

(<https://www.megu.edu.ua/wp-content/uploads/2019/12/Polozhennya-pro-zabezpechennya-dotrimannya-akademichnoi-dobrochesnosti-.pdf>).

8.1. Student-Centered Teaching and Learning

The student-centered approach to teaching and learning at the university is the part of the quality assurance system of higher education in Ukraine.

The purpose of the student-centered approach to teaching and learning at the university is:

- respect and consideration of the diversity of students and their needs;
- consideration and usage of different methods of providing educational services, if appropriate;
- flexible use of various pedagogical methods;
- regular evaluation and adjustment of methods of providing educational services and pedagogical methods;
- maintaining a sense of autonomy in the student, while providing him with appropriate support and support from the teacher;
- promoting mutual respect in the “student-teacher” relationship;

– determination of the formal procedure for consideration of complaints and appeal of students.

The student-centered teaching and learning are based on the following principles:

– advantage of active learning over passive, which is realised through modern advanced forms of learning (different ways and methods of presenting material, flexible and various forms of knowledge control);

– emphasis on critical and analytical training, taking into account the requirements of the modern market of professions;

– interest in the student's education and his responsibility for the results of their own learning, through the formation of an individual learning trajectory, the formation of an individual plan, etc.;

– raising the effectiveness of the organisation of student independence and his perseverance in learning the material;

– partnership between teacher and student the result of which should be a high level of knowledge and employment of the graduate in the speciality;

– introduction of a wide range of forms of control at different stages of training by all participants of the educational process: student – self-control, the right to retake and receive a higher grade, teacher – intermediate and semester control, administration – organization of checkpoint, response to complaints, and employer – final certification and employment.

The implementation of the tasks and principles of student-centered teaching and learning at the university is reflected in:

1) Opportunities for students to choose academic disciplines and teachers. Use of innovative educational technologies in the educational process;

2) Implementation of a system of measures to prepare graduates for future professional activities (through effective cooperation with employment centres, local governments, scientific and practical conferences, round table, etc.);

3) Possibility of formation and individual study plan of the student taking into account his wishes;

4) Implementation of access to educational information resources of the university through the site of personal educational systems;

5) Introduction of a programme of cooperation with leading European universities;

6) Introduction of mechanisms for the implementation of academic mobility of students;

7) Opportunities to study in different forms of education in parallel in different specialities (academic programmes);

8) Studying and taking into account the opinion of students regarding the organization of the educational process, teaching disciplines, the content of educational process, teaching disciplines, the content of academic programmes, the system of evaluation of learning outcomes, etc.;

9) Participation of students in the governing bodies of the university;

- 10) Use of student-friendly forms and methods of providing educational services;
- 11) Use of innovative educational technologies in the educational process;
- 12) Existence of regulated procedures for reviewing student appeals;
- 13) Possibility of studying disciplines in foreign languages;
- 14) Availability of opportunities to receive educational services by students with special needs;
- 15) Introduction of an effective mentoring system (through the institutes of curatorship of academic group, etc.);
- 16) Realisation of the possibility of self-assessment and self-control of students' learning outcomes;
- 17) A transparent system of criteria for assessing student learning outcomes;
- 18) Availability of social infrastructure for the organization and maintenance of life, recreation and health of students;
- 19) System of internal regulatory framework of the university.

8.2. Preventing and Combating Gender-Based Violence

The university condemns gender-based violence, including sexual harassment and misconduct in the workplace and in the educational process, and is committed to counteracting this phenomenon. The university recognises the intersectional nature of gender-based violence and seeks to tackle the hierarchies of power that are animated by and contribute to gender-based violence. That is, we must contextualise gender-based violence differently in relation to racism, homophobia, ableism, and other structures that already constitute the university as an institution.

In order to prevent sexual harassment and misconduct, the university prohibits:

- discriminatory statements containing insulting, derogatory segments about persons on the basis of gender, race, ethnicity, physical appearance, clothing, sexual orientation, disability etc.;
- harassment (undesirable behavior for a person and/or group of persons, the purpose or consequence of which is the humiliation of their human dignity on certain grounds or the creation of such a person or group of persons in a tense, hostile, abusive or degrading atmosphere);
- hate speech (statements containing insults, threats or calls for violence against a particular person or group on the basis of gender identity and other intersectional categories of identity including race, ethnicity, sexuality and disability).

In order to disseminate the Policy in its own online and printed materials, as well as public statements of the university staff:

- the use of discriminatory vocabulary, discriminatory expressions and hate speech is prohibited;
- the importance of the principles of intersectional gender equality and non-discrimination is encouraged (where appropriate);

– it is possible to present data in analytical materials (if appropriate), taking into account intersectional and non-discriminatory components of the analysis (for example, to present statistical data, etc.).

Student organisations and structural units of the university must adhere to the principles intersectional gender equality and non-discrimination in their activities, public statements (messages) and public materials.

8.3. Providing Assistance to Persons with Disabilities and Low-Mobility Groups of People

The university should create conditions for study and work for pregnant women and the elderly; persons with disabilities and low-mobility groups of people. Every university must create a Procedure for providing equal opportunities for people in need.

8.4. Psychological Support for the Educational Process

The university should help:

– full-fledged personal and intellectual development of students at a certain age;
– in creating conditions for the formation of their motivation for self-education, self-development and acquisition of professional skills in the profession of psychologist;

– in providing an individual approach to each student on the basis of his psychological and pedagogical study;

– in the prevention and correction of deviations in the intellectual and personal development of students.

The university should hold:

– psychoprophylactic work among students and teachers;
– psychodiagnostic work among students;
– psychocorrectional work among students (in case of insufficiency of psychoprophylactic work and in case of necessity, timeliness and efficiency of application of methods of psychocorrection and general psychotherapy);

– consulting work commissioned by students and teachers;

– educational work to explain current problems and methods of psychology.

Psychological support of the educational process includes the following tasks:

1) Facilitating the process of adaptation of students to learning conditions. Here the most important thing is to help the first-year student to master qualitatively new methods of educational and educational-professional activity, to develop an inclination to independent work. Adaptation to the learning environment includes a change in the style of communication with peers and teachers in educational and extracurricular activities;

2) Professional adaptation, the ultimate goal of which is the professional identification of future professionals. Professional adaptation involves first of all the development and improvement of professionally significant personal qualities, stereotypes of behavior; mastering the main professional roles, forms of communication necessary for the successful implementation of future professional

activities; formation of professional reflection and professional self-awareness of students;

3) Psychological support teachers in their professional self-improvement. First of all, it concerns the establishment of effective contact with students, the search for optimal ways of pedagogical influence on them, the development of a friendly business style of communication, adherence to pedagogical tact, assistance in resolving conflicts;

4) Assistance to young teachers, especially those who do not have special pedagogical education, in their adaptation to the conditions of new professional activity;

5) Helping students and teachers in learning situations that cause considerable emotional stress. It is, above all, about exams and tests, in general about the organization of work during the session, internship.

8.5. Academic Mobility for the Participants of the Educational Process

Academic mobility of participants in the educational process is realized on the basis of international agreements on cooperation in the field of education and science, international programmes and projects, cooperation agreements between the university and domestic institutions of higher education and research institutions, between the university and foreign institutions of higher education and research, and can also be implemented by a participant in the educational process on its own initiative, supported by the leadership of the university, on the basis of individual invitations and other mechanisms.

Training of participants in the educational process according to the academic programmes agreed between the university and higher education institutions and research institutions-partners, including academic mobility programmes, may involve graduates receiving a certifying participation or success in higher education at an higher education institution and research institution-partner, as well as joint or double documents on higher education institutions of higher education and research institutions-partners.

The aims, objectives and general rules for ensuring and realising the right to academic mobility must be in line with the basic principles of the Joint Declaration of European Ministers of Education “European Higher Education Area” convened in Bologna on June 19, 1999 (Bologna Declaration).

The main objectives of the implementation of the academic mobility of participants in the educational process of the university are:

– improvement the system of ensuring the quality of educational activities and the quality of higher education;

– creation at the university of educational and scientific system of training specialists with higher education, able to dynamically and adequately respond to the challenges and needs of the state economy, ensure the quality of knowledge, skills and practical skills of higher education in accordance with international standards of higher education and standards of Ukraine;

- implementation at the university of innovative methods of organizing the educational process and research, creating opportunities and foundations for the export of its educational services and scientific results;
- acquisition by the university of the status that meets the requirements for leading educational and scientific institutions in terms of volume, level and quality of scientific research;
- involvement in the educational process at the university of the intellectual potential of Ukrainian and foreign institutions of higher education and research institutions on the basis of bilateral and multilateral agreements between the University and institutions of higher education and research institutions-partners;
- formation of an effective mechanism of cooperation of the university and its divisions with international partners – leading educational and research institutions, deepening of international cooperation of the university in the field of higher education and research on the basis of joint academic and scientific programmes, projects, developments.

8.6. Academic integrity compliance by research and teaching staff and students

At the university, the following works are subject to checks that should ensure that there has been no academic plagiarism:

- qualification works of applicants for higher education of all degrees (Bachelor, Master, Doctor of Sciences), educational and methodological works (textbooks, manuals, methodical developments, lecture notes), distance courses, monographs and other works that are included in the plan of publications or require recommendations for publication of the Academic Council of the University. The organization of the inspection of the above materials is carried out by the heads of departments;
- manuscripts of articles, abstracts of reports submitted to the editors of scientific journals or organizing committees, scientific (annotated) reports. The organization of the inspection of the above materials is carried out by the editors-in-chief of scientific collections, heads of structural subdivisions, who carry out the relevant activities (deans);
- dissertations and abstracts for obtaining the educational qualification level of Doctor of Philosophy (PhD) and Doctor of Science.

Verification for academic plagiarism is carried out at the stage of submission of materials for consideration at a meeting of the department, editorial board, academic council of the structural unit.

Software and technical means for verification for academic plagiarism are auxiliary means for checking the work to identify the facts and the number of illegal borrowings in the submitted work.

CONCLUSIONS

The palette of changes in Journalism education covers the entire network of improving the training of highly qualified professionals in the field of Journalism. From the text of “The Collection of National Methodological Guidelines for the Content, Development and Implementation of the Bachelor’s and Master’s Study Programmes in Journalism”, it follows that a new technology of modern Journalism education is being born. It provides for the professionally informed development of the educational process, the introduction of modern information and communication technologies. Intensification of scientific and innovative activities will ensure the positioning of the institute / faculty / department as a leading research center, which will accelerate full integration into the European scientific space and higher education community.

Modernisation of the content of existing study programmes in Journalism and the opening of new ones – a phenomenon theoretically related to Ukrainian educational and scientific achievements and focused on Western educational concepts are based, in particular, on the parameters of the Tartu Declaration (2013) and other recommendations of the European Journalism Training Association, Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). The reform is carried out within the framework of European integration of educational developments of the relevant components of the Bologna process.

In the future, study programmes for Bachelor’s and Master’s degrees in Journalism will be clearly focused on the professional needs and ambitions of students. To avoid duplication of subjects in different courses and specialisations, it is planned to optimise study courses. Instead, experimental implementation of interfaculty study programmes is planned. And also, creation of video lecture: video archive of lectures of modern Ukrainian and foreign journalists-practitioners and scholars.

The study process for students continues with employment. The opening of new specialties, in accordance with the requirements of the labor market, is designed to facilitate the employment of graduates. And the creation of a joint web resource “employee-employer” will include a database of vacancies and resumés of potential employees. Journalism, communication, and the media are being further digitised: new positions in the media industry will emerge. Therefore, when developing study programmes, it will be good advice to focus on the formation of students’ social communication skills, independent decision-making, critical thinking and broad competence while working on different information platforms. It is also recommended to create a fund of graduates to support socio-humanitarian projects of students of the institute / faculty / department of Journalism.

The COVID-19 coronavirus pandemic has significantly changed the study process in universities. Therefore, the reform of programmes involves the adoption of a web resource for each course as the implementation of online distance learning. Formation of English language courses and general university courses of free choice. Creating a visualised catalog of free-choice courses on the website of the institute / faculty / department. In the post-pandemic period, learning technologies in classical

universities will be updated through the use of online distance networks. Additional challenges will be experienced by teachers by modernising lecture content, expanding the scope of communication in virtual cyberspace. Online lecture, online communication will lead to partial online education. This should be clearly reflected in the reformed study programmes.

In the conclusions to “The Collection of National Methodological Guidelines for the Content, Development and Implementation of the Bachelor’s and Master’s Study Programmes in Journalism” it should be noted that, among other things, important changes in the system of Journalism education occur due to the project *Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism (DESTIN)* for improving the quality of the study process; implementation of academic mobility programmes for teachers and students, their participation in international projects and grants.

As a result of the DESTIN project, the implementation of joint Master’s study programmes is being prepared in accordance with international educational standards. It is planned to open joint international summer schools for students of the institute / faculties / departments of Journalism. In the post-pandemic period, the programmes of guest lecturers are updated to attract educators and scholars from foreign universities for academic and methodological seminars, open lectures, master classes, teaching at the Master’s and PhD levels.

“National Methodological Guidelines for the Content, Development and Implementation of the Bachelor’s and Master’s Study Programmes in Journalism” are designed to strengthen the competitiveness of Ukrainian education, its theoretical and methodological components in the space of European universities, mastering the new stages of the Bologna process.

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