

Final Quality Report (WP 7)

DESTIN

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

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I.	INTRODUCTION.....	4
1.	ABOUT THE PROJECT.....	5
2.	GENERAL AIMS AND OBJECTIVES.....	5
3.	SPECIFIC OBJECTIVES.....	6
4.	KEY MILESTONES.....	6
5.	PLANNED IMPACT AND TARGET GROUPS.....	6
6.	EXPECTED RESULTS.....	7
7.	ACHIEVEMENTS.....	8
II.	QUALITY MANAGEMENT IN DESTIN	9
1.	OVERALL APPROACH AND VALUES OF QUALITY MANAGEMENT.....	9
2.	METHODOLOGICAL APPROACH.....	10
a.	<i>Development of Project Quality Plan (Strategy).....</i>	<i>10</i>
b.	<i>Progress reports.....</i>	<i>10</i>
c.	<i>Quality assurance sessions including updates of risk plan.....</i>	<i>10</i>
d.	<i>Approval of core deliverables (formal check).....</i>	<i>11</i>
e.	<i>Evaluation of events/trainings/ study visits and reporting.....</i>	<i>11</i>
f.	<i>Quality reports (intermediate and final).....</i>	<i>11</i>
III.	RISK MANAGEMENT.....	11
1.	PRINCIPLES OF RISK MANAGEMENT.....	11
2.	RISKS WITHIN THE PROJECT AND HOW THEY WERE MITIGATED.....	13
3.	LATEST RISK PLAN (FEBRUARY 2022).....	13
4.	CHANGES IN RISK PLANNING SINCE START OF THE PROJECT.....	19
a.	<i>Changed in February 2022:.....</i>	<i>19</i>
b.	<i>Changed in October 2021:.....</i>	<i>19</i>
c.	<i>New since December 2020:.....</i>	<i>20</i>
d.	<i>New since June 2020:.....</i>	<i>20</i>
e.	<i>Changed/added with June 2020.....</i>	<i>20</i>
IV.	MONITORING AND EVALUATION OF PROGRESS AND PROCESSES	22
V.	SUMMARY AND OUTLOOK.....	24
1.	SITUATION.....	24
a.	<i>Preparation.....</i>	<i>24</i>
b.	<i>Curriculum Audit and Action Plan.....</i>	<i>24</i>
c.	<i>European Curriculum Design: Principles and Practices.....</i>	<i>24</i>
d.	<i>Curriculum Models: European Models of Journalism.....</i>	<i>25</i>
e.	<i>New / Revised Curriculum, Evaluation and National Guidelines.....</i>	<i>25</i>
f.	<i>University Outreach Online ‘Media Literacy’ Courses.....</i>	<i>26</i>
g.	<i>Dissemination.....</i>	<i>26</i>
h.	<i>Impact and Sustainability.....</i>	<i>27</i>
2.	RECOMMENDATIONS.....	29
3.	CONCLUSION.....	29
VI.	ANNEXES	31
1.	ANNEX: EVALUATION REPORT KICK-OFF MEETING AT THE BATH/ SPA UNIVERSITY.....	31
2.	ANNEX: QUALITY PLAN (QP).....	46
3.	ANNEX: EVALUATION REPORT KYIV, SUNDAY, 12 MAY – SATURDAY, 18 MAY 2019.....	72

4.	ANNEX: PROGRESS REPORT MAY 2019	88
5.	ANNEX: APPROVAL OF CORE DELIVERABLE _2.2 DESK REVIEW REPORT	103
6.	ANNEX: APPROVAL OF CORE DELIVERABLE 5.1 PEER REVIEW GUIDELINES	105
7.	ANNEX: EVALUATION REPORT OF THE FIELD TRIP LINNAEUS UNIVERSITY, SWEDEN, OCTOBER 2019	108
8.	ANNEX: EVALUATION REPORT FIELD TRIP AMU, POLAND, 20 TH TO 21 ST NOVEMBER 2019	123
9.	ANNEX: APPROVAL OF CORE DELIVERABLE 3.1 DESTIN TOOL KIT	136
10.	ANNEX: EVALUATION REPORT TRAINING FOR TRAINERS, 2 ND TO 4 TH DECEMBER 2019, KYIV	138
11.	ANNEX: PROGRESS REPORT UPDATE JUNE 2020	150
12.	ANNEX: PROGRESS REPORT SEPTEMBER 2020.....	161
13.	ANNEX: PROGRESS REPORT FEBRUARY 2022	169
14.	ANNEX: EVALUATION REPORT POZNAN, AMU, 9 TH TO 10 TH NOVEMBER 2022	179
15.	ANNEX: EVALUATION REPORT FINAL CONFERENCE (ONLINE), IFNU, 18 TH AND 19 TH OCTOBER 2022	193
16.	ANNEX: APPROVAL OF CORE DELIVERABLE 5.4 NATIONAL GUIDELINES	204
17.	ANNEX: APPROVAL OF CORE DELIVERABLE 6.2 ONLINE OUTREACH COURSES	206
18.	ANNEX: APPROVAL OF CORE DELIVERABLE 8 UNIVERSITY ENGAGEMENT STRATEGY.....	208
19.	ANNEX: APPROVAL OF CORE DELIVERABLE 9.1 SUSTAINABILITY PLAN	210

I. Introduction

Quality assurance is the backbone of every successful project. For this reason, quality assurance was given appropriate priority already in the project description (**WP 7 Quality Management: Monitoring and Evaluation**). This was underpinned by concrete measures in the Quality Plan, which ensured comprehensive monitoring and evaluation by creating a culture for quality improvement throughout the project.

With regards to terminology, *quality management* is understood as task (organisational tasks related to quality), and quality assurance and quality improvement as the aim of quality management. To this end monitoring and evaluation are concrete activities related to quality management.

In order to structure all quality related activities, a **Quality Plan** was developed in the initial phase of the project. The plan drew on WUS Austria's broad experience in project quality assurance and was endorsed by the Governing Board. The purpose of the Quality Plan was to ensure the timely and efficient delivery of all the project's components and the further improvement of processes and deliverables in order to achieve the highest possible quality.

The Quality Plan is based on WUS Austria's **Principles of quality management, which are the following:** (see Chapter II for more information)

- *Quality management concerns all partners.* WUS Austria coordinates quality management but all partners are responsible for implementing the quality procedures.
- *Quality management does not happen automatically if you work well.* The project has to provide a platform for discussions, supervision and conclusions.
- *Quality management is not about finding fault in our work.* It is about discussing and using our experience for improving the project implementation and its deliverables.
- *Documentation and sharing information is key to quality management.*

This means, quality management took place under the lead of WUS Austria, in close cooperation with the project coordinating institution Bath Spa University and with the contribution of all partners, including the Ministry of Science and Education that safeguarded the quality of the project.

Consequently, in addition to the ongoing exchange with the project coordinator, quality management sessions have been integrated as standing items in all Governing Boards (GB). The GBs were followed by event evaluations. Also, the field trips and the train the trainer course were evaluated. Throughout the project the approval of core deliverables listed in the Quality Plan and **constant monitoring and evaluation** of the quality of documents, activities and outputs took place. These findings were compiled in reports: in total four Progress Reports, one Intermediate Quality Report and the Final QA Report at hand. In addition, the **External Evaluation** of the DESTIN project took place under the guidance of WUS Austria. And the partners highlighted the impact of the **quality culture** within the project beyond its scope as through the DESTIN project QA has become a more important element of curriculum planning, review, and development, which itself is an important legacy.

Another pillar of quality management in the project was the **risk management**. This included regular updates to the risk log and mitigation strategies based on risk-focused quality session during governing boards and other consortium/partner meetings. The basis for the risk management were the risks

identified during project development. While the political situation in Ukraine was considered to a certain extent, no one would have guessed while drafting the project that there would be a Russian invasion to the whole country and war throughout Ukraine. BREXIT and the corona pandemic also had to be taken into account and mitigated. For that reason, the project had been prolonged for one year.

The fact that, despite everything, the project could be carried out with such high quality is due to the support of the EACEA/the NEO, the flexibility of the coordinator and above all the enormous efforts of our committed and courageous Ukrainian partners, whom the EU partners were supporting in the project and stand by in **solidarity** beyond the project lifetime.

The present Final QA Report now provides an overview of the project along the Quality Plan, i.e. the activities related to quality assurance/monitoring and evaluation, with a focus on sustainability.

1. About the project

From the application:

The project aimed to improve and support Journalism education and public understanding of the role of journalists, together with the responsibilities of all citizens and media, for the promotion of democracy in Ukraine.

While the rapidly changing transnational news-media landscape presented challenges for government and people in all EU countries, the challenges within Ukraine were distinctive and severe. For example, from its research into the quality of Journalism education, *The State of Journalism Education at Journalism Departments* in Ukraine (2016), NGO Detector Media reported 'key problems in the content and organisation of journalism education'. These problems, which 'attracted more and more criticism every year', included '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 employer confidence in graduates. The DESTIN project was the answer to these findings and the following objectives and milestones were developed in the application.

2. General aims and objectives

- ✓ First Aim: to reform, start to deliver and evaluate new/revised curriculum for 9 BA and 11 MA Journalism programmes (two programmes in each of the 10 Ukrainian partner universities), and the institutional quality assurance for academic programmes, so that all new/revised programmes are aligned with European Qualifications Frameworks (EQF), meeting European standards of integrity and professionalism, improving students' industry engagement, career preparation and employability, and enabling staff and students to develop strong and sustainable connections with European journalism departments and associations;
- ✓ Second Aim: in the context of the curriculum to enhance the media environment in which Journalism graduates will work: improving the 'media literacy' of key target groups, providing new opportunities for Journalism students to engage with public audiences during their training, and raising public awareness of the vital role of journalists and media in the promotion and protection of citizens' rights within a multi-cultural democracy.

3. Specific objectives

- ✓ Specific Objective 1. to audit (desk review) all current curriculum (20 degrees), with gap analyses and action plans.
- ✓ Specific Objective 2. to train curriculum teams in the alignment of programmes and QA with EQF standards.
- ✓ Specific Objective 3. to use European models of Journalism education to inform curriculum reform.
- ✓ Specific Objective 4. to train academic and professional staff in principles and processes of peer review.
- ✓ Specific Objective 5. to conduct peer review (including 10 site visits) of all new/revised programmes.
- ✓ Specific Objective 6. to deliver and evaluate the first year of all new/revised BA and MA programmes.
- ✓ Specific Objective 7. to produce National Guideline Statements for BA and MA Journalism education.
- ✓ Specific Objective 8. to maximize public stakeholder engagement and participation in the work of the project.
- ✓ Specific Objective 9. to deliver and evaluate Outreach Media-Literacy Courses for target groups.
- ✓ Specific Objective 10. to maximize the sustainability of the work and outputs of the project.

4. Key milestones

- ✓ Completion of all essential start-up of the project, including Launch Conference, GB meeting, procurement of equipment. Considerable pre-project planning took place before the project start on 15/11/2018.
- ✓ Completion of all the programme revisions and presentation of new documentation for approval within each Ukrainian university, to allow new/revised programmes to be delivered for at least a full year, starting in Autumn of 2020.
- ✓ Delivery of a suite of totally new courses (the Outreach Media-Literacy Online Courses).

5. Planned Impact and Target Groups

DESTIN's impact upon key stakeholders at three levels:

First on the **local level** with the 10 Ukrainian universities and all its students within the new/revised BA and MA programmes. In addition Journalism staff teams, managers and quality assurance staff within each university. Also locally, Journalism employers were engaged by providing advice on the curriculum reform, to enhance the employability of Journalism graduates and give opportunities for internships and work-placements.

Second on a **national level** the Ministry of Education and Science, the Ukrainian Association of Students and Hromadske Radio (national employer) were key partners in the project. They were also engaged in the development and exploitation of National Guideline Statements for BA and MA Journalism education. All external stakeholders have access to the project website and were invited to participate in the project activities. The needs and interests of target groups and national stakeholders were addressed through consultations, the provision of feedback, and through the formation of a 'Practitioner-Research Network for Journalism' to promote national/international collaboration.

Third on a **European level**, in addition to contributing to the development of the transnational missions and activities of the Ethical Journalism Network, the European Journalism Training Association, the project provided excellent opportunities for collaboration for the EU partners, i.e. for WUS Austria and each of the 4 EU universities. More broadly, the EU benefited in many ways (e.g., from greater news-media alignment with its core values) by supporting the strategic development of journalism education.

Target groups of the DESTIN project:

- ✓ Students
- ✓ Universities
- ✓ Journalists
- ✓ Journalism employers
- ✓ Ministries
- ✓ Governmental bodies
- ✓ Professional associations and unions
- ✓ The broader public

6. Expected results

- ✓ *Result 1.* Qualitative changes in development of journalism education in Ukraine through audit, assessment, review of existing and delivering of new or revised curricula for 9 BA and 11 MA Journalism programmes in 10 Ukrainian universities with the European Qualifications Framework (EQF) and European standards of integrity and professionalism.
- ✓ *Result 2.* Development of National Guideline Statements for BA and MA journalism education in Ukraine.
- ✓ *Result 3.* Creation of interaction and cooperation network between universities, national employers and students' self-government in the field of journalism education in Ukraine.
- ✓ *Result 4.* Creation of interaction and cooperation network between Ukraine and EU universities and professional organizations in the field of journalism education.
- ✓ *Result 5.* Development of Media-Literacy Online Courses for non-professionals target groups in the field of journalism, media and communications.
- ✓ *Result 6.* Creation and launching of specialized website for further dissemination and exploitation of DESTIN project results.

Overview of all WPs with respective WP leaders:

Work Package	WP Leader
1 PREPARATION	P1. Bath Spa University, UK
2 CURRICULUM AUDIT AND ACTION PLAN	P13. Taras Shevchenko National University of Kyiv
3 EUROPEAN CURRICULUM DESIGN: PRINCIPLES AND PRACTICES	P3. Institute of Art, Design and Technology, Ireland
4 CURRICULUM MODELS: EUROPEAN MODELS OF JOURNALISM EDUCATION	P2. Adam Mickiewicz University, Poland
5 NEW/REVISED CURRICULUM, EVALUATION AND NATIONAL GUIDELINES	P13. Taras Shevchenko National University of Kyiv
6 UNIVERSITY OUTREACH ONLINE 'MEDIA LITERACY' COURSES	P12. Sumy State University
7 QUALITY MANAGEMENT: MONITORING AND EVALUATION	P5. World University Service, Austria (Lead) P20 Ministry of Education and Science of Ukraine (Co-Lead)
8 DISSEMINATION AND PARTICIPATION	P16. Yuriy Fedkovych Chernivtsi National University, Ukraine
9 SUSTAINABILITY	P10. Ivan Franko National University of Lviv, Ukraine
10 PROJECT MANAGEMENT	P1. Bath Spa University, UK

7. Achievements

With regard to sustainability, the main achievements of the DESTIN project are the analysis, evaluation, review of the existing and the implementation of **20 updated study programmes for BA and MA** journalists' students at ten Ukrainian universities in accordance with the European Qualifications Framework (EQF) and European standards of integrity and professionalism. Plus, QA has become a more important element of curriculum planning, review, and development.

Another significant and sustainable contribution of DESTIN to the development of journalism and media education in Ukraine - beyond the participating universities - is the "Collection of National Methodological Guidelines for the Content, Development and Implementation of the Bachelor's and Master's Study Programmes in Journalism". These **National Guideline Statements** are freely available on the DESTIN website and can be used by everyone who trains journalists, media, and communication specialists in Ukrainian universities. As these methodological guidelines are consistent with the best practices of the European Union and the UK, they provide an important basis for the future development of international partnerships, joint research, double degree programmes and student exchanges.

Another joint result of the teamwork of the DESTIN project participants are the "**Media Literacy Outreach Courses**", which remain available online to everyone. Media literacy courses are a series of small thematic courses designed to enable participants to analyse various types of information (from text to video), critically evaluate messages spread through various channels (from rumours in public transport to a new Facebook post), learn to consciously perceive and correctly interpret the information received, analyse the reality that media sources construct for us – all this is important in the modern information society.

For the sustainability of the results of the DESTIN project, the **NGO “Ukrainian Forum for Educators in Media and Journalism (UFEMJ)”** was created. Having united ten Ukrainian universities, the consortium joined the **European Journalism Training Association (EJTA)**. This has opened opportunities for joint publications and to participate in ongoing and new EJTA educational projects. Such as the EJTA projects on “Inclusive Journalism”, “Data Journalism” and “Factchecking”.

To sum up, while the main beneficiaries of the project outcomes and outputs were the students and teaching staff at the Ukraine partner HEIs, there has been also different levels of positive impact within the wider journalism and media sector and the wider public. At national level the DESTIN project will leave behind a comprehensive guideline for the teaching of journalism at both bachelor and master’s level within Ukraine (National Guideline Statements), a toolkit to help to revise and review curriculum and a series of courses to explore journalism (Media Literacy Outreach Courses). At the European and international level there will be **increased collaboration** amongst partners and new academic relationships established, to promote Ukraine journalism learning and training to a wider audience and to continue to learn from each other in order to ensure that the teaching of journalism is kept under review and seen as a priority within HEI to assist in the democratisation of Ukraine’s media.

All project materials, results and achievements are freely available on the official website of the Erasmus+ KA2 DESTIN project in Ukrainian and English: <https://www.destin-project.info/en/>

II. Quality Management in DESTIN

1. Overall Approach and values of Quality Management

The purpose of the Quality Plan was to ensure the timely and efficient delivery of all the project’s components and the further improvement of processes and deliverables in order to achieve the highest possible quality. More specifically the QP aimed to ensure that:

- ✓ all objectives were met;
- ✓ all partners were contributing in accordance with their role to achieve these objectives;
- ✓ there was consistency of the format and standards of outputs and outcomes (quality of contents, organization of events etc.);
- ✓ outputs and outcomes are publicly available (e.g. published) where this is feasible, in order to multiply their effects and strengthen their impact for the benefit of wider society.
- ✓ To have an early warning system so that changes and challenges can be reacted to immediately and the quality of the outputs/outcomes is not endangered

The methodological approach concerning quality management within the DESTIN project was built on the principles of quality management (© WUS Austria):

- Quality management concerns all partners. WUS Austria coordinates quality management but all partners are responsible for implementing the quality procedures laid out in this workbook and support the implementation of activities for quality assurance.

- Quality management does not happen automatically if you work well. The project has to provide a platform for discussions, supervision and conclusions.
- Quality management is not about finding fault in our work. It is about discussing and using our experience for improving the project implementation and its deliverables.
- Documentation and sharing information is key to quality management. All partners need to have access to relevant information at all times/at the earliest stage possible in order to ensure a quality culture, trusting relationships between partners and an environment that supports an effective workflow.

2. Methodological Approach

This section outlines the specific procedures for quality management and quality improvement that were applied during the DESTIN project. It gives a brief overview on the activities, tools/deliverables, responsibilities and time schedule related to quality management.

a. Development of Project Quality Plan (Strategy)

The Quality Plan comprised of a strategic plan including related activities to depict the cornerstones for quality assurance and improvement (quality planning, quality assurance, quality control and quality improvement) and how to get there. It was designed in cooperation with the project coordinator to be complementary to project and management activities in order not to double work (e.g. surveys, questionnaires...) and operate with maximum efficiency for the sake of scarce human resources. A draft of the Quality Plan had been presented and discussed at the Kick-off Meeting in Bath Spa and modified and approved by the Governing Board during the Kyiv meeting in May 2019. The quality plan was seen as a living document and changes were made throughout the project, especially the risk plan which had to be adjusted in view of, for example, BREXIT, the COVID-19 measures, and the war in Ukraine (but also other, e.g. financial risks had to be adjusted). The risk plan was highly discussed because of the political and military situation in Ukraine, which was assessed as high risk from the start. Nevertheless, the extent of the escalation came as a surprise to many of those involved.

b. Progress reports

Progress reports were delivered in the course of major partner/consortium meetings, at least 1x per year, which resulted in 4 progress reports. The feedback from individual partners were collected before the meeting and summed up by WUS Austria in a summative report which was then provided to the project coordinator. The progress was presented at meetings, mainly GB – this way information on the status quo of project progress could form the basis for the meeting and related discussions (instead of collecting such information during the meeting). This meant that meetings could be used for discussion and challenges previously identified through the progress reports.

c. Quality assurance sessions including updates of risk plan

In addition to regular exchange via e-mails, phone calls and questionnaires, quality assurance sessions were held at least 1x per year to address specific changes and challenges in discussion. The sessions were prepared and led by WUS Austria and provided an alternative platform to bring up subjects that might otherwise not have been on the agenda (e.g., if partners had difficulties addressing something that concerns project management etc.). If there were no specific items to discuss the consortium took the time for a risk management exercise.

d. *Approval of core deliverables (formal check)*

The essence of the project was its deliverables (outputs/outcomes), which were quality checked under the guidance of WUS Austria. The template was based on the standards that the EACEA as funding agency had put forward (check on timeline, consistency, link to project objectives, dissemination outreach etc.) - this information was also important for the project coordinator for their own reporting to the EACEA.

The following main deliverables were formally approved from point of view of project management by using the respective template in the Annex:

- ✓ Audit/desk review reports
- ✓ DESTIN toolkit
- ✓ Peer Review Guidelines
- ✓ National Guidelines Statement
- ✓ Outreach course material
- ✓ University engagement plan
- ✓ Sustainability plan

e. *Evaluation of events/trainings/ study visits and reporting*

Events, trainings, and study visits were evaluated. For this purpose, the questions of a standardized template were used (see [annexes](#)) at all times in order to ensure comparability of results from different events. Additional questions were added throughout the questionnaire if the organizers wished to do so or if the specific nature of the event asked for it. It was possible to use either hard copy or online evaluations, depending what worked better and on the specific context and group of people.

Not all evaluations were carried out by WUS Austria (e.g., in case of events taking place in Ukraine and also the field trips), but WUS Austria monitored if all evaluations were carried out and summarized the results in reports.

f. *Quality reports (intermediate and final)*

Two quality reports were provided by WUS Austria– one before the intermediate report to EACEA in summer 2020 and one before the final report to the EACEA. This way the reports effectively contributed to the reporting done by the project coordinator and could already point out challenges as well as added values and spin-offs that were followed up by the project coordinator for the reporting to the EACEA.

III. Risk Management

1. Principles of Risk Management

One of the major pillars of quality management in the project was risk management. This included regular updates to the risk log and mitigation strategies based on risk-focused quality session during consortium/partner meetings, in order to:

- Give internal quality assurance a platform;
- Make an effort to identify risks and challenges (risk analysis update)

- Communicate risks and challenges amongst partners and discuss the issue openly with all parties involved – do not hold back information, make compromises.
- View the situations from different angles and different points of view and include all partners into the discussion.
- Make sure all partners feel informed and involved – if they don't, they are less likely to contribute to solutions and compromises.

In order to deal with existing and upcoming risks a risk plan, that had been described in the Quality Plan, was developed. This included regular updates to the risk plan and mitigation strategies based on risk-focused quality session during consortium/partner meetings.

	Problem	Risk
Appearance	fact	uncertainty
Effect	allready occured	can occur
Activity	corrective	pre-emptive
Way of thinking	tactical	strategical
Time frame	short term	long term
	Past	Future



2. Risks within the project and how they were mitigated.

Major risks concerning the project were the covid-19 crisis the Brexit and the escalating conflict in the Ukraine. Technically the BREXIT has happened with no obvious effect on the coordination of the project. It was overestimated.

More impact on the project had the covid-19 crisis which led directly to the cancellation of two on-site peer review panels. They were conducted online instead. The disadvantage of replacing face-to-face meetings with online meetings was that online meetings were not a full substitute and as the dimensions of communication decreased with the online meetings, there was the risk that activities would slightly delay more and more. Online meetings required more discipline and more activity because the empowering factors of face-to-face meetings were suddenly missing. Strong interest in the topic of journalism and democracy on the part of the partners and a clear online-strategy accompanied by a disciplined and communicative coordinator with the same level of interest in journalism and democracy, mitigated the risk of a bigger impact from the Covid-19 situation.

Different was the political/military situation in the Ukraine, which was from the beginning rated a high risk. The areas of armed conflict were circumvented, like during the first peer review panel, when partners from Mariupol State University came to Zaporizhzhya to participate because the trip to Mariupol was considered high risk already in early 2020. Nevertheless, the escalation of the conflict into a full-scale invasion came as a surprise, especially for the European partners. Mitigation strategies were not applicable anymore, contact with the Ukrainian partners was made more difficult and the situation led to the cancelation of the onsite final conference in Lviv, which was finally held online in October 2022. The final face-to-face meeting in Poznan, Poland hosted by AMU in November 2022 gave the consortium the opportunity to close and summarize the open activities.

Please note that assumptions and risks listed below in the risk plan were originally taken from the LFM of the project description and were regularly updated from the beginning of the project.

3. Latest Risk Plan (February 2022)

RISK PLAN		
MAIN ASSUMPTIONS AND RISKS BASED ON LOGFRAME		
Assumptions/Risks	Level (low/medium/high)	Mitigation Strategy
Category: Specific Project Objective/s		
Deterioration in current political/military situation in Ukraine, particularly with regard to the area of conflict.	high	The high risk of deterioration of political/military situation may affect the project as such, which is in its final stages, and not only the site visits (as originally anticipated). The situation will be closely monitored in order to

		be able to react promptly by adjusting the activities for the remainder of the project.
Delayed activities due to the Covid-19 crisis.	low	Risks of deferrals need to be communicated immediately to the coordinator and WUS Austria, who will develop specific strategies, like online meetings, document sharing and other forms of transnational collaboration to overcome up-coming problems. Communication with EACEA if required.
Category: outputs/outcomes		
Some partners are not actively involved in the project.	medium	Ensure involvement through regular communication and address partners directly in case they are silent for too long. Payment can be suspended to partners who do not fulfill their tasks. If there there is no other solution they can be excluded from the project and their tasks taken over by other partners.
Change in visa requirements for Ukraine passport holders	medium	Watch regulations closely so immediate action can be taken and venue changed in necessary.
Category: activities		
WP leaders (EU and Ukraine) change their mind and do not want to lead their WP.	low	There are reserve partners who will take up WP leadership, and some slight re-allocation of resource (staff time) may be needed.
Problems with procurement of equipment.	medium	We will undertake procurement at the start of the project and learn from previous projects.
Risks related to UK exiting the EU	low	The UK has now left the EU. However, under the terms of the Withdrawal Agreement, the management and financing of the project is unaffected;

		BSU will remain the project co-ordinator until the project ends in November.
Data protection rules and cultures in EU and Ukraine may differ and may cause uncertainty in implementation.	low	In case of uncertainties EU regulations prevail. A data protection statement can be adopted for the project (can be derived from coordinating institution).
Staff may not be paid according to their work or may not get paid for their work by their institution at all, which may disrupt the implementation of the project for further lack of commitment by relevant staff.	medium	There will be a clause in the Grant Agreement obliging the partner institutions to pay their staff in accordance with the budget.
WP specific risks		
WP 1 Preparation: Assume all partners are prompt in their preparation activities. Risk is that some partners are not prompt in meeting deadlines.	medium	Mitigation is that lead applicant and/or WP leader will prepare a list of deadline dates for all preparatory work to be ready for circulation on the first day of the project (or before).
WP 1 Preparation: Assume travel for Launch conference is not disrupted by flight cancellation etc. Risk is that some disruption may occur.	low	Mitigation is to have contingency plan (including online participation) for partners who experience disruption
WP 2 Curriculum Audit and action Plan: Assume training workshop is well attended and materials for desk review are presented on time. Risk is that a few Ukrainian universities do not deliver materials for desk review on time.	medium	Mitigation is that some flexibility is possible in dates for desk reviews (online).
WP 3 European curriculum design: Principles and practices: Assume that date for the conference will be acceptable to all partners. Risk is that some partners have difficulty with the date.	low	Mitigation is early planning of the date and research around the date (academic schedule, holiday etc.)
WP 4 Curriculum models: European models of journalism: Assume no disruption of travel to or at	medium	Mitigation is early planning of the date and research around the date (academic schedule, holiday etc.)

locations for field trips. Risk is that best times for field-trips may not suit all partners.		
WP 5 New / Revised curriculum, evaluation and National Guidelines: Assume that travel to all 10 Ukrainian universities is safe. Risk is that there may be some difficulties with site visits to one or more partners, due to armed conflict in the East of Ukraine and due to the current Covid-19 crisis.	high	Mitigation will be to move site visits to the nearest alternative safe locations and/or to postpone the visits by taking the timeline into consideration. Additionally, desk reviews complemented by online meetings may substitute cancelled visits.
WP 5 New / Revised curriculum, evaluation and National Guidelines: Assume all necessary work has been undertaken to enable new/revised curriculum to be ready for submission for approval, so that new programmes can be delivered from the start of year 3. Risk is that some new programmes are not ready for approval or it is postponed.	high	Mitigation is early identification of procedures and key dates at each Ukrainian university when new programmes need to be submitted for approval, and careful monitoring of progress to ensure these dates are met.
WP 6 University outreach online 'Media Literacy' courses: Assume all appropriate partners contribute to development of online courses. Risk is that some partners fail to contribute fully.	medium	Mitigation is that the consortium is big and partners are carefully selected so that work can be re-distributed amongst partners. (e.g. some contribute more to this WP while others contribute more to another one. Imbalance has to be avoided.
WP 7 Quality Management: Monitoring and evaluation: Assume quality of all project work will be high. Risk is that some elements may not be of highest quality.	medium	Mitigation is continuous attention to quality monitoring as at GBs.
WP 8 Dissemination and Participation: Assume that public and stakeholders are	medium	Participation of EU partners and the project being funded by EU should have a mitigating effect.

interested in the dissemination activities of this project and that there are no legal obstacles to active participation.		
WP 9 Sustainability: Assume all partners are keen on and have interest in future collaboration. Risk that Sustainability is not embedded in early thinking of the project;	medium	This is mitigated by standing item at GBs.
WP 10 Project Management: We assume stability of Erasmus+ rules. Stable financing of Erasmus+ project. Risk: any external political and economic factors affecting the process of project management.	low to medium	Monitor possible changes in procedures so the management can react early.
Category: financial risks (related to WP 10)		
Compliance with the 40% ceiling for staff costs due (1) to less expenditures for equipment and (2) due to lower travel costs as a result of the COVID-19 crisis.	medium	Regular review of the 40% ceiling in reference to the expenditures of the other budget headings. Seek guidance by the EACEA Project Officer on how to handle this issue given the travel restrictions due to the pandemic. An extension to the project to allow the anticipated travel/events to take place has been granted.
Currency conversions rates affect the monies available in the BSU's account.	medium	The project exchange rates are set at fixed points (Dec. 2018 and Oct. 2020); it is hoped that any impact will be balanced out and absorbed by the project
Penalties if the project does not meet the outputs in line with the Grant Agreement.	high	All partners are obliged to keep this risk low. If, for certain reasons, it is not possible to meet the outputs in line with the Grant Agreement, partners must inform the BSU immediately so that measures can initiated to mitigate

		the situation (GB, communication with NEO, EACEA, etc.), as the impact of such penalties would be high.
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4. Changes in Risk Planning since Start of the Project

a. Changed in February 2022:

<p>Deterioration in current political/military situation in Ukraine, particularly with regard to the area of conflict.</p>	<p>high</p>	<p>The high risk of deterioration of political/military situation may affect the project as such, which is in its final stages, and not only the site visits (as originally anticipated). The situation will be closely monitored in order to be able to react promptly by adjusting the activities for the remainder of the project.</p> <p>One site visit (to Mariupol) may have to take place at a nearby university or Kyiv, due to travel restrictions. If there is deterioration other nearby universities may be affected, and other site visits may need to be re-located.</p>
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b. Changed in October 2021:

<p>Delayed activities due to the Covid-19 crisis.</p>	<p>Low (downgraded from high to low in GB Oct. 21; based on communication with EACEA)</p>	<p>Risks of deferrals need to be communicated immediately to the coordinator and WUS Austria, who will develop specific strategies, like online meetings, document sharing and other forms of transnational collaboration to overcome up-coming problems. Communication with EACEA if required.</p>
<p>Compliance with the 40% ceiling for staff costs due (1) to less expenditures for equipment and (2) due to lower travel costs as a result of the COVID-19 crisis.</p>	<p>medium (downgraded from high)</p>	<p>Regular review of the 40% ceiling in reference to the expenditures of the other budget headings.</p> <p>Seek guidance by the EACEA Project Officer on how to handle this issue given the travel restrictions due to the pandemic.</p> <p>Seek an extension to the project to allow the anticipated travel/events to take place.</p>

c. *New since December 2020:*

Category: financial risks (related to WP 10)		
Compliance with the 40% ceiling for staff costs due (1) to less expenditures for equipment and (2) due to lower travel costs as a result of the COVID-19 crisis.	high	Regular review of the 40% ceiling in reference to the expenditures of the other budget headings. Seek guidance by the EACEA Project Officer on how to handle this issue given the travel restrictions due to the pandemic. Seek an extension to the project to allow the anticipated travel/events to take place.
Currency conversions rates affect the monies available in the BSU's account.	high	This will be absorbed by the BSU.
Penalties if the project does not meet the outputs in line with the Grant Agreement.	low	All partners are obliged to keep this risk low. If, for certain reasons, it is not possible to meet the outputs in line with the Grant Agreement, partners must inform the BSU immediately so that measures can be initiated to mitigate the situation (GB, communication with NEO, EACEA, etc.)

d. *New since June 2020:*

Delayed activities due to the Covid-19 crisis.	high	Risks of deferrals need to be communicated immediately to the coordinator and WUS Austria, who will develop specific strategies, like online meetings, document sharing and other forms of transnational collaboration to overcome up-coming problems.
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e. *Changed/added with June 2020*

WP 5 New / Revised curriculum, evaluation and National Guidelines: Assume	high	Mitigation will be to move site visits to the nearest alternative safe locations and/or to postpone the visits by taking
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<p>that travel to all 10 Ukrainian universities is safe. Risk is that there may be some difficulties with site visits to one or more partners, due to armed conflict in the East of Ukraine and due to the current Covid-19 crisis.</p>		<p>the timeline into consideration. Additionally, desk reviews complemented by online meetings may substitute cancelled visits.</p>
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<p>WP 8 Dissemination and Participation: Assume that public and stakeholders are interested in the dissemination activities of this project and that there are no legal obstacles to active participation.</p>	<p>medium</p>	<p>Participation of EU partners and the project being funded by EU should have a mitigating effect.</p>
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<p>WP 8 Dissemination and Participation: Assume that public and stakeholder interest in news media does not decline in Ukraine, and that no legal obstacles (e.g., censorship) emerge.</p>	<p>medium</p>	<p>Mitigation is to ensure EU partners are committed to averting this risk.</p>
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Revision of the risk related to Brexit from medium to high in the course of the GB May 2019

<p>UK exiting the EU may cause administrative changes and uncertainties.</p>	<p>high</p>	<p>Monitor regulations and potential changes closely to be able to react immediately.</p>
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IV. Monitoring and Evaluation of Progress and Processes

Conducted QA Activities

The QA activities took place under the lead of WUS Austria, in close cooperation with the project coordinator BSU and with the contribution of all partners, with the Ministry of Science and Education safeguarding the quality of the project.

Additionally Governing Board meetings were evaluated and discussed with the consortium on regular basis. These evaluation reports can be found on g-drive as well as the Intermediate Quality Report (under Work Packages DESTIN/Quality/QA Reports), which is too extensive to annex.

When	Evaluation aims and methods	Outputs Completed
31/01/2019 – 04/02/2019 Meeting Bath/Spa	Kick-Off-Meeting at Bath/Spa University Presentation of the project partners, presentation of the project itself, administrative and financial rules, presentation of the project handbook, financial issues, presentation on QA, presentation of intellectual outputs. After the meeting questionnaire to assess the meeting.	Presentations, Meeting minutes, evaluation report (ANNEX 1)
2/2/2019	Strategy and Activities for Quality Management: Monitoring and Evaluation incl. Risk Assessment (including templates for approval of core deliverables, event evaluation, and progress reports)	Quality Plan (ANNEX 2)
12/05/2019– 18/05/2019, Meeting Kyiv at TSNUK	Evaluation of the Partner Meeting in Kyiv, organized by TSNUK.	Evaluation report (ANNEX 3)
Internal Progress Report, sent out online 29/05/2019.	The aim of the questionnaire is to collect information on main activities by partners ahead of meetings. The progress report (1) summarized the status quo of the activities on the basis of a survey.	Progress report (ANNEX 4)
June 2019	Approval of Core Deliverable 2.2 desk Review Report	Check List (Annex 5)
June 2019	Approval of Core Deliverable 5.1 Peer Review Guidelines	Check List (Annex 6)
7 /10/2019, 9/10/2019, Field Trip, Linnaeus University,	Evaluation of the Field Trip at Linnaeus University, Sweden, organized by the Fojo Media Institute.	Evaluation report (ANNEX 7)
20/11/2019– 21/11/ 2019, Field Trip, Adam Mickiewicz University,	Evaluation of the Field Trip in Adam Mickiewicz University, Poland, organized by organized by Faculty of Political Science and Journalism.	Evaluation report (ANNEX 8)
June and December 2019	Approval of Core Deliverable 3.1 DESTIN Tool Kit	Check List (ANNEX 9)
2/12/2019 to 4/12/2019, at TSNUK	Evaluation of the Training for Trainers in Kyiv organized by David Quin.	Evaluation report (ANNEX 10)

9/3/2020-15/03/2020	Participation and assistance to Peer Review Panel two, Zaporizhzhia, Sumy and Mariupol organized by Nico Drok.	See Peer Review Reports
June 2020	Update of the risk before the progress report	See changes in risk plan
June 2020	Updated Progress Report (2), the aim of the questionnaire was to collect information on main activities by partners.	Progress Report (ANNEX 11)
July 2020	Participation and assistance to Peer Review Panel one (desk review)	Peer Review Reports
July 2020	Participation and assistance to Peer Review Panel three (desk review)	Peer Review Reports
14/06/2020	Intermediate Quality Report	Report
28/09/2020	Progress Report (3), the aim of the questionnaire was to collect information on main activities by partners.	Progress Report (ANNEX 12)
18/12/2020	Update of the risk plan after the Governing Board on 8 th December 2020	See changes in risk plan
Feb-June 2021	Participation in the selection of the external evaluator, drafting of the terms of references and in the process of the external evaluation	ToR, Contract, external evaluation report
7/10/2021	(Online) pastoral Visit at MSU and ZSU together with Nico Drok	Minutes, participant list
18/10/2021	Update of the risk plan after the Governing Board on 19 th October 2021	See changes in risk plan
17/02/2022	Progress Report (4)	Progress Report (ANNEX 13)
9/10/2022-10/10/2022	Final meeting in Poznan, QA workshop on performance indicators and sustainability.	Presentations, Meeting minutes, Evaluation report (ANNEX 14)
3/11/2022	Evaluation of the final conference in Lviv	Evaluation Report (ANNEX 15)
2/ to 14/11/2022	Approval of Core Deliverable 5.4 National Guidelines	Check List (ANNEX 16)
	Approval of Core Deliverable 6.2 Online Outreach Courses	Check List (ANNEX 17)
	Approval of Core Deliverable 8 University Engagement strategy	Check List (ANNEX 18)
	Approval of Core Deliverable 9.1 Sustainability Plan	Check List (ANNEX 19)
14/11/2022	Final Quality Report	This report

V. Summary and Outlook

1. Situation

a. Preparation

WP 1 included the **startup of the project**, the kick-off meeting in Bath and the joint conference in Kyiv. The **QA activities** started with the development of the **Quality Plan**, which defined the general principles of quality assurance and outlined the planned activities along the timeline of the DESTIN project. Many different measures from meeting/event evaluations and progress reports to risk assessments and the approval of core deliverables were established to assure the proper quality and the impact of the DESTIN deliverables.

The Quality Plan and the related measures were presented at the kick-off meeting at the Bath Spa University (BSU) in January/February 2019. For the following meeting, the conference in Kyiv in May 2019, a survey was prepared to assess the project progress (basis for the 1st of the four **progress reports**) and a workshop on **risk assessment** was held during the governing board meeting together with the project partners. Both the kick-off meeting and the conference were **evaluated** very positively and satisfied all partners.

At the beginning of the project, the armed conflict at the Russian border near the partner University Mariupol was considered (in the risk assessment) the most threatening external risk to the project, to be taken into account. So, for example, the peer review panel for Mariupol State University was planned and eventually held at Zaporizhzhia State University as European University partners were not allowed to travel near the Ukrainian/Russian border.

Afterwards with the Covid-19 crises we had to face totally different risks, inhibiting transnational travel activities in general and forcing us to develop new strategies for the joint project implementation as well as for the implementation of the activities at the Ukrainian partner universities. The Russian invasion of Ukraine of course led to further disruptions for the project, although the partners remained committed to completing the project as planned and project activities remained ongoing. All this had been reflected in the risk assessment, which resulted in 13 versions of the **risk plan** with the latest update in February 2022.

b. Curriculum Audit and Action Plan

With regard to **WP 2**, the audit of the – back then – current BA and MA programmes and the peer desk reviews took place as planned. The desk review report was **approved as core deliverable** of the project. The action plans by the universities were reviewed in the frame of the progress reports; updated versions of the action plans were requested in order to adjust the timeframe in accordance with the pandemic.

c. European Curriculum Design: Principles and Practices

Also, the **DESTIN toolkit (WP 3)** was considered core deliverable. Partners had a lot of questions regarding the toolkit, which was presented at the conference in Kyiv. This kind of aligning a curriculum to European standards was new to some of the Ukrainian partner universities. In the process of

approving this core deliverable, the toolkit which was quite extensive in its first version was compiled to a more focused version, which was the basis for the train the trainer course that took place in December 2019. The evaluation of this train the trainer course showed that Ukrainian partners were grateful for this opportunity and that all their expectations were met.

d. Curriculum Models: European Models of Journalism

The **field trips** to the Linneaus University (LNU) in Sweden and the Adam Michiewicz University (AMU) in Poland, which were part of **WP 4**, took place in autumn 2019, and were assessed very positively by the participants as basis for the new/revised study programmes. The field trips helped participants to better understand learning processes and made them more confident in analysing trends and challenges in journalism. Hence, the field trips supported Ukrainian partners in improving the BA and MA curricula and study programmes at their universities.

e. New / Revised Curriculum, Evaluation and National Guidelines

WP 5 finally dealt with the core outputs of the project, the curriculum development, which included peer reviews, the development of the **BA and MA study programmes** and the **National Guideline Statements**.

In early 2020, when the Covid-19 crises was already looming at the horizon, the peer review panel no 2 was completed, reviewing the revised curricula of MSU, ZNU and SSU. Right afterwards, the partner universities were closed due to pandemic; so, the other two panels had to be carried out via desk review.

Due to the closure of the universities further delays were expected with regard to the start of the new/revised study programmes, as the submission of the new/revised BA and MA programmes required at the UA partner universities for quality-assurance approval was foreseen for May 2020 and the new/revised programmes should be launched in the winter term 2020/21.

In order to be able to accurately assess the progress and the effects on the course of the project, including planning the necessary steering measures, a survey for the Ukrainian partner universities was prepared (basis for the 3rd progress report). In this survey we dealt with questions such as the impact of two of the on-site panels not taking place on the revision of the BA & MA study programme(s) and curricula. Additionally, we asked for an update concerning the submission of the revised programme(s) and their approval as well as about the piloting of the updated/new study programmes.

Eventually the Ukrainian partner universities were able to launch the pilots of new curricula as planned in the winter term 2020/2021 academic year, even though some started in October instead of September and (some) of the teaching took place online.

Another substantial task and core deliverable were the **National Guideline Statements**. This "Collection of National Methodological Guidelines for the Content, Development and Implementation of the Bachelor's and Master's Study Programmes in Journalism", provide - on the basis of the curriculum development within DESTIN - guidelines for improving journalism education at the other universities in the Ukraine.

Consequently, the National Guidelines Statements were published on the project website, on the university websites, and in social media. In addition, the guidelines have been shared with colleagues from other state universities, with stakeholders from different media, with the National Scientific Methodology Board, the Ministry of Education and Science of Ukraine and the National Agency for Higher Education Quality Assurance. The National Guidelines Statements were also presented at scientific conferences on journalism in the Ukraine.

f. University Outreach Online 'Media Literacy' Courses

Another joint output of the DESTIN project was the series of “**Media Literacy Outreach Courses**” (**WP 6**). These courses remain available online to everyone for at least five years beyond the project lifetime. These media literacy courses are a series of small thematic courses designed to enable participants to analyse various types of information (from text to video), critically evaluate messages spread through various channels (from rumours in public transport to a new Facebook post), learn to consciously perceive and correctly interpret the information received, analyse the reality that media sources construct for us – all of which is important in the modern information society. Especially in these courses there is still a lot of potential with regard to the project objective *to enhance public media literacy*. However, this requires increased publicity, as explained in the recommendations below.

g. Dissemination

For **WP 8 Dissemination and Participation** an “Engagement, Participation and Dissemination Strategy” was developed in order to identify and organise the activities to be performed in order to promote the outcomes and the outputs (project’s results) and the dissemination of knowledge from the project. This so-called “Dissemination Plan” has been updated in the course of the project in order to respond to the war in Ukraine and the challenges arising from this for the implementation of the project in general and the dissemination in specific. The Russian invasion of Ukraine definitely made it much more difficult to disseminate the project’s outputs and achievements as originally envisaged.

Still, at the end of the project all the achievements of the project (outcomes/outputs) were published online on the project website, and some of them (e.g. Media Literacy Outreach Courses, “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”) have also been published on the websites of the university partners (as agreed at the final meeting in Poznan). In addition, the promotion of the material took place during all public events, in particular during the Open Days (at all UA partners institutions), International scientific conferences in Kyiv, Zaporizhzhia, Lviv and Poznan.

With regard to the “participation aspect” of this work package, the following can be said: As a member of Ukrainian Forum for Educators in Media and Journalism (UFEMJ) the Ukrainian partner universities strive for a stable cooperation with the European Journalism Training Association (EJTA) in the future. There have also been synergies between DESTIN and the Erasmus+ KA2 project MultiEd (Foreign Language Teacher Training Capacity Development as a Way to Ukraine’s Multilingual Education and European Integration) in terms of developing media literacy courses and exchanging the experience of revising and renewing curricula. Plus, the partner universities closely cooperate with the National Union of Journalists of Ukraine, students regularly have internships in the media and

recommendations of employers will be taken into account when planning future study programmes, curricula and activities in Journalism education.

h. Impact and Sustainability

The wider objective of the DESTIN project “*The reform of Journalism education in Ukraine and the enhancement of public media-literacy to support journalism and democratic*” already shows that the project was aimed at long-term reforms, at raising awareness and leading to changes in behavior among the target group.

Hence, **sustainability** of the project beyond its lifetime was already laid out in the project description with concrete measures. There was a **work package on sustainability (WP 9)** and one of the **specific project objectives** was: *to maximise the sustainability of the work and the outputs of the project.*

From the project description it can be seen that **measures related to sustainability** were defined along the **organisational level** and on the **level of outputs and outcomes**: On the organisational level with a sustainability team, the sustainability plan, the DESTIN website and sustainability being at the core of project management and a standing item at governing boards. And on the level of projects outcomes and outputs this referred to the study programmes, the online outreach courses, National Guidelines Statements and other results related to the wider objective of the project.

Sustainability has also been considered in the **Engagement, Participation and Dissemination Strategy (WP 8)**, in **Quality Management: Monitoring and Evaluation (WP 7)** and as mentioned above in **Project Management (WP 10)**.

While sustainability was a **cross-cutting issue** throughout the project implementation, special attention was paid to sustainability in the final stages of the project. For example, through the enhanced promotion of the Outreach Media-Literacy Courses and in the **Conference on the “Future of Journalism”** that took place in October 2022. Last but not least through the **Survey on Sustainability** in the frame of the quality assurance work package (WP 7). In this survey the **ten Ukrainian partner universities** were asked along nine questions for their analysis on sustainability of the DESTIN project and its results, on the university level, but also beyond (national, international/European level).

The Survey on Sustainability functioned on the one hand as a tool for taking stock on sustainability, on the other hand it raised awareness on the importance that the project impact continues once the project eventually ends.

As mentioned above the project’s wider objective can be broken down to “**reform, i.e. raising the quality, of Journalism education in Ukraine**” and “**the enhancement of public media-literacy**”.

With regard to the **increased quality of Journalism education**, the representatives of the universities agreed that sustainability lies particularly in the **new/revised study programmes**. Especially as they are accredited for up to five years. The new curricula, which are **state-of-the-art** and in line with the principles of the EHEA resulted in a **higher number of new students**, but also in **increased capacities of the graduates**. Both the new as well as the current students benefit from the **improved teaching methodology**, which the respondents relate to the study visits. And the **involvement of practicing journalist** in courses was seen as an important means for the modernisation of Journalism education.

Additionally, it was highlighted that the DESTIN project supported the **upgrading of the QA procedures** at the universities. In general, through the DESTIN project QA has become a more important element of curriculum planning, review and development, which itself is an important legacy.

As well as the so-called **National Guidelines Statements**. This “Collection of National Methodological Guidelines for the Content, Development and Implementation of the Bachelor’s and Master’s Study Programmes in Journalism”, provide on the basis of the curriculum development within DESTIN/at the ten UA partner universities, comprehensive guidelines for improving journalism education at the other universities in the Ukraine, which offer study programmes in this field.

When it comes to the **enhanced media-literacy of the public**, the respondents related this mainly to the Outreach Online Media-Literacy Courses.

Additionally, we also looked into the **aspect of cooperation** within the project. The DESTIN network consisting of the project partners is deemed as very relevant for the success of the project. This refers also to the formalisation of **cooperation with non-university partners** and the establishment of an **employer advisory board**. The DESTIN project led to an **enhanced cooperation within Ukrainian universities**, also beyond the consortium members. The **cooperation with EU universities** is seen as very valuable, as well as **synergies with other EU/Erasmus+ projects** and other funds (e.g., the Media Development Fund of the US Embassy).

The project also resulted in the foundation of the **Ukrainian Forum of Teachers of Media and Journalism (UFEMJ)** and the membership in **EJTA**. In line with the growing importance of QA procedures at university level is the information that several DESTIN team members are involved in the newly founded Ukrainian Higher Education QA agency and joined the pool of **NAQA experts**.

The **National Agency for QA in Education** is also seen as a means for the distribution of the **National Guidelines Statements**. Plus, the National Guidelines are used in the **National Scientific Methodology Board**.

Also, **joint publications** and **follow-up projects** were mentioned in the answers to the survey on sustainability.

All these findings are in line with the review on matters of sustainability in December 2021, i.e. one year earlier. It was also determined back then that the new/revised BA/MA study programmes guarantee sustainability for the next years as they are accredited up to five years. Additionally, the compatibility with European study programmes as basis for academic exchange (study and research) and the acquired skills in the development of training courses was mentioned.

Another factor for the project’s sustainability is the fact that the **equipment will remain at the universities**. And IFNUL mentioned the **dual diploma programme with Adam Michiewics University, Poland**.

The **DESTIN website** was mentioned by the partner universities as a means for sustainability, as all the material, such as the National Guidelines Statement, the login to the outreach courses is there and publicly available.

An interesting observation is that the Ukrainian partners did mention the war in their survey responses (they hardly made any reference to the pandemic), and although it definitely, not only at Mariupol State University, which was destroyed and is now operating from Kyiv, had an impact on the project (somewhat mitigated by the extension), the partners do not seem to allow the war to stand in the way of a successful and sustainable implementation of the project, and the continuation of their work in general.

Except – understandably - to a certain extent in terms of student numbers. An indicator of positive change had been an increase in the total number of entrants into the new/revised study programmes. This indicator had and still has somewhat lost its relevance for the time-being due to the ongoing

Russian war against Ukraine. But the universities are going to measure the impact through student surveys. They already conducted evaluations before updating the study programmes, so the comparison of “before” and “after” will be representative.

The universities will also monitor the stakeholders’ and employers’ opinions, i.e. have they felt changes in the quality of training of the graduates and does this translate into the recruiting. In the long run the partner universities expect that the long-term impact of the DESTIN project will become visible through the increased quality of media as a result of the well-educated graduates of Journalism education in Ukraine.

2. Recommendations

Now that the DESTIN project has been successfully implemented, it is important to continue the reforms initiated by the project and to secure the results (outcomes/outputs) in the long term.

What was described in the **University Engagement, Participation and Dissemination Strategy** remains relevant also after the end of the project. It is important that the Ukrainian partners use every opportunity to present the policy recommendations stemming from the DESTIN project to policymakers at all relevant levels in their countries: through communicating policy recommendations in face-to-face meetings at relevant events, publishing or presenting the Guidelines or discussion papers, initiating public debates within the media, etc.

The **DESTIN website**, which will remain online for five years, is a means for sustainability, at the same time, the full potential of this website does not seem to have been reached, since the mere fact that information is there does not automatically mean that it is also retrieved.

This assumption is also in line with the recommendations of the external evaluation. According to the evaluation experts, mechanism for disseminating the results should be created. This refers according to them especially for the online courses as media literacy of the population is a really important issue for Ukraine. At the same time, their assumption is that the target audience does not recognize that it needs media literacy training and will not look for online trainings on university websites. Hence, for disseminating the online course to the public, **active PR tools** are needed, as passive dissemination of online courses (posting on project or university websites) is not enough to convey the information to the target groups.

This applies not only to the courses, but to all the outcomes and outputs of the project, which should be publicly shared in order to continuously modernize journalism education in the country.

3. Conclusion

In the frame of the DESTIN Project, the participating ten Ukrainian universities **upgraded their QA assurance procedures** and each **renewed two study programmes in journalism for BA and MA students**. This was complemented by useful and necessary **technical equipment** in order to enhance the educational process at the institutions. The university teaching staff underwent additional **professional development trainings**, participated in academic conferences within the DESTIN project, and was in general involved in the implementation of all work packages of the project. The DESTIN project and Ukraine’s **National Agency for Quality Assurance** started its operations at the same time

and many DESTIN team members from the UA universities joined the pool of **NAQA experts**. All these aspects significantly **improved the level of journalism education** at the participating universities.

Additionally, the participation in the project enriched and **strengthened the professional contacts** in the academic, scientific sphere and in journalism in Ukraine, UK, and EU countries. All this will allow not only to consolidate this progress, but also to further develop it in the future. Project outputs and documents are published on the project website and will remain accessible to all who are interested in the development of journalism education in Ukraine or will work on similar projects.

The experience of the joint work on such a complex project as DESTIN created **stable working relationships with all partners**. Due to the Russian war against Ukraine, it is difficult for the Ukrainian partner universities to predict their operations in the future, but they expect other **joint projects** ahead of them. And plan cooperations in the frame of **EJTA** and through the **“Ukrainian Forum for Educators in Media and Journalism”**. The Erasmus+ Jean Monnet Project EU-Indy was born as a results of DESTIN learning and cooperation; additional EU projects between the Ukrainian and EU partners of the DESTIN project are in the pipeline. Currently also the possibility of developing cooperation with foreign universities to create further **double degree programmes** is being explored.

The partner universities realised that academic university journalism education cannot be of high quality if it is carried out in isolation from real journalism and media sphere. Therefore, throughout the project it became very important for the **universities to cooperate with the media**, and they plan to strengthen these ties. Already now they have regular educational practices on media, but they would also like to provide the opportunity for students and teaching staff to study and have professional internships abroad. In order to enhance the active cooperation with stakeholders, the Ukrainian partner universities plan to increase the number of **public events** (open days, public discussions, etc.) and continue the cooperation with their **Employers Advisory Boards**, and if applicable with their Alumni Associations.

The Ukrainian partner universities stated that the benefits they have received from the DESTIN project will have a **comprehensive positive impact on the quality of journalism education** at their universities. For them it was also important to receive modern technical equipment as well as new methods, approaches to the development of study programmes and teaching, including improved QA procedures. As stated in the recommendations above, also the online media literacy courses have a potential that should be further explored in this regard.

Equally important are the ties with Ukrainian and foreign partners, which have become truly effective and strong thanks to DESTIN, i.e. the **network itself is seen as one of the biggest achievements**.

This is also the view of the European partners, who have benefited from the cooperation with the Ukrainian partners as well. Further joint activities (scientific exchange, publications, etc.) and projects are already being planned. The success of the project and the **mutual benefit** beyond the project lifetime can be confirmed by WUS Austria and from the point of view of quality assurance (QA).

VI. Annexes

1. Annex: Evaluation Report Kick-off Meeting at the Bath/ Spa University

EVALUATION REPORT

Kick-off Meeting at the Bath/ Spa University

30. January - 06. February 2019,

BATH,

Project: DESTIN -

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

Introduction:

This report presents the evaluation results of the DeStIn meeting in Bath which took place from *30. January - 06. February 2019*. The report is based on written feedback of participants who attended the meeting.

The general purpose of the evaluation is to receive feedback of the partners on:

The usefulness of the meeting;

The extent to which the meeting has fulfilled the partners' expectations;

The organization of the meeting;

The preparatory information provided;

The meeting objectives;

The quality of the inputs provided;
Possibilities for contributions and networking during the meeting.

Out of 50 persons attending the meeting, 30 participants have submitted evaluation forms. The full evaluation form, that was distributed online to participants, can be found at the end of this evaluation report.

This paper is part of activity 7 – “Quality Management”.

1. Please indicate your specific expectation/s regarding the event and which presentations and experiences were the most useful for you.

- I have been looking forward to discussing project implementation plan and particularly various stakeholders engagement in work packages, which has been achieved through the first three days of work at Bath. I found presentations that had some time devoted to discussions To be the most useful.
- I am pleased with the conference and all the presentations were of interest
- Getting to know the partners better, defining the action plan for the nearest period, presentation of the WP, participation in the GB meeting, defining reporting rules, discussion of the partnership agreement.
- Thanks a lot for the meeting in the Bath! It was very useful get to know everyone of our team and to share ideas. As for me one of the most important part of our meeting was the conference in the last day when we have an awesome chance to achieve

specialized knowledge about journalism. My favorite presentation was the Nico`s presentation. In cause of given datas and research.

- I expected to receive a general overview of the project, as well as an in-depth understanding of the reporting issues. I received all the expected information during the conference - both via the presentations delivered by the participants and during personal communication with Rachael, Paul, and other colleagues. All the presentations were useful.
- The start-up meeting at Bat Spa University has become particularly important and has identified the strategy, the main areas, mechanisms and tools for implementing the grant program. All presentations were helpful and constructive.
- presentations concerning structure and logic of the project, - presentations concerning amorphous nature of contemporary journalism and challenges for journalism education (especially presentation by professor Nico Drok)
- presentations concerning structure and logic of the project, - presentations concerning amorphous nature of contemporary journalism and challenges for journalism education (especially presentation by professor Nico Drok)
- I led the most the presentation of Volodymyr Risun. His information was really useful for me
- The espectations due to the event were the following: productive, positive, constructive, necessary, professional and meaningful communication among the participants.
- The most useful and interesting for me were the presentaitions of the last day. For example prexentation of Dr.Rainer-Elk Anders
- All the presentations were interesting and useful just to make contact and ensure mutual understanding
- Expected the kick of meeting to allow people to network, swap ideas and exchange info of own organisations. Expected the conference to share specific knowledge. EJTA talk was the most useful in setting the contect of journalism in the modern world
- I wanted to get an overview of the work that will have to be done and I wanted to get to know the people. The most useful presentations were the ones on the last day in Bath
- My expectation was to understand more about the project. The most interesting though were presentations from the last day because of the practical focus.
- Expectations: - to clarify the role and timeline for DESTIN activities; - to discuss the financial and administrative aspects of cooperation. Presentation&experiences: - overall management of the project.
- The even went very well. I expected the open and productive communication while the kick-off meeting and the conference and all my expectations were met. The most useful

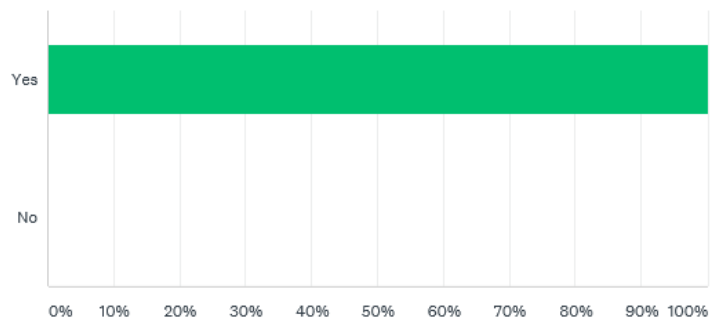
was networking with colleagues and talking to WP leaders. I clarified a lot of questions and now have developed a clear vision of the role of my institution in all WP and the project as a whole

- meeting with other participants, explanation all doubts concerning the project, sharing experiences, solving all administrative issues,
- Introduction as to how the project will work
- To meet everyone and make a good start
- Getting more insight in the project, its aims and activities and getting to know all the partners. All presentations were useful in order to understand the context; personally I enjoyed most the presentation by Nico Drok on EJTA, but also more technical presentations like Rachael's on finances were very relevant.
- I expected to get to know most of the partners and find out more about journalism in Ukraine. The presentations were well prepared and informative. I really enjoyed the presentation by Niko, which was informative and precise.
- To successfully establish a working relationship and to go through the details of the project.
- The presentations of 4/2 were most interesting to me as I expected to learn more about Ukrainian J-schools and quality framework.
- Getting to know the people and the project.
- fulfilled
- Everything here was very important and useful
- All
- I will know more about the performance of project. The most useful presentations for me were the next: Operational management Dissemination and participation Challenging roles, values and qualifications Reporting about war between Russia and Ukraine
- "Challenging Roles, Values and Qualifications" by Nico Droc

2. Were your expectations fulfilled?

Were your expectations fulfilled?

Answered: 30 Skipped: 0



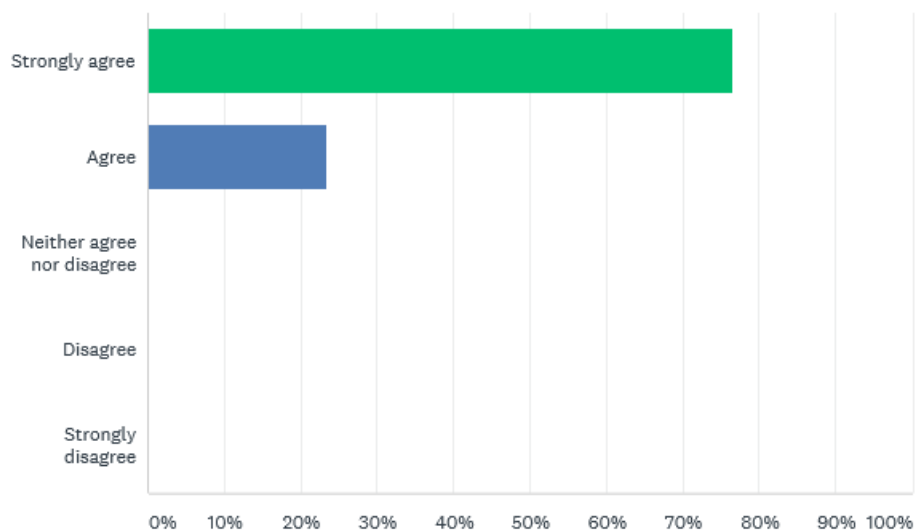
ANTWORTOPTIONEN	BEANTWORTUNGEN	
Yes	100,00%	30
No	0,00%	0
GESAMT		30

Comments

- Everything was great and I am fully satisfied with the event

3. The event was well organised.

Answered: 30 Skipped: 0



Comments

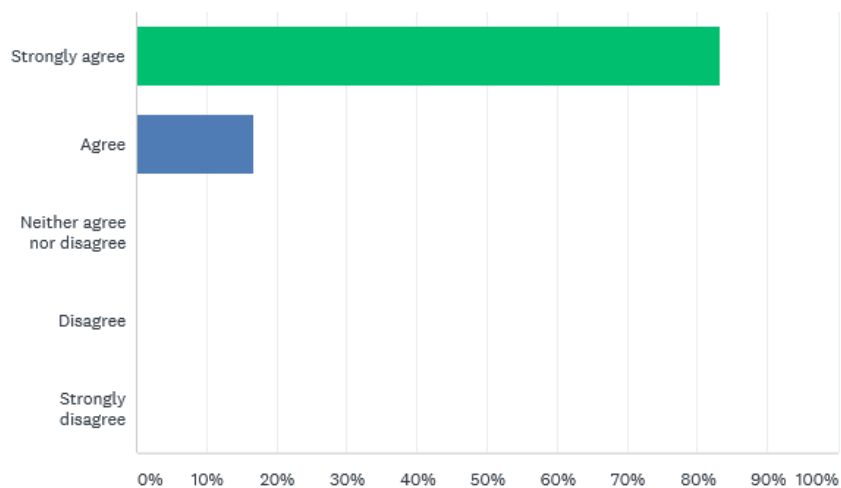
- *Rachael and Paul thank you for all your efforts!*
- *I was surprised that the organisers could provide everything on the such a high level*
- *The event organisations were made on the high level.*
- *I would have appreciated if we had worked more, for me it was too much socializing (which was nice, but we could have done this while talking about project-related questions).*
- *Thanks to Racheal and Paul, the University Bath Spa and the City of Bath for being such a wonderful hosts.*

- *It might have been a bit more concise.*

4. The preparatory information provided by the organisers in advance was sufficient.

The preparatory information provided by the organisers in advance was sufficient.

Answered: 30 Skipped: 0



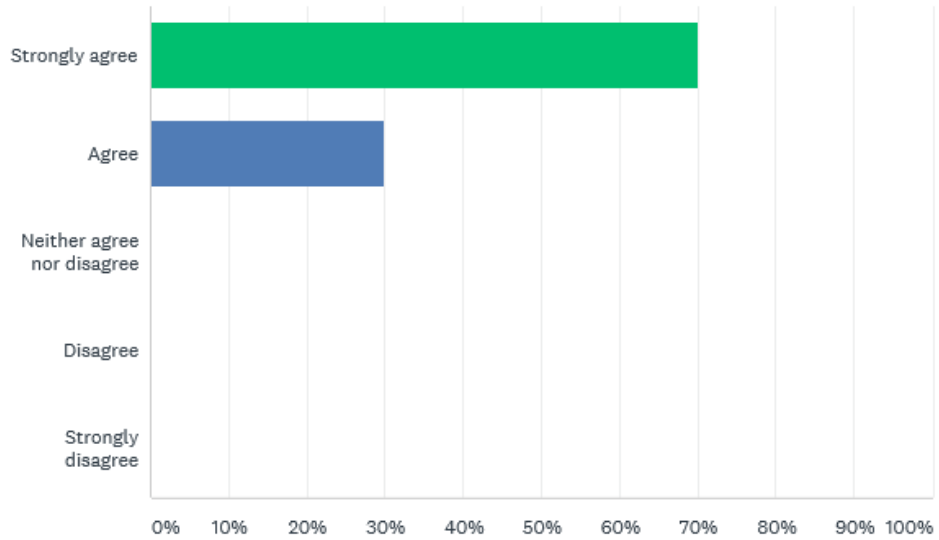
Comments

- *Yes, the information we have got was really needed and useful for me*
- *The information we got before coming to London was really full and useful*

5. The objective/s of the event was/were clearly stated.

The objective/s of the event was/were clearly stated.

Answered: 30 Skipped: 0



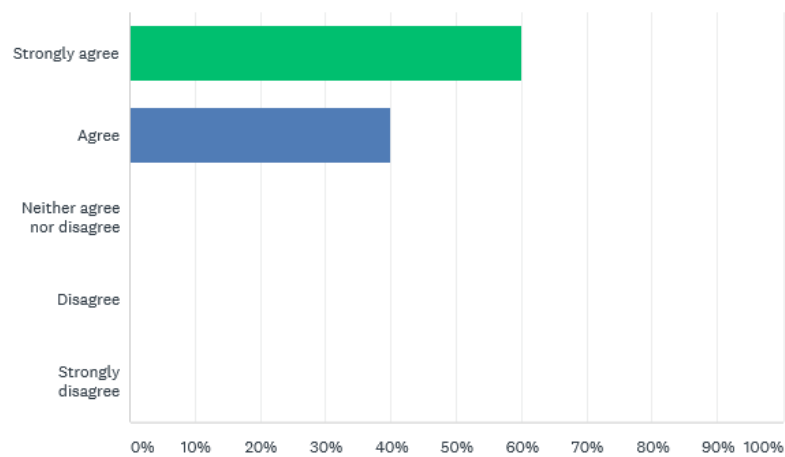
Comments

- *The objectives were clear and realised fully*
- *All the objectives were clear and their implementation was full*
- *I was done well*

6. The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

Answered: 30 Skipped: 0



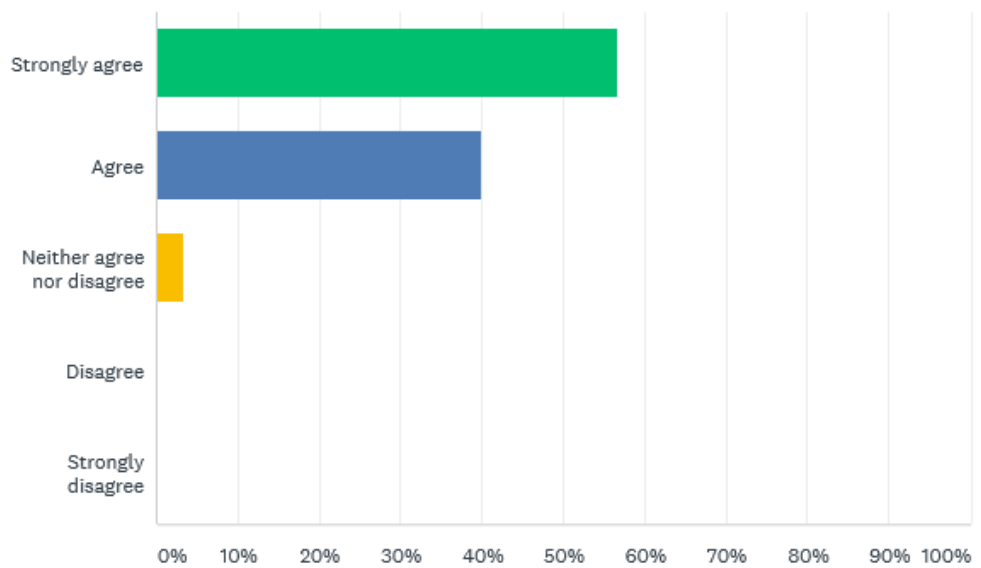
Comments

- *Everything on the event was clear and informative. I am satisfied with all that.*
- *Thanks to such projects, the changes of Ukrainian Education will be realised.*

7. There was enough space for discussion.

There was enough space for discussion.

Answered: 30 Skipped: 0



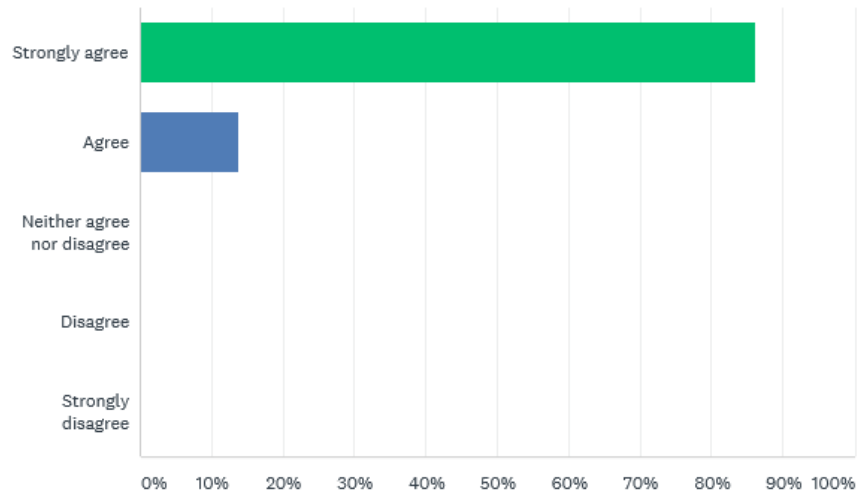
Comments

- *even too much sometimes*
- *Yes, we have a lot of time and possibilities for discussion*
- *The communication was productive and intensive.*
- *But this is due to the closing of the University on friday!*

8. There was enough space for informal get-together among participants.

There was enough space for informal get-together among participants.

Answered: 29 Skipped: 1



Comments

- *Yes, we could communicate with other participants without problems and with great pleasure*
- *The communication among the participants was absolutely and fully realised*
- *Not only there was space, we really used our time for networking.*

9. General comments and recommendations for improvement:

Comments

- *Thank you very much for your great work!*
- *VERY GOOD!*
- *Gratefulness for a hospitable hosting!*
- *I hope all participants will be good in their work and our Association will be so active as we can.*

- *As the majority of the participant is from Ukraine, I think it can be efficient to meet within working groups in our country, just to discuss the progress of the project (without spending the project funds). Also, it can be suitable to make regular (for instance, monthly) skype conferences with all partners.*
- *It is important to provide systematic meetings for the exchange of information on the implementation of work packages.*
- *Very constructive kick-off meeting.*
- *I would like to wish you luck. Keep doing everythinon such level and then you will reach the success in any sphere*
- *Thanks to such projects Ukrainian Education will be realised with the great success*
- *Everethung were well-done and interesting.*
- *A bit more time for informal communication, if it is possible*
- *Thank you very much for this great conference, I look forward to working more with all of you!*
- *It would be useful to keep the Governing Board as few as possible, to facilitate the exchange of views and strategic decisions.*
- *Very well organized event. Thank you Paul and Rachael for putting everthing together. Thank you Bath Spa for hosting the conference and kick-off. Looking forward working together.*
- *Very fruitful meeting*
- *I found it most useful and reassuring*
- *buses came late from and to London*
- *It is a pity that there were also participants that don´t speak and understand English at all.*
- *Rachael and Paul did a wonderful job organising everything with much love and precision. Thank you!*
- *More coffee and tea!*

- *Bit more strict time management.*
- *It was a good prepared and well planned event. Maybe it could have started with the Monday presentations and do the practicalities after that.*
- *well organised and ready and eager team for do DESTIN project*
- *Many thanks to all organizers! Everything was amazing!*
- *Just to continue like this perfectly organized!*
- *Just keep the level!*
- *I wish all us a successful projekt!*
- *All events were constructictive, full of information. Thank you!*

10. Summary

Summary of the evaluator:

The overall feedback to the event is extremely good, none of the questions/ answers showed any dissatisfaction, and the organising team was highly praised.

The participants of the kick-off meeting expected a general overview of the project, in depth knowledge, to establish a working relationship, a constructive communication and the exchange of ideas, but also networking. Regarding the survey all expectations were fulfilled, a 100 % agreed on this and one participant commented additionally, that everything was great and that he was satisfied with the event. 76 % of the participants strongly agreed, that the event was well organized, comments emphasized, that the organization was on a high level. An individual comment mentioned that the event could have been a bit more concise. A 100 % at least agreed, that the inputs (e.g. presentations, handouts) of the presenting parties were clear and informative. During the event was enough room for discussion and there was enough space for informal get-together among the participants. Altogether participants commented the event very positive and mentioned for example the high level of organisation and the commitment of the organisers

2. Annex: QUALITY PLAN (QP)

Quality Management: Monitoring and Evaluation incl. Risk Assessment

The current version of the Quality Plan can be found at: [google.drive/WP 7 Quality](https://drive.google.com/file/d/1Wp7Quality)

Name of Lead Partner Organisation: World University Service (WUS) Austria	Partner 5
Co-Lead: Ministry of Education and Science of Ukraine	20
Authors: Veronika Nitsche, Michaela Handke, Marc Schwärzli	
Version: 0.10	
Date: 14.06.2020	

Work Package Number 7	Title of Work Package Quality Management: Monitoring and Evaluation
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Within the project:

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

Project duration: 15 November 2018 – 14 November 2021

EU funding instrument: European Neighbourhood Instrument (Erasmus+: KA2 CBHE)

Erasmus+ (CBHE) grant amount: 798.470,00 €

Target groups: Ukraine and EU Universities, university students, secondary schools, employers i.e. Journalism staff teams, media managers, lifelong learning.

Grant holder: Bath Spa University, United Kingdom

Coordinator: Prof. Paul Hyland, Head of European and Postgraduate Taught Development, Bath Spa University

Contacts: telephone: +44 (0)1225 875564, email: p.hyland@bathspa.ac.uk

PROJECT QUALITY PLAN

Content Overview

I. ABOUT THE PROJECT _____	48
SPECIFIC PROJECT OBJECTIVES ARE: _____	49
EXPECTED RESULTS: _____	49
II. OVERALL APPROACH AND VALUES OF QUALITY MANAGEMENT _____	50
III. METHODOLOGICAL APPROACH _____	52
IV. RISK MANAGEMENT _____	57
V. ANNEXES _____	61
A.1. TEMPLATE FOR FEEDBACK BY PARTNERS ON DELIVERABLES _____	62
A.2. TEMPLATE FOR APPROVAL OF CORE DELIVERABLES _____	63
A.3. TEMPLATE FOR PROGRESS REPORTS _____	65
A.4. REPORT FORM FOR EVALUATION OF EVENTS _____	69

I. ABOUT THE PROJECT

From the application:

The project aims to improve and support Journalism education and public understanding of the role of journalists, together with the responsibilities of all citizens and media, for the promotion of democracy in Ukraine. This

While the rapidly changing transnational news-media landscape presents challenges for government and people in all EU countries, the challenges within Ukraine are distinctive and severe. For example, from its research into the quality of Journalism education, *The State of Journalism Education at Journalism Departments in Ukraine (2016)*, NGO Detector Media reports '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 employer confidence in graduates.

Key milestones:

1. Completion of all essential start up of the project, including Launch Conference, GB meeting, procurement of equipment in the first months of the project. Considerable pre-project planning takes place before the project start on 15/11/2018.
2. Completion of all the programme revisions and presentation of new documentation for approval within each Ukrainian university, so that new/ revised programmes can be delivered for at least one whole year, starting in Autumn of 2020.

The distinction between new and revised programmes is not easy. Profound changes to most BA and MA programmes in many ways are anticipated (curriculum and pedagogy, training, assessment, industry engagement, etc.), but programmes may not change their names (title of awards) so they may not technically qualify as 'new' courses, especially as these programmes are already in existence.

There will be a suite of totally new courses (the Outreach Media-Literacy Online Courses) within three study programmes delivered online. These will also provide a supervised training opportunity for Masters student in the new/ revised academic programmes.

Aims and objectives:

A1. Curriculum Reform: to reform, start to deliver and evaluate new/ revised curriculum for 9 BA and 11 MA Journalism programmes (2 degrees in each of the 10 Ukrainian partner universities), and the institutional quality assurance for academic programmes, so that all new/ revised programmes are aligned with European Qualifications Frameworks (EQF), meeting European standards of integrity and professionalism, improving students' industry engagement, career preparation and employability, and enabling staff and students to develop strong and sustainable connections with European journalism departments and associations;

A2. Curriculum Context: to enhance the media environment in which Journalism graduates will work: improving the 'media literacy' of key target groups, providing new opportunities for Journalism students to engage with public audiences during their training, and raising public awareness of the

vital role of journalists and media in the promotion and protection of citizens' rights within a multi-cultural democracy.

Specific project objectives are:

- SO1. to audit (desk review) all current curriculum (20 degrees), with gap analyses and action plans;
- SO2. to train curriculum teams in the alignment of programmes and QA with EQF standards;
- SO3. to use European models of Journalism education to inform curriculum reform;
- SO4. to train academic and professional staff in principles and processes of peer review;
- SO5. to conduct peer review (including 10 site visits) of all new/revised programmes;
- SO6. to deliver and evaluate the first year of all new/revised BA and MA programmes;
- SO7. to produce National Guideline Statements for BA and MA Journalism education;
- SO8. to maximize public stakeholder engagement and participation in the work of the project;
- SO9. to deliver and evaluate Outreach Media-Literacy Courses for target groups;
- SO10. to maximize the sustainability of the work and outputs of the project.

Expected results:

- R1. Qualitative changes in development of journalism education in Ukraine through audit, assessment, review of existing and delivering of new or revised curricula for 9 BA and 11 MA Journalism programmes in 10 Ukrainian universities with the European Qualifications Framework (EQF) and European standards of integrity and professionalism.
- R2. Development of National Guideline Statements for BA and MA journalism education in Ukraine.
- R3. Creation of interaction and cooperation network between universities, national employers and students self-government in the field of journalism education in Ukraine.
- R4. Creation of interaction and cooperation network between Ukraine and EU universities and professional organizations in the field of journalism education.
- R5. Development of Media-Literacy Online Courses for non-professionals target groups in the field of journalism, media and communications.
- R6. Creation and launching of specialized website for further dissemination and exploitation of DESTIN project results.

Below is an overview of all WPs with respective WP leaders:

Work Package	WP leader
1 PREPARATION	P1. Bath Spa University, UK
2 CURRICULUM AUDIT AND ACTION PLAN	P13. Taras Shevchenko National University of Kyiv
3 EUROPEAN CURRICULUM DESIGN: PRINCIPLES AND PRACTICES	P3. Institute of Art, Design and Technology, Ireland
4 CURRICULUM MODELS: EUROPEAN MODELS OF JOURNALISM EDUCATION	P2. Adam Mickiewicz University, Poland
5 NEW/REVISED CURRICULUM, EVALUATION AND NATIONAL GUIDELINES	P13. Taras Shevchenko National University of Kyiv

6 UNIVERSITY OUTREACH ONLINE 'MEDIA LITERACY' COURSES	P12. Sumy State University
7 QUALITY MANAGEMENT: MONITORING AND EVALUATION	P5. World University Service, Austria (Lead) P20 Ministry of Education and Science of Ukraine (Co-Lead)
8 DISSEMINATION AND PARTICIPATION	P16. Yuriy Fedkovych Chernivtsi National University, Ukraine
9 SUSTAINABILITY	P10. Ivan Franko National University of Lviv, Ukraine
10 PROJECT MANAGEMENT	P1. Bath Spa University, UK

II. Overall Approach and Values OF QUALITY MANAGEMENT

This section highlights the importance of Quality Management and creating a culture for quality improvement. With regards to terminology, we see *quality management* as task (organisational tasks related quality), and *quality assurance* and *quality improvement* as the aim of quality management. To this end monitoring and evaluation are concrete activities related to quality management.

The purpose of the Quality Plan is to ensure the timely and efficient delivery of all the project's components and the further improvement of processed and deliverables in order to achieve the highest possible quality. More specifically the QP aims to ensure that:

- ✓ all objectives are met
- ✓ all partners are contributing in accordance with their role to achieve these objectives
- ✓ there is consistency of the format and standards of outputs and outcomes (quality of contents, organization of events etc.)
- ✓ outputs and outcomes are publicly available (e.g. published) where this is feasible, in order to multiply their effects and strengthen their impact for the benefit of wider society.
- ✓ there is an early warning system so that whenever changes and challenges occur, they can be dealt with immediately and do not jeopardise the quality of the outputs/outcomes.

<p>Principles of quality management (© WUS Austria)</p> <p><i>*Quality management concerns all partners.</i> WUS Austria coordinates quality management but all partners are responsible for implementing the quality procedures laid out in this workbook and support the implementation of activities for quality assurance.</p> <p><i>*Quality management does not happen automatically if you work well.</i> The project has to provide a platform for discussions, supervision and conclusions.</p> <p><i>*Quality management is not about finding fault in our work.</i> It is about discussing and using our experience for improving the project implementation and its deliverables.</p> <p><i>*Documentation and sharing information is key to quality management.</i> All partners need to have access to relevant information at all times/at the earliest stage possible in order to ensure a quality</p>

culture, trusting relationships between partners and an environment that supports an effective work flow.

Quality management takes place under the lead of WUS Austria, in close cooperation with the project coordinating institution Bath Spa University. All partners are asked to contribute to quality assurance specifically through:

- ✓ Documentation and reporting, using templates provided and respecting deadlines for reporting and contribution
- ✓ Identification of changes and challenges and contribution to discussion on how to address them
- ✓ Providing information to others (esp. Bath Spa and WUS Austria) upon request (e.g. on progress of a specific activity)

III. Methodological Approach

This section outlines the specific procedures for quality management and quality improvement. We give a brief overview on the activities, tools/deliverables, responsibilities and time schedule related to quality management.

Development of Project Quality Plan (Strategy)

The Quality Plan at hand comprises of a strategic plan including related activities to depict the cornerstones for quality assurance and improvement (quality planning, quality assurance, quality control and quality improvement) and how to get there. It is designed in cooperation with the project coordinator and meant to be complementary to project and management activities in order not to double work (e.g. surveys, questionnaires...) and operate with maximum efficiency for the sake of scarce human resources. A draft of the Quality Plan is presented and discussed at the Kick-off Meeting.

Progress reports

Progress reports are to be delivered before all major partner/consortium meetings, at least 1x per year. The reports from individual partners are collected before the meeting and summed up by WUS Austria in a summative report which is then provided to the project coordinator. The summative report is presented at the beginning of meeting – this way information about status quo of project progress can build the basis for the meeting and related discussions (instead of such information being collected *during* the meeting). This means, that the meeting can be used for discussion and can address challenges that have already come up with the progress reports.

Quality assurance sessions including updates of risk plan

In addition to Emails, phone calls and questionnaires, quality assurance sessions are held at least 1x per year to address specific changes and challenges in discussion. The sessions are prepared and led by WUS Austria and provide an alternative platform to bring up subjects that may otherwise not be on the agenda (e.g. partners have difficulties addressing something that concerns project management etc.). If there are no specific items to discuss the consortium will take the time for a risk management exercise

Approval of core deliverables (formal check)

The essence of the project are its deliverables (outputs/outcomes), which will be quality checked by WUS Austria, the Ministry of Education and Science of Ukraine and the project coordinator using a specific template (see annexes). The template is based on the standards that the EACEA as funding agency has put forward (check on timeline, consistency, link to project objectives, dissemination outreach etc.) - this information will thus be also important for the project coordinator for their own reporting to the EACEA. The check will include all deliverables as per project logframe.

Main deliverables (milestones) to be formally approved from point of view of project management (additional deliverables may be added) - using template in Annex:

- ✓ Audit/desk review reports
- ✓ DESTIN toolkit
- ✓ Peer Review Guidelines
- ✓ National Guidelines Statement
- ✓ Outreach course material
- ✓ University engagement plan
- ✓ Sustainability plan

Evaluation of events/trainings/ study visits and reporting

Events, trainings and study visits will be evaluated. For this purpose, the questions of the standard templates should be used (see annexes) at all times in order to ensure comparability of results from different event. Additional questions can be added throughout the questionnaire if the organisers wish to do so or if the specific nature of the event asks for it. It is the experience that either hard copy or online evaluations work better, depending on the specific context and group of people. Thus, hard-copy and online options (using *Survey Monkey*) will be tested and a case-to-case decision is possible.

Also, not all evaluations may be carried out by WUS Austria (e.g. in case of events taking place in Ukraine and also the field trips), but WUS Austria will monitor if all evaluations are carried out.

Quality reports (intermediate and final)

Two quality reports will be provided by WUS Austria (supported by the Ministry of Education and Science of Ukraine) – one before the intermediate report to EACEA and one before the final report to the EACEA. This way the reports can effectively contribute to the reporting done by the project coordinator and can already point out challenges and weaknesses as well as added values and spin-offs that can be followed up by the project coordinator for the reporting to the EACEA.

Below is a summary of all tools including timeline:

ACTIVITIES, SCHEDULES AND RESPONSIBILITIES FOR QUALITY MANAGEMENT				
Activity	Description of activity	Tools and deliverables	Responsible partner/s	Timeline/Deadlines
Development of Project Quality Plan (Strategy)	Quality plan (strategy including related activities) is developed by WUS Austria in cooperation with project coordinator.	Quality Plan and annexes	WUS Austria, Bath Spa University	February 2019
Progress reports	At least one progress report is drafted per year, based on the results of questionnaires filled in by all partners. Progress reports are drafted and presented before major meetings or events.	3 progress reports	WUS Austria, all partners filling in the questionnaires	Before project meetings/Governing Board meetings and upon agreement with project coordinator.
Quality assurance sessions including review of risk plan	QA sessions are held at least once a year to discuss challenges face-to-face in the frame of a designated platform (moderated; safe space).	3 quality assurance sessions including short summative report on each session.	WUS Austria (preparation and moderation), all partners as participants	At least once a year and upon agreement with the project coordinator.
Approval of core deliverables (formal check)	WUS Austria, Ministry of Education and Science of Ukraine, Bath Spa University and maybe also WP lead check	Template filled in and deliverables approved.	WUS Austria, Ministry of Education and Science of Ukraine	Throughout the project

	and approve (major) final deliverables (as according to LFM) using a designated template.		Bath Spa University (maybe WP leader)	
Peer review of study programmes	<p>Quality assurance of the process of review and revision of the study programmes, including re-designed programmes checked for quality by EU partners.</p> <p>Advising the Ukrainian universities on models and examples of good practices with regard to internal quality assurance of academic programmes, and the role of students, employers and other stakeholders.</p>	<p>Strategy/procedure for curriculum review and revision;</p> <p>formal template for deliverable check.</p>	WUS Austria, all partners	15/02/2020 - two of three peer reviews are delayed due to Covid-19 crises.
Evaluation of events/trainings/ study visits and reporting	<p>WUS Austria carries out evaluations of major events (can also be carried out by organiser and supervised by WUS Austria).</p> <p>Drafts of templates used in other WPs should be submitted to WUS Austria before use (for feedback and to avoid duplication).</p>	<p>Event reports including summary of evaluation results, conclusions and recommendations (if applicable).</p>	WUS Austria; all partners (all organisers of an event)	Throughout the project

<p>Quality reports (intermediate and final)</p>	<p>WUS Austria with the support of the Ministry of Education and Science of Ukraine provides two quality reports to project coordinator</p>	<p>Two quality reports</p>	<p>WUS Austria, Ministry of Education and Science of Ukraine</p>	<p>tbd. June 2020 , March 2021</p>
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IV. Risk Management

One of the major pillars of quality management in the project is risk management. This includes regular updates to the risk log and mitigation strategies based on risk-focused quality session during consortium/partner meetings.

<p>Principles of risk management (© WUS Austria):</p> <p><i>*Provide a platform:</i> when necessary, include risk management sessions in QA sessions (or consortium/partner meetings)</p> <p><i>*Make an effort</i> to identify risks and challenges (risk analysis update)</p> <p><i>*Communicate risks and challenges</i> amongst partners and discuss the issue openly with all parties involved – do not hold back information, make compromises.</p> <p><i>*View the situations form different angles</i> and different points of view and include all partners into the discussion.</p> <p><i>*Make sure all partners feel informed and involved</i> – if they don't, they are less likely to contribute to solutions and compromises.</p>

Please note that assumptions and risks listed below are taken and updated from the project LFM and project description.

RISK PLAN		
MAIN ASSUMPTIONS AND RISKS BASED ON LOGFRAME		
Assumptions/Risks	Level (low/medium/high)	Mitigation Strategy
Category: Specific Project Objective/s		
Deterioration in current political/military situation in Ukraine, particularly with regard to the area of conflict.	high	One site visit (to Mariupol) may have to take place at a nearby university or Kyiv, due to travel restrictions. If there is deterioration other nearby universities may be affected, and other site-visits may need to be re-located.
Delayed activities due to the Covid-19 crisis.	high	Risks of deferrals need to be communicated immediately to the coordinator and WUS Austria, who will develop specific strategies, like online meetings, documet sharing and other forms of transnational collaboration to overcome up-coming problems.

Category: outputs/outcomes		
Some partners are not actively involved in the project.	medium	Ensure involvement through regular communication and address partners directly in case they are silent for too long. Payment can be suspended to partners who do not fulfill their tasks. If there there is no other solution they can be excluded from the project and their tasks taken over by other partners.
Change in visa requirements for Ukraine passport holders	medium	Watch regulations closely so immediate action can be taken and venue changed in necessary.
Category: activities		
WP leaders (EU and Ukraine) change their mind and do not want to lead their WP.	low	There are reserve partners who will take up WP leadership, and some slight re-allocation of resource (staff time) may be needed.
Problems with procurement of equipment.	medium	We will undertake procurement at the start of the project and learn from previous projects.
UK exiting the EU may cause administrative changes and uncertainties.	high	Monitor regulations and potential changes closely to be able to react immediately.
Data protection rules and cultures in EU and Ukraine may differ and may cause uncertainty in implementation.	low	In case of uncertainties EU regulations prevail. A data protection statement can be adopted for the project (can be derived from coordinating institution).
Staff may not be paid according to their work or may not get paid for their work by their institution at all, which may disrupt the implementation of the project for further lack of commitment by relevant staff.	medium	There will be a clause in the Grant Agreement obliging the partner institutions to pay their staff in accordance with the budget.
WP specific risks		
WP 1 Preparation: Assume all partners are prompt in their preparation activities. Risk is that some partners are not prompt in meeting deadlines.	medium	Mitigation is that lead applicant and/or WP leader will prepare a list of deadline dates for all preparatory work to be ready for circulation on the first day of the project (or before).

<p>WP 1 Preparation: Assume travel for Launch conference is not disrupted by flight cancellation etc. Risk is that some disruption may occur.</p>	<p>low</p>	<p>Mitigation is to have contingency plan (including online participation) for partners who experience disruption</p>
<p>WP 2 Curriculum Audit and action Plan: Assume training workshop is well attended and materials for desk review are presented on time. Risk is that a few Ukrainian universities do not deliver materials for desk review on time.</p>	<p>medium</p>	<p>Mitigation is that some flexibility is possible in dates for desk reviews (online).</p>
<p>WP 3 European curriculum design: Principles and practices: Assume that date for the conference will be acceptable to all partners. Risk is that some partners have difficulty with the date.</p>	<p>low</p>	<p>Mitigation is early planning of the date and research around the date (academic schedule, holiday etc.)</p>
<p>WP 4 Curriculum models: European models of journalism: Assume no disruption of travel to or at locations for field trips. Risk is that best times for field-trips may not suit all partners.</p>	<p>medium</p>	<p>Mitigation is early planning of the date and research around the date (academic schedule, holiday etc.)</p>
<p>WP 5 New / Revised curriculum, evaluation and National Guidelines: Assume that travel to all 10 Ukrainian universities is safe. Risk is that there may be some difficulties with site visits to one or more partners, due to armed conflict in the East of Ukraine and due to the current Covid-19 crisis.</p>	<p>high</p>	<p>Mitigation will be to move site visits to the nearest alternative safe locations and/or to postpone the visits by taking the timeline into consideration. Additionally, desk reviews complemented by online meetings may substitute cancelled visits.</p>
<p>WP 5 New / Revised curriculum, evaluation and National Guidelines: Assume all necessary work has been undertaken to enable new/revised curriculum to be ready for submission for approval, so that new programmes can be delivered from the start of year 3. Risk is that some new programmes</p>	<p>high</p>	<p>Mitigation is early identification of procedures and key dates at each Ukrainian university when new programmes need to be submitted for approval, and careful monitoring of progress to ensure these dates are met.</p>

are not ready for approval or it is postponed.		
WP6 University outreach online 'Media Literacy' courses: Assume all appropriate partners contribute to development of online courses. Risk is that some partners fail to contribute fully.	medium	Mitigation is that the consortium is big and partners are carefully selected so that work can be re-distributed amongst partners. (e.g. some contribute more to this WP while others contribute more to another one. Imbalance has to be avoided.
WP 7 Quality Management: Monitoring and evaluation: Assume quality of all project work will be high. Risk is that some elements may not be of highest quality.	medium	Mitigation is continuous attention to quality monitoring as at GBs.
WP 8 Dissemination and Participation: Assume that public and stakeholders are interested in the dissemination activities of this project and that there are no legal obstacles to active participation.	medium	Participation of EU partners and the project being funded by EU should have a mitigating effect.
WP 9 Sustainability: Assume all partners are keen on and have interest in future collaboration. Risk that Sustainability is not embedded in early thinking of the project;.	medium	This is mitigated by standing item at GBs.
WP 10 Project Management: We assume stability of Erasmus+ rules. Stable financing of Erasmus+ project. Risk: any external political and economic factors affecting the process of project management.	Low to medium	Monitor possible changes in procedures so the management can react early.

V. annexes

Other templates can be constructed (e.g. 6.2. feedback and evaluation of outreach courses – indicators of progress; 8.1. feedback from open days - how indicators will be measured). Templates are also foreseen for study visits (WP 4 benchmarking reports study visits) or reports from peer review.

PLEASE NOTE:

ALL TEMPLATES NOT LISTED BELOW AND ANNEXED TO THE QUALITY PLAN NEED TO BE SUBMITTED TO WUS AUSTRIA AS DRAFT VERSION BEFORE USE SO WE CAN COMBINE/MERGE TEMPLATES FROM DIFFERENT WORK PACKAGES IF NEED BE TO EASE THE WORK LOAD AND NOT DOUBLE WORK.

- ✓ A.1. TEMPLATE FOR FEEDBACK BY PARTNERS ON DELIVERABLES
- ✓ A.2. TEMPLATE FOR APPROVAL OF CORE DELIVERABLES
- ✓ A.3. TEMPLATE FOR PROGRESS REPORTS
- ✓ A.4. REPORT FORM FOR EVALUATION OF EVENTS
- ✓ A.5. CHECKLIST FOR PROGRESS AND REALISATION OF CORE DELIVERABLES IN LINE WITH LFM

A.1. TEMPLATE FOR FEEDBACK BY PARTNERS ON DELIVERABLES

Reviewed Deliverable		
<i>WP Nr.</i>	<i>Del. Nr.</i>	<i>Del. Title</i>
WP x		
Short description of deliverable:		

NAME OF PARTNER ORGANISATION PROVIDING FEEDBACK:

CONTACT PERSON (e.g. FOR FOLLOW UP QUESTIONS):

Reference to chapter/page nr. in the document	Suggested change/comments:

A.2. TEMPLATE FOR APPROVAL OF CORE DELIVERABLES

Reviewed Deliverable		
WP Nr.	Del. Nr.	Del. Title
WP x		
Short description of deliverable:		

Reviewer (WUS AT and/or Bath Spa University)		
Name	Organisation	Review Date

Overall Assessment

Please assess, if the following criteria are fulfilled, by ticking [X] "Yes" (fulfilled) or "No" (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write "n.a." as comment. Detailed suggestions for improvement can be made in the table below

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)

Make your final peer-review conclusion by ticking [X] here →

Conformity to project templates and standards			
Criterion	Yes	No	Comment
Are Erasmus+ logo and disclaimer correctly used?			
Is the project logo correctly used?			
Are project title, deliverable identification, date of issue clear?			
Are author/s identified?			
Orthographical and grammatical correctness?			

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?			
Are any sources used well identified?			

Is the information, analyses, etc. reliable?			
Are conclusions traceable and valuable?			
Is the deliverable coherent to the description in the work programme?			
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]			
Are the planned language versions available?			
Is the product suitable to the target group?			

Criterion	Yes	No	Comment

Any final suggestions for improvements?

Reference to chapter/page nr. in the document	Suggested change/comments:

A.3. TEMPLATE FOR PROGRESS REPORTS

NOTE: Questions can be individualised for each reporting period.

In preparation for the upcoming meeting in *(fill in date and place)*, please briefly summarize your activities of the past months. Your inputs will allow us to provide a short summary of main activities by partners upon start of the meeting.

Please return the filled in form until xxx to xxx

Thank you very much in advance for your time and efforts!

WP 1: PREPARATION

Act. 1.1 Startup of project

Act. 1.2 Kick off meeting and joint conference

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

WP 2: CURRICULUM AUDIT AND ACTION PLAN

Act. 2.1 Audit of current BA and MA programmes

Act. 2.2 Peer Desk reviews of current programmes

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

WP 3: EUROPEAN CURRICULUM DESIGN: PRINCIPLES AND PRACTICES

Act. 3.1 DESTIN Toolkit

Act. 3.3.2 Course design action plans and feedback report

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

WP 4: CURRICULUM MODELS: EUROPEAN MODELS OF JOURNALISM EDUCATION

Act. 4.1 Field trip benchmarking reports

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

WP 5: NEW/REVISED CURRICULUM, EVALUATION AND NATIONAL GUIDELINES

- Act. 5.1 Peer review of new and revised curriculums
- Act. 5.2 New and revised BA / MA programmes
- Act. 5.3 Evaluation Report of new and revised programmes
- Act. 5.4 National Guideline Statements (NGS)

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

WP 6: UNIVERSITY OUTREACH ONLINE 'MEDIA LITERACY' COURSES

- Act. 6.1 Pilot online outreach courses
- Act. 6.2 Outreach courses

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

WP 7: QUALITY MANAGEMENT: MONITORING AND EVALUATION

Act. 7.1 Project Quality Plan

- Act. 7.1.1 Risk assessment
- Act. 7.2 Expert reviews on curriculum reform
- Act. 7.3 Monitoring and evaluation of project activities and outputs

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

- WP 8: DISSEMINATION AND PARTICIPATION**
- Act. 8.1 Public engagement and participation
- Act. 8.2 University engagement and participation
- Act. 8.3 Project website

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

- WP 9: SUSTAINABILITY**
- Act. 9.1 Sustainability Plan
- Act. 9.2 Final Conference 'Journalism Futures'

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

- WP 10: PROJECT MANAGEMENT**
- Act. 10.1 Financial management
- Act. 10.2 Project coordination and management
- Act. 10.3 Governing Board (GB)
- Act. 10.4 Project Committees
- Act. 10.5 Curriculum Development Teams (CDTs)
- Act. 10.6 Equipment purchased

Please briefly outline contributions at/by your organisation/university to these activities since the last meeting.

Challenges/opportunities: Are there any specific challenges/opportunities that you think should be addressed at the next meeting?

If so, please describe.

A.4. REPORT FORM FOR EVALUATION OF EVENTS

NOTE:

Evaluations can be carried out online or in printed version. Reports must be sent to WUS Austria. You can add questions to the list below if the nature of your event requires it. Please note however, that no more than 15 questions altogether are recommended (no one will spend more time on filling a questionnaire).

EVALUATION FORM

Title of event:

Date and venue:

Evaluation carried out by (name of institution and contact person):

1. Please indicate your specific expectation/s regarding the event and which presentations and experiences were the most useful for you.

2. Were your expectations fulfilled?

Yes No

If no, please specify:

3. The event was well organised.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Please comment:

4. The preparatory information provided by the organizers in advance was sufficient.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Please comment:

5. The objective/s of the event was/were clearly stated.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Please comment:

6. The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Please comment:

7. There was enough space for everyone to contribute. Please comment your contribution to the event.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

Please comment:

8. What do you think you are able to do better as a result of the event?

Please comment:

9. What topics would you like to see covered at future events to support you in the project implementation?

10. General comments and recommendations for improvement:

Thank you for your time!

NOTE:

In the report summarising the evaluations all data will be accumulated in form of a narrative and/or graphs, and will include conclusions and recommendations.

3. Annex: Evaluation Report Kyiv, Sunday, 12 May – Saturday, 18 May 2019

EVALUATION REPORT

DESTIN Meeting

Kyiv, Sunday, 12 May – Saturday, 18 May 2019

TSNUK

Project: DESTIN -

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

Introduction:

This report presents the evaluation results of the DESTIN meeting in Kyiv which took place from *12 May –18 May 2019*. The report is based on written feedback of participants who attended the meeting.

The general purpose of the evaluation is to receive feedback of the partners on:

The usefulness of the meeting;

The extent to which the meeting has fulfilled the partners' expectations;

The organization of the meeting;

The preparatory information provided;

The meeting objectives;

The quality of the inputs provided;

Possibilities for contributions and networking during the meeting.

Out of 66 persons (incl. NEO) attending the meeting, 40 participants have submitted evaluation forms.

The full evaluation form as distributed to participants can be found at the end of this report.

This paper is part of the WP7 Project Quality Plan

Graz, Wednesday, June 19

1. Please indicate your specific expectations regarding the meeting and which presentations and experiences were the most useful for you.

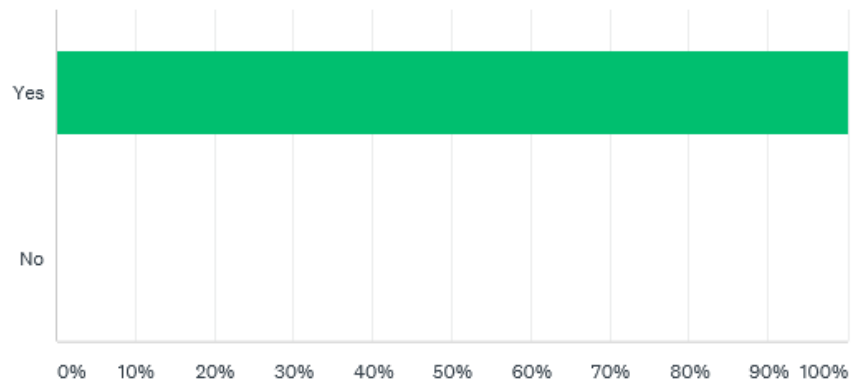
- I was expecting effective work during the conference and finding out a plan for further action on all work packages. All presentations were really useful and interesting.
- Writing a curriculum Discriminators
- Useful were the clarifications on implementation of the project by project coordinators (both Ukrainian and Bath Spa University) and also the presentation of the survey on the current situation with higher journalism education in Ukraine. I most of all enjoyed the motivating presentations by Paul Hyland.
- I expected that we will coordinate all our efforts regarding implementation of DESTIN project, advice how we will revise our journalism programmes
- Overview of the progress, guidelines for work during next 6 months. Most useful presentations - David Quin, Paul Hyland, Olena Kryklyi
- I took part in the conference for the first time. All expectations have come true. Most liked the presentations of Paul Hyland and Ronan O`Muirthile.
- I'm very satisfied by DESTIN Event, the most useful for me was the presentation of Tomasz Brańka
- Presentation on Toolkit, and Presentation of the Assessment
- In general, the event and all the preparation were perfect. All participants had something interesting to tell. The most useful presentation was made by V. Risun. And of course all speeches were infotmating for us
- Expectations: the results of the audit of the curriculum, specifying an action plan for each work package, studying the experience of European partners. All conference events were useful, especially the lectures of the Professor Paul Hyland.
- Yes my expectations of the event were met. I felt it would be important to see how the Curriculum Audit turned out and to get a better feel for the needs and requirements of the group moving forward.
- Ronan O`Muirthile presentation on European Qualifications Framework
- Getting to know the new approaches to work with students. Paul Haviland
- most useful presentations for me: - Introduction and Discussion of Learning Outcomes and Constructive Alignment - The Assessment of Students
- Expectations concerning guidelines for further activities. Recommendations for peer review, criteria for evaluation of study programs and indicators of good practices, discussion on sustainability of project outcomes, and communication with university teams were the most useful for me.
- Get better knowledge on the situation and problems in Ukrainian universities

- To get more insight into the status quo at each partner institution and to plan the upcoming implementation phase.
- Expectations: principles for curriculum revision, goal setting and learning outcomes Useful experience: presentation of the description of the training module, approaches to assessment, harmonization of the national and European framework of qualifications
- expected to get maximum information about next steps of project realization, specifically about top-priorities and deadlines. The most useful were Paul's presentations.
- Answers of Vitaliy Demyanchuk. All presentations on my opinion were so useful, that I even can't to indicate the better one. But I would like, to say, that Volodymyr Risun is one of the most prepared participants, that gives us most helpful information.
- The expectations were on the highest level. The participants had made a very big work and were well prepared. All presentations and speeches were very interesting and productive for us. The most impressive and infprmativ for us were the presentations of: Volodymyr Risun, Ronan O'Muirthile, Veronika Monjoun, Tomasz Branka and of course the work of Paul and Rachael
- to learn about course design sessions were good
- To participate in 'Sustainability' Co-ordination meetings. Develop and update of a rolling 'Sustainability Plan'. To get the expert results of programs' audit
- It was very important for me to understand concrete steps in the near future. Also to understand the necessary structure of modules and how they should fit to EQF & NQF. The most useful were presentations of Ronan O'Muirthile, O. Krykliy, P. Hyland
- All presentations were useful to me.
- Good day. The most valuable thing during this conference is the criteria for updating the education of journalists
- As for me the most useful was to understand the level of the progress of our project. To discuss every WP and to announce our gaps. Always was interesting to know about journalism and how the educational programs are working abroad.
- Basically, I expected: 1) to get the feedback to the audit of study programmes; 2) to learn about the progress of PA signing and project registration in UA in order to facilitate funding; 3) to participate in outlining the action plan for the near future; 4) to familiarize with the toolkit for SP revision; 5) to learn and share experience about peer review process.
- I expected state of the art information. Most use full presentation was from coordinator and WUS.
- The most useful for me was a presentation about student-centered learning.
- All presentations were very useful!
- I was waiting for specific information on curriculum design, constructive alignment, assisment, the exchange of experience, discussions
- All the presentations were useful
- I expected to receive clear and precise advice regarding modernizing Ukrainian curricula according to European standards. So, the most useful was information and example about writing program aims/learning outcomes and module descriptors.
- Practical examples & workshops leading to defined outcomes.
- AMU, Mentoring
- information about curriculum development and how to approach this and information about peer reviews, visits and mentoring

2. Were your expectations fulfilled?

Were your expectations fulfilled?

Answered: 40 Skipped: 0



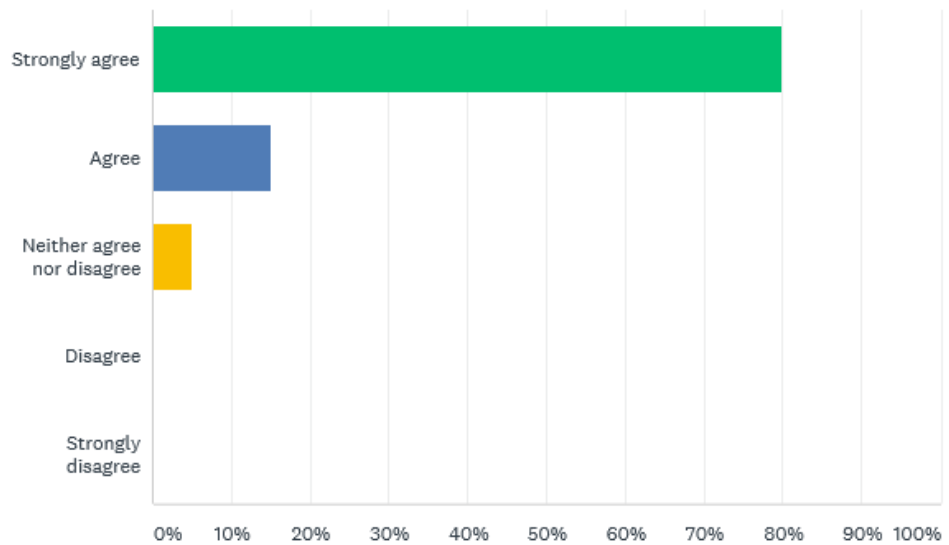
Comments

No Comments

3. The event was well organized

The event was well organised.

Answered: 40 Skipped: 0



Comments

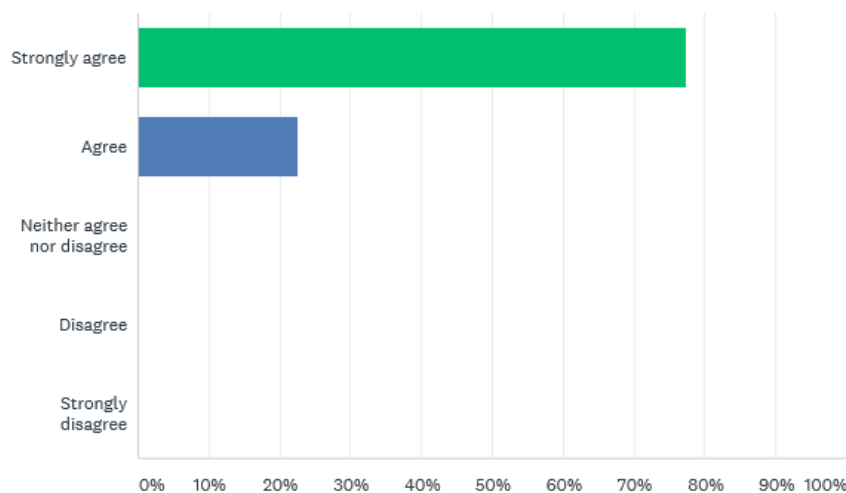
- Program was good and logistics was according to the schedule, so yes.
- Thanks a lot, to the organizers on site as well as Rachael and Paul.
- Conference room was comfortable and with electricity for the laptop

- Not sure what the target was here. The event was well organised and supported. The content could have been more focused on the audience.

4. The preparatory information provided by the organizers in advance was sufficient?

The preparatory information provided by the organisers in advance was sufficient.

Answered: 40 Skipped: 0



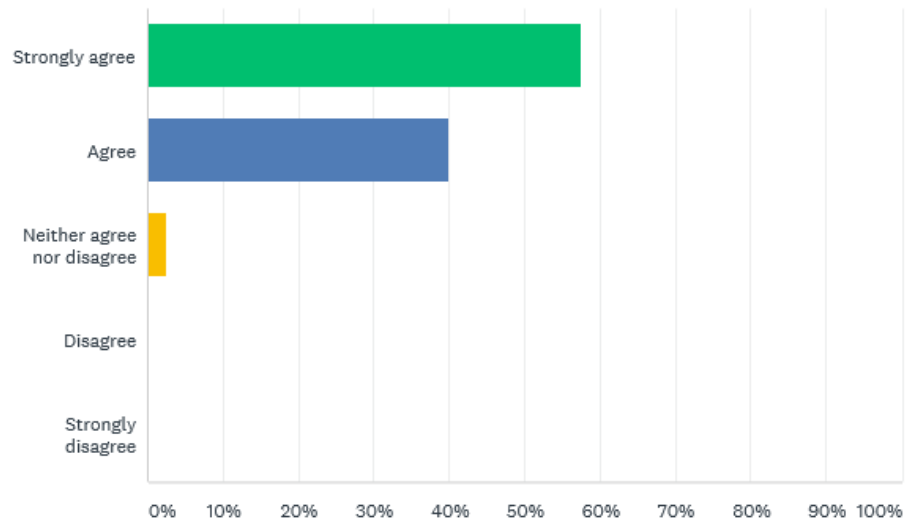
Comments

- In general, enough. There is a need for practical recommendations on the criteria for evaluating revised and updated curricula.
- I'd like to get all the documents little earlier. There was too much information in the last week before the conference
- Very fine, no problem to find hotel and university, agenda was prepared timely

5. The objective of the meeting was clearly stated.

The objective/s of the event was/were clearly stated.

Answered: 40 Skipped: 0



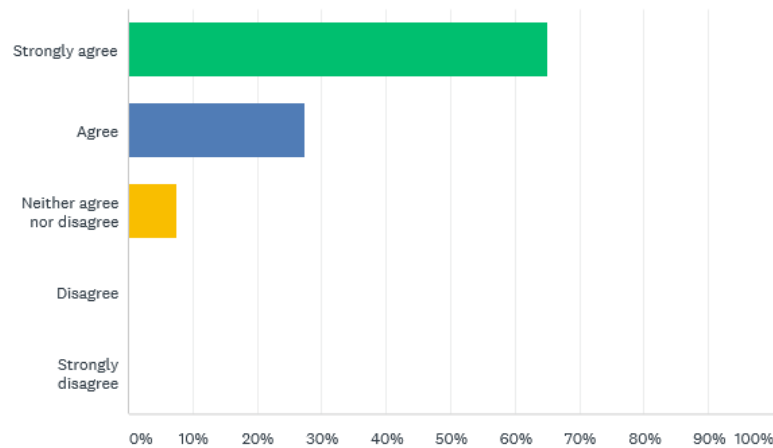
Comments

- Implicitly through the conference programme
- To discuss the reviewed curriculum

6. The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

Answered: 40 Skipped: 0



Fully agree, agree, partly agree, disagree, partly disagree

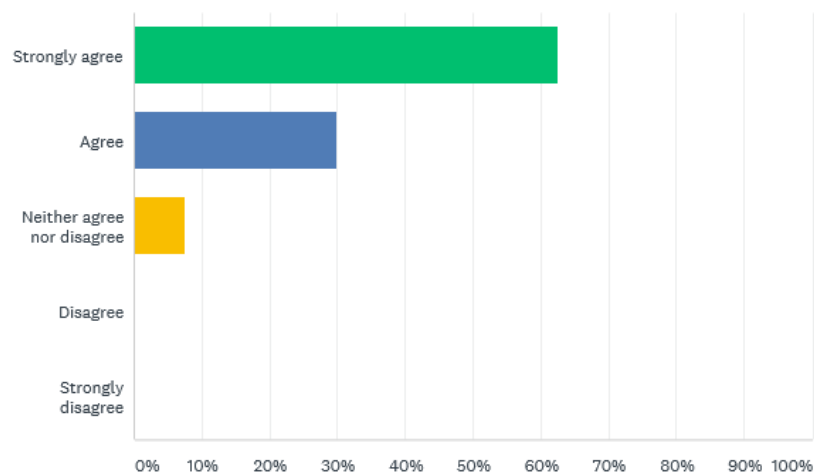
Comments

- The quality of the speeches varied greatly.
- The inputs were very informative, but it was a lot of information to digest.

7. There was enough room for everyone to contribute?

There was enough space for everyone to contribute. Please comment your contribution to the event.

Answered: 40 Skipped: 0



Comments

- Presented our progress so far, took part in working groups on sustainability and dissemination.
- I wrote 2 articles about the conference for the official site DESTIN and 1 for the site UzhNU. Participated in creating presentations with members of the team from UzhNU. Together with the project leader from UzhNU presented preventive monitoring of the project.
- The only disadvantage was the lecture-theatre style space - not at all conducive to interactive, participatory workshops.
- Sometimes the chair-holder dominated the whole session.
- My contribution was rather passive; more listening than talking.

- Participated actively in discussion on sustainability of project outcomes and quality of study programs.
- active participation in all sessions, presentation at the GB and chairing of a session
- Presented a conceptual model of online courses on media literacy. Participation in panel discussions on the implementation of work packages 2-5, 6. Organization of discussion of plans for the implementation of the tasks of the work package 6
- All sessions were very informative, enough time for everyone to contribute and ask questions
- I participated in the discuss, submitted my proposals, prepared a presentation
- I lead the session on peer review process (panel work and hosting the site-visit) as well as financial management session for UA partners at the GB meeting
- I participated in discussions, made a presentation on planning of in-house training workshops; attended meeting of coordination group Sustainability.
- Network meeting organisation, some findings concerning project development
- I participated in the conference discussions and provided feedback to the dissemination team
- translations made some presentations easier for everyone to understand but did lead to inability to follow the meaning of some presentations

8. What do you think you are able to do better as a result of the event?

Only Verbal Answers Foreseen:

- I think that work in all work packages will be improved significantly thanks to the conference
- Change the curriculum Motivate teachers Attract students Discuss changes with journalists
- Better understand the steps to take when implementing the project, and along with the colleagues from other universities - the challenges we may face during implementation.
- we understood what our next steps in implementation of the project are.
- Knowledge about new programmes
- I think the event was well organized. In my opinion, all the most important, informative presentations, discussions should take place in the first part of the day. The conference is very rich in information.
- Add more ideas to sustainability plan
- Communication between the Ukrainian and European partners
- If everyone do all his work and tsdks with pleasure and all responsibility
- Perform tasks for each work package. Improve the architecture and content of study programs
- Much better idea about where the various partners are and are not in terms of their preparations.
- I have a better understanding of Ukrainian conditions related to the implementation of the project.
- Better evaluate the need for direct work with students.
- I have improved understanding of student assistance issues
- Interaction and communication with university teams.
- Better understanding the problems need to be addressed but also the complicity of the programme

- Tailor our/the project activities to the local context and to the situation at the PCUs.
- Make a revision of the curriculum: learning objectives, learning outcomes; revise assessment approaches; conduct trainings for teachers about learning outcomes, assessment of results, learning content, teaching pedagogy
- Now I know the timeline and coordinate my CDT better
- I suppose, that everyone has to do what he/she need to do, and do it with a pleasure and make an effort for everything
- We can be as responsible as it is possible for the stated tasks
- design new courses
- Hope I'll work better with my 'Sustainability' group
- I began to understand better what I need to do in the near future: how to create module descriptors, how to involve students for revision of BA & MA programs etc. The main issues on WP2, WP3 & WP4 became clearer
- I can improve the bachelor's and masters' education programs
- good curriculum for journalists
- Maybe more informal communication between partners.
- Organize managerial and administrative work at my institution; prepare for the revision of the SPs; interact with other partners
- I can assess the project progress better.
- I begin to understand better how we move to the project goals.
- To improve the CDT's work.
- I can do better goals and results of my modules, start work on reviewing curricula, take part in conducting internal seminars at the university, etc.
- To promote more active dissemination of the project and more active involvement of stakeholders in the region
- I can now understand better how to modernize our Journalism BA and MA programs, how to write program aims and learning outcomes.
- Understand the scope of the project.
- understanding environment of functioning of Ukrainian university
- Understand the whole project

9. What topics would you like to see covered at future events to support you in the project implementation?

- I hope that all the subtleties of changing curricula and creating new courses will be considered in detail again
- Writing a descriptor Planning goals and competencies teaching methodology
- Journalism education
- Almost all the topics of the conference were interesting to me. I liked presentations about the European experience of the organization of the educational process, the peculiarities of student evaluation, the principles of creating educational programs, discussing the work of the project site.
- How to encourage media business to take part in discussion for improving journalism programmes
- Online mentors
- Everything connected with European Standards will be interesting for my

- Methodology for evaluating educational programs. Pedagogy of Journalism Studies at European Universities
- The project partners do need interactive, participatory training before undertaking their study programme revisions.
- Clear information of 'Mentors' role in the Project
- Organizing students' internships.
- Self-assessment reports and internal monitoring of programs
- Spectrum of professions in journalism and professional standards in program countries presented in the project consortia.
- Presentation of the steps and timeline at each PCU for the revised curricula to start in autumn 2020.
- Distribution of student workload: for example, what they can do for 5 ECTS credits for TV production, radio, Internet, etc. To see the methods of teaching professional subjects. To see the methods of teaching professional subjects
- I'd like to get more examples of programs and module descriptors. More about student assessment, student evaluations
- The question of European standards is still interesting and not enough learnt by me
- We would like to be more informed about the content for European education and profession standards
- more training would help
- analysis of 1 or 2 British University Journalism Programs
- I would like to know more in about the practice of teaching journalistic disciplines in European universities, about the coordination of their curricula with the EQF. Also it would be very useful to have some good examples of module descriptors
- Trainings for trainers; Harmonization of Ukrainian educational programs with European programs.
- corresponds to the project plan
- Which role of students in formation of Journalism programs abroad. Also interesting how universities cooperate with student unions in the frame of journalism program.
- Procedures of reviewed SPs approval at UA partner HEIs; toolkit tailored to preparation of self-assessment document
- Topics on organization of training workshops.
- How many monitorings do we expect? How we should be prepared for them
- Programme, curricula, course, and module design (EU universities experience).
- I would like to see covered at future events topics related to the assessment of students' knowledge and skills, the creation of modules, indicators of good quality for journalism.
- Successful practices of teaching journalism in European universities, interesting disciplines
- I would like to know more about content of programs, curricula and modules of Journalism schools in Europe: structure, scope and topics studied.
- More practical workshops.
- efficient communication networks after project
- timeline of activity

10. General comments and recommendations for improvement:

- Many thanks to the organizers, it was really effective, interesting and productive meeting
- Thank you for the dialogue We have to work as a team
- Maybe, less "sitting" activities.
- All conference was very well
- No comments, everything was very well organized, interesting, informative, important.

- Keep doing everything in the same way . Everything is on the highest level.
- Continue the principles of democracy in scientific communication
- a very valuable event held at a crucial time in the project. But lots of work remains!
- (some) Teachers should be taken to media outlets and shown the processes of real media work.
- The conference was too long, it should be enough with 4 days or less
- It would be good to have more interactive sessions and not only presentations.
- The conference was held at a high level. It is of great practical importance.
- Everything was perfectly organized. Thank you!
- everything was so perfect, that i can't even add something. Thanks all the organizers
- All preparations, all parts of the presentations, and everything was at the highest level.
- none
- Everything was wonderful and well organized
- The conference was extremely useful! All presentations were constructictive, full of information. Thank you very much for this great event. I look forward to working more with all of you!
- The organization of work was very good and rich. It would be desirable that a calendar / schedule of priority for the tasks of the project was made. This would allow us to systematize our work and understand what is first and foremost, and what can be done later.
- everything was great
- Thanks for your fruitful work!
- To keep on working so intensively and productive, involving necessary stakeholders in order to effectively provide the planned objectives
- hard to improve
- Thank you!
- The conference was organized and held at the highest level. There are no additional wishes and recommendations yet.
- Work schedule combining classroom and extracurricular activities, such as study tours, participation in events, etc.
- I think that it could be better timing of sessions - less time for organizational information, but more - for studying of essence of the project.
- Well done really to everyone. A lot of effort went into it.
- very well-organized event thanks for excellent activity and positive atmosphere of Paul and Rachael

11. Summary

Summary of the evaluator:

Overall it was assessed as a well organised meeting, both by the coordinator and the hosting institution. Partners expected clarification on implementation issues and a plan for further action on all work packages. The expectations of the project partners were fulfilled a 100%.

95% of the respondents at least agreed, that the event was well organised, and it was emphasized verbally that the logistics, the conference room, the hotel and the schedule was good, even though more interactive sessions would have been welcome.

The participants were quite satisfied with the preliminary information provided. Although one participant mentioned, it would be better not to get so much information during the last week before the meeting, still 100% at least agreed that the information in advance was sufficient.

The quality of the speeches varied greatly, as one participant stated, which is in line with the fact, that only 65% strongly agreed, that the inputs (e.g. presentations, handouts) of the presenting parties were clear and informative. Most useful and informative presentations were, according to the respondents, the presentations of the coordinator (Paul Hyland), especially mentioned were also David Quin, Olena Kryklii, Ronan O`Muirthile, Tomasz Brańka, Volodymyr Risun, Ronan O`Muirthile, Veronika Monjoun.

The event helped partners to understand the scope of the project better. Despite the positive feedback, partners would like to have more detailed information on how to revise the existing curricula and how to create new ones. Ukrainian partners want to learn more about how to apply the European standards and are interested in good practice examples of teaching journalism at European universities.

Participants praised the organizers and thanked the coordinator, namely Paul Hyland and Rachel McDonald, for the excellent activity and the positive atmosphere in Kyiv.

4. Annex: Progress Report May 2019

**SUMMARY PROGRESS REPORT – PROGRESS REPORT
QUESTIONNAIRE**

WUS AUSTRIA

P5

Marc Schwärzli

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Veronika Nitsche

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Graz, 29.05.2019



INTRODUCTION:91

ACTION PLANS:91

1.) WP 1 PREPARATION 92

2.) WP 2 CURRICULUM AUDIT AND ACTION PLAN 92

3.) WP 3 EUROPEAN CURRICULUM DESIGN 93

4.) WP 4 EUROPEAN MODELS OF JOURNALISM EDUCATION..... 95

5.) WP 5 NEW/REVISED CURRICULUM, EVALUATION AND NATIONAL GUIDELINES 95

6.) WP 6 UNIVERSITY OUTREACH ONLINE 'MEDIA LITERACY' COURSES 96

7.) WP 7 QUALITY MANAGEMENT: MONITORING AND EVALUATION 97

8.) WP 8 DISSEMINATION AND PARTICIPATION 98

9.) WP 9 SUSTAINABILITY 99

10.) WP 10 PROJECT MANAGEMENT 100

11.) REGISTRATION AND PROCUREMENT 101

12.) CHALLENGES AND RECOMMENDATIONS CONTRIBUTED BY PARTNERS 101

13.) SUMMARY 102

ANNEX 1 PROGRESS REPORT BSU..... ERROR! BOOKMARK NOT DEFINED.

ANNEX 2 TEMPLATE PROGRESS REPORT**ERROR! BOOKMARK NOT DEFINED.**

Introduction:

In preparation for the project meeting/study visit in Kyiv (May 2019), a brief questionnaire was drafted by WUS Austria as part of WP 7 (Quality Management and Sustainability). The aim of the questionnaire is to collect information on main activities by partners ahead of meetings. The information provided is being presented during the meetings to ensure participants are aware of activities conducted by partners since the last project meeting and to identify open questions to be further discussed.

The questionnaire was sent out to partners on Friday 3rd May 2019. Even though some replies were delayed, it was possible to provide preliminary information during the governing board in the frame of the Kyiv meeting. By May 29th, questionnaires were received from all partners except P2, P6, P20.

The results from these questionnaires are summarized in this report (Chapter 1-12), complemented by the information in the progress report of the BSU and of information gathered by WUS Austria during the conference. The report summarizes the contributions.

Action Plans:

WUS Austria cross checked also the availability of the Action Plans on G-Drive:

List of Action Plans				
Partner No	Action Plan G-Drive	Abbr	University	
1			Bath Spa University, Bath, UK	
2			Adam Mickiewicz University, Poznan, Poland	
3			Institute of Art, Design and Technology, Dublin, Ireland	
4	YES	LNU	Linnaeus University, Kalmar Sweden	
5			World University Service, Graz, Austria	
6			Ethical Journalism Network, London, UK	
7			Windesheim University, Zwolle, Netherlands	
8	YES	BKNUC	Bohdan Khmelnytsky National University of Cherkasy, Cherkasy, Ukraine	
9	YES	IUEH	Academician Stepan Demianchuk International University of Economics and Human	
10	No	IFNUL	Ivan Franko National University of Lviv, Lviv, Ukraine	
11	YES	MSU	Mariupol State University, Mariupol, Ukraine	
12	YES	SSU	Sumy State University, Sumy, Ukraine, Konstantin	
13	YES	TSNUK	Taras Shevchenko National University of Kyiv, Kyiv, Ukraine	
14	YES	UCU	Ukrainian Catholic University, Lviv, Ukraine	
15	YES	UzhNU	Uzhhorod National University, Uzhhorod, Ukraine	
16	YES	CHNU	Chernivtsi National University Yuriy Fedkovych, Chernivtsi, Ukraine	
17	YES	ZNU	Zaporizhzhya National University, Zaporizhzhya, Ukraine	
18			Ukrainian Association of Students, Kyiv, Ukraine	
19			Hromadske Radio, Kyiv, Ukraine	
20			Ministry of Education and Science of Ukraine, Kyiv, Ukraine	
20	11	11		

WP 1 Preparation

Task: Production of materials and preparation of actions by all partners. Organise kick-off meeting. Prepare, circulate, collect signed contracts. Establish relevant teams and boards.

Start-up of the project (1.1)

Grant Agreement, Partnership Agreements, Registration in Ukraine is questionable, Communications systems (G Drive & memos), project monitoring and administration processes (BSU, Hyland); Signed all required DESTIN project documentation, appointed Governing Board member (IADT, Quin); Establishment of the team, preparation and participation in the Kick-off meeting and follow-up (WUS AT, Nitsche)

Establishment of Curriculum Development Team

Formation of Curriculum Development Teams at each of the 10 Ukrainian universities (BSU, Hyland); Establishment of Curriculum Development Team at the university (UCU, UzhNU, BKNUC)

Kick-off meeting, joint conference and governing board (1.2)

Governing Board (BSU, Hyland); Appointment of Governing Board and first meeting, establishment of responsible persons for every kind of work package (MSU, Trofymenko); Holding of first 'Launch and Ethical Journalism' conference at Bath, BSU

Future activities:

WP 1 is completed.

Remarks

Some Ukrainian PAs are still not signed; the registration of the project at the Ministry (Education/ Economics) is still pending.

2.) WP 2 Curriculum audit and action plan

Tasks: Production of materials for desk review; holding of training workshop; online desk reviews and reports; Ukrainian university action plans.

Audit of BA & MA programmes (2.1) and desk review (2.2)

Curriculum Audit Group (BSU, Hyland), Audit of current BA and MA programs (UCU, IFNUL, UzhNU); Panel desk review (curricula audit) and preparing reports (ZNU, Dolgaryova); Audit of current BA and MA programmes and CDT Action Plan (IUEG, CHNU, UzhNU); Audit of BA and MA programs, participation in the desk-review panel (BKNUC Bondarenko); Design and development of curriculum templates, polling of students, alumni and employers (MSU, Trofymenko); Curriculum audit of current BA & MA journalism programs was conducted, survey of students, graduates and employers (SSU, Tkachenko); Participation in the review (WUS); Report and discussion on Audit, Establishment of Audit & Desk-Review panel to conduct audit (BSU, Hyland)

Future activities:

WP 2 is completed.

Remarks

Feedback to the drafted Desk-Review Report and inclusion of statistical data is pending.
Core deliverable needs to be checked (Desk Review Panel Summary Report).

3.) WP 3 European Curriculum Design

Tasks: Toolkit, Course Design Conference, Course Design Training Workshops

Toolkit (3.1)

The DESTIN Toolkit was developed (and shared) by IADT; DESTIN training and toolkit priorities, (IADT, Quin); David Quin decided to place the draft toolkit on a personal blog to test reaction to the proposed resource, toolkit architecture and navigation, etc. (IADT, Quin); Review of the toolkit (WUS)

Adaptation of ALIGN material:

ALIGN materials study and discussion (ZNU, Dolgaryova); Adaptation of ALIGN materials (BKNUC, Bondarenko); Examination of the ALIGN materials (TSNUK, Nosova); Preparation of adaptation of Ukrainian curriculum to European standards (MSU, Trofymenko); Review of ALIGN material (WUS)

Other

Student Assessment' and 'Student Centred Learning' became further topics (IADT, Quin); Pedagogy and T+L strategies, Programme Design, Learning Outcomes, Benchmarking, Module Design, (IADT, Quin)

Future activities (3.3. Course Design training WS):

- Development of resources within the Toolkit
- Course Design Training Workshops
- Self-assessment of expertise in courses design
- Online Mentors from EU partners

Remarks

Course Design conference (3.2.) took place in the frame of the Kyiv meeting.

Translation of the toolkit into Ukrainian is pending.

Feedback on the toolkit by Ukrainian partners is pending.

Design of the programme for a 'Student Centre Learning' is in progress.

Training sessions will be led by the university's staff who have expertise in EQF course design and quality assurance

4.) WP 4 European Models of Journalism Education

Tasks: Planning and conducting 2 field-trips, completion of Benchmarking Reports

Preparation of Field Trips

LNU and AMU are developing plans & programmes for the field trips (BSU, Hyland);

Appointment of field trips participants (ZNU, Dolgaryova); Preparing benchmark reports (for) after field trips (ZNU, Dolgaryova); Field trips planned in leading Sweden and Poland in autumn 2019 (IFNUL, Gabor); Discussing with partners field trip data and details (TSNUK, Nosova); Preparation of the field trip to Linnaeus university/Sweden (LNU, Menjoun)

Future activities:

Field Trip at LNU and AMU

Completion of 10 Benchmarking Reports

Remarks

Participants discussed the scope of the field trips. One Ukrainian partner asked to participate in a lecture and to assist in the production of a radio program.

5.) WP 5 New/Revised Curriculum, Evaluation and National Guidelines

Tasks: New/revised programmes completed, peer reviews conducted, new programmes approved and started at beginning of year 3, production of National Guideline Statements

Review of Existing Curricula

Existing curricula are being reviewed and will be discussed in Kyiv (IFNUL, IUEG, CHNU, UzhNU); Adaptation of templates with evaluation criteria for peer review of 20 new/revised academic programmes; Production of full descriptions of new/revised programmes (MSU, Trofymenko); The SSU team is preparing to discuss the principles of monitoring and evaluation of new/revised journalism programmes (SSU, Tkachenko); Review of curriculum development in Ukraine (WUS)

Peer review of revised curriculums (5.1)

Formation of new/revised programmes evaluation group (BSU, Hyland); Action Plan to realise WP5 (TSNUK, Nosova); List of Online Mentors for CDTs BSU, Hyland); Discussing templates with evaluation criteria for peer review of 20 new/revised academic programmes (EJTA, Drok)

Future activities

Peer Review Panels and site visits at 10 Ukrainian universities

Quality-assurance approval of new/revised BA & MA (5.2)

Launch of new/revised BA & MA

Evaluation Report of new and revised programmes (5.3)

National Guidelines Statements for BA & MA programmes (5.4)

Remarks

-

6.) WP 6 University Outreach Online ‘Media Literacy’ Courses

Tasks: Development of strategy, consultation with target groups, production of courses, testing and editing of courses, production of report

Formation of the Outreach Online ‘Media Literacy’ Team

Identification of responsible person (IUEG, UzhNU, TSNUK); Outreach online “Media Literacy” courses are foreseen (CHNU, Paziuk); Formation of the Outreach Online ‘Media Literacy’ Team (BSU, Hyland); Formation of the Outreach Online ‘Media Literacy’ Team at our university (BKNUC, Bondarenko); Outreach Media Literacy Courses, Curriculum Audit, etc. established ((BSU, Hyland); Development of Strategy and plans by Outreach Team (UAS); The concept model of the University Outreach Online ‘Media Literacy’ Courses developed, urgent issues for discussion at the conference in Kyiv (SSU, Tkachenko); The SSU team presented the project concept and action plan of WP6 “University Outreach Online ‘Media Literacy’ Courses”.(SSU, Tkachenko); Discussing Strategy and plans by Outreach Team (EJTA, Drok)

Future activities

- Development of Outreach strategy and plan

Remarks

Besides the formation of the team, most of the activities related to activities 6.1 and 6.2 outreach courses are due at a later stage of the project.

7.) WP 7 Quality Management: Monitoring and Evaluation

Tasks: Production of a Quality Plan, risk assessment, monitoring and evaluation of project activities and outputs

Project Quality Plan and risk assessment (7.1)

Preparation, presentation, review and update of the quality plan and risk assessment (WUS, Nitsche); First monitoring and evaluation of quality of documents, activities and outputs delivered prior to July 2019 (BSU, Hyland); Presentation at Governing Boards (WUS, Nitsche); Contributing to documents, activities and outputs, and risk assessment (EJTA, Drok); Update of Plan and report at second Governing Board (BSU, Hyland);

Monitoring and evaluation of quality of documents, activities and outputs (7.3.)

Compilation of progress report (WUS); Production of progress reports and Evaluation Report for discussion at Governing Board and Co-ordination meetings, review of all project activities and outputs (UAS); Production of progress reports for discussion at Governing Board and Co-ordination meetings in Kyiv (MSU, Trofymenko); Participation in online surveys (TSNUK, Nosova); Review of core deliverables (WUS)

Other quality related activities

Preparing report for National Erasmus+ Office's, regular progress reports (ZNU, Dolgaryova); Production of Quality Plan for the realization of the project (BKNUC, Bondarenko); QA for Institutions and Terminology (IADT, Quin)

Future activities

- Further development of the quality plan in line with the requirements of the Ministry of Education and Science of Ukraine (P20)
- Regular review of the risk assessment
- Expert reviews on curriculum reform **(7.2)**
- Constant monitoring and evaluation of quality of documents, activities and outputs **(7.3.)**
- Production of reports **(7.3)**

Remarks

P20 has been included as co-lead of this WP.

8.) WP 8 Dissemination and Participation

Tasks: Development of an engagement strategy, creation of a project website, consultations with stakeholders, progress reports

Engagement and participation (8.1, 8.2)

Development and implementation of Dissemination Activities Plan; Development of dissemination (public engagement and participation) strategy (BSU, Hyland); Formation of project groups and teams for Dissemination (BSU, Hyland); David Quin is the IADT member on the Dissemination working group (IADT, Quin); Contributing to Engagement Strategy (EJTA, Drok); Update of Plan for second Governing Board (BSU, Hyland); Appointment of a member for the team (WUS)

Project website (8.3)

Development of the project website, the project logo, official project page on Facebook, account on Youtube, project and the news were posted on social media and the official websites of the University, presentation civil broadcasting company UA: Bukovyna, coordination of the work within WP8 (CHNU, Paziuk); Creation of project webpage (UCU, Opoka);

General Dissemination Activities (ref 8.1 and 8.2):

7 project news stories published at ZNU official website, Project's overview published on national web-portal Pedpressa, newspaper "Mig, regional web-site Inform.zp.ua, on local TV Suspilne Zaporizhzhia (ZNU, Dolgaryova); Project's webpage, presentation of the project on university websites and facebook, on social media and the official websites of the university and Faculty of Journalism, Facebook-pages (IFNUL, Gabor); On social media and the official websites, in the newspaper "Free Word"(IUEG, Mitchuk); Information about DESTIN project on WUS AT website, news article about DESTIN kick-off meeting at WUS AT website, news article about DESTIN conference in Kyiv at WUS AT website, dissemination level public. (WUS AT, Nitsche), Project information, documentary and video resources and materials for university's website, group on Facebook (BKNUC, Bondarenko); Social media and the official websites, student newspaper "Pohlyad, in the online media "Media Vista", "Transcarpathian Time", the civil broadcasting company UA: Zakarpattya (UzhNU, Bidzilya); Project

webpage at TSNUK website, All-Ukrainian Scientific and Practical Conference, DESTIN Kyiv Conference media coverage (TSNUK, Nosova), Involved (BSU)

Future activities

- Public engagement and participation (communication with external Ukrainian stakeholders, ...)
- Communications with Ukrainian university stakeholders to promote engagement and participation
- Preparation of open days
- Design of project watch activity
- Communication with Ukrainian university stakeholders to promote engagement and participation
- Development of project website, including links to external organisations

Remarks

-

9.) WP 9 Sustainability

Tasks: Formation of Team, preparation and delivery of conference.

Formation of the Sustainability Team

Appointing Sustainability Team (ZNU, Dolgaryova); Included a responsible person (IUEG, CHNU, UzhNU); Formation of ‘Sustainability Team’ at our university (BKNUC, Bondarenko); Volodymyr Sadivnichyi is appointed responsible person of WP 9 (SSU, Tkachenko); Appointment of IJTSUNK responsible person for WP9 (TSNUK, Nosova), Formation of Sustainability Team (BSU, Hyland); Appointment of a member for the team (WUS, Nitsche)

Development of a Sustainability Plan (9.1)

Development of a rolling ‘Sustainability Plan’ for presentation (IFNUL, Gabor), Participation in ‘Sustainability Team’ (MSU, Trofymenko), Review of the sustainability plan (WUS, Nitsche); Update of Plan for second Governing Board (BSU, Hyland)

Future activities



- Coordination meetings of sustainability team
- Activities linking WP 6 (Outreach courses) and WP8 (Dissemination)
- Final Conference 'Journalism Futures' (9.2)

Remarks

Final Conference "Journalism Future" (9.2) is planned for 2021.

10.) WP 10 Project Management

Task: Project coordination and management, governing board and other project committee meetings, financial management and evaluation of the project, day-to-day project coordination, EC reporting

Financial management (10.1)

Financial Management systems set up and operating, first payments to partners made (BSU, Hyland)

Project Coordination and Management (10.2) (BSU)

Preparation and Participation in the Governing Board (10.3.)

Preparation and Participation on the Governing Board (BSU); Preparation and Participation on the Governing Board (WUS), Participation in the Governing Board Meetings (ZNU, Dolgaryova), Participation in 1 Governing Board meeting, production of progress report, preparation to receiving project equipment (MSU, Trofymenko); Participation in Governing Board meetings (LNU, Menjoun)

Documentation and other administrative activities

Documents for project registration at the Ministry of Trade and Economics (ZNU, Dolgaryova); Oversight of all project activities and outputs, financial and administrative operations and reporting (UAS)

Equipment (10.6)

Providing equipment specifications (ZNU, Dolgaryova),

Future activities

- Maintenance of activities and records
- Reports to Governing Boards
- Financial Reporting (10.1)
- Completion of procurement progress (10.6)

Remarks

-

11.) Registration and Procurement

The project has not been registered yet at the Ministry of Education (IFNUL, Gabor);

The project has not been registered yet at the Ministry of Economics, and thus the equipment supply is foreseen upon the project registration (CHNU, Paziuk);

First stages of procurement completed (BSU, Hyland);

The equipment package, which is planned to be purchased, has been discussed and agreed upon, and thus the equipment supply is foreseen upon the project registration (UzhNU, Bidzilya);

However, the project has not been registered yet at the Ministry of Economics, and thus the equipment supply is foreseen upon the project registration (SSU, Tkachenko).

12.) Challenges and Recommendations Contributed by Partners

- The challenge of procurement is probably the most pressing (BSU, Hyland).
- Visualize the project implementation calendar with the final dates of the stages and results as well as the list of participants for each work package (TSNUK, Nosova)
- Make a summary of each work package in order to clearly understand the results obtained in the terms and evaluations of the project (in accordance with the declared plans), since in three years it will be difficult to restore the results of the implementation of the initial stages (TSNUK, Nosova)
- Following the May 2019 Kyiv conference, it's clear that some additional 'Training for Trainers' needs to be offered to the 10 universities and that a more focused version of the DESTIN toolkit needs to be developed. The 'training for trainers may take place in Kyiv at the start of July 2019 – to be decided. (IADT, Quin).
- The proposed project mentoring still needs to be decided (which EU partner mentors which UKR partner) and the composition of the Peer Review panels (which partners are to review which universities in Ukraine in April 2020) also needs to be decided. (IADT, Quin).
- Since the project started on 15.11.2018 and it still undergoes development, at current stage we struggle to provide precise and accurate data on project results. Taking into consideration that WPs are at preparation and development level, project contribution and evaluation are yet to be obtained (MSU, Trofymenko)

Remarks

Only few partners see the need to address challenges/opportunities.

13.) Summary

The conference in Kyiv in May 2019 was attended by representatives of all partners and well organized. The Ukrainian Ministry of Education and Science, who is also project partner, joined the quality management as co-lead.

During the conference the drafted Desk-Review Report, the toolkit was presented, and participants of the conference could discuss current issues. Following the May 2019 Kyiv conference, it is clear that some additional 'Training for Trainers' needs to be offered to the 10 universities and that a more focused version of the DESTIN toolkit needs to be developed and there should be training sessions led by the university's staff who have expertise in EQF course design and quality assurance to support the curriculum development.

Regarding the proposed project mentoring, it still needs to be decided which EU partner mentors which UKR partner and the composition of the Peer Review panels (which partners are to review which universities in Ukraine in April 2020) is still open.

Within the quality management package, the first core deliverables now need to be checked (Desk Review Panel Summary Report and Toolkit) as soon as the partners have given their feedback. After the conference there was an attempt to update the risk plan. All partners were invited to contribute their suggestions. One partner (Dr. Nico Drok) picked up the Brexit topic and noticed, that the risk is now high instead of the primary value medium, because UK exiting the EU may cause administrative changes and uncertainties. The mitigation strategy should be: monitoring regulations and potential changes closely to be able to react immediately.

Following the formula $\text{risk} = \text{occurrence probability} \times \text{impact}$, the risk should be high as the impact on the workload of the lead partner in case of a Brexit is not predictable and the occurrence probability is high. So, we updated the risk assessment and the mitigation strategy accordingly, also because alternatively an external readers/assessor might think that we underestimated the chance and impact of UK leaving the EU.

At this stage core work packages are in progress, so it is very important to bundle the forces on central issues. Overall the communication and organization by the coordinator is excellent, also Ukrainian partners are very ambitious and willing to reform their curriculum along European standards. Hindering factors are administrative issues and extensive processes, for that reason detailed and realistic action plans are crucial in order to ensure and monitor the timely start of the new and revised BA/MA programmes.

Thank you very much again for your inputs and contributions!!!

5. Annex: Approval of Core Deliverable _2.2 Desk Review Report

A.2. APPROVAL OF CORE DELIVERABLE

Reviewed Deliverable			
WP Nr.	Del. Nr.	WP Lead	Del. Title
WP 2	2.2.	TSNUK (P13)	Desk Review Report
Short description of deliverable:			Desk Review *Conduct of online desk-reviews of current curriculum by the panels. *Production of a combined Desk-Review Report (with recommendations and baseline data from based up on the findings of the panels, and template for action plans. * Distribution of Desk-Review Report (with baseline data) for all-partners' discussion of its findings and recommendations.

Reviewer (WUS AT and/or Bath Spa University)		
Name	Organisation	Review Date
Veronika Nitsche	WUS Austria	June 2019

Overall Assessment

Please assess, if the following criteria are fulfilled, by ticking [X] "Yes" (fulfilled) or "No" (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write "n.a." as comment. Detailed suggestions for improvement can be made in the table below

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)
---	------------------------------------	---

Make your final peer-review conclusion by ticking [X] here →	X		
--	----------	--	--

Conformity to project templates and standards			
Criterion	Yes	No	Comment
Are Erasmus+ logo and disclaimer correctly used?	x		
Is the project logo correctly used?	x		
Are project title, deliverable identification, date of issue clear?	x		The date of issue (13.05.2019) is not stated on the document but can be identified as the document has been distributed on that date during the Kyiv conference.
Are author/s identified?	x		TSNUK
Orthographical and grammatical correctness?	x		

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?	x		
Are any sources used well identified?	x		
Is the information, analyses, etc. reliable?	x		
Are conclusions traceable and valuable?	x		
Is the deliverable coherent to the description in the work programme?	x		
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]			-
Are the planned language versions available?	X		
Is the product suitable to the target group?	x		

Any final suggestions for improvements?

Reference to chapter/page nr. in the document	Suggested change/comments:

Page 1	Even though the date of issuance and the author can be identified, we recommend to state such information clearly on page 1/front page.

6. Annex: Approval of Core Deliverable 5.1 Peer Review Guidelines

A.2. APPROVAL OF CORE DELIVERABLE

Reviewed Deliverable			
WP Nr.	Del. Nr.	WP Lead	Del. Title
WP 5	5.1.	TSNUK (P13)	Peer Review Guidelines
Short description of deliverable:			<p>*Adaptation and distribution of the template for presentation of new and revised BA and MA programmes. The template will be adapted from the tried-and-tested ALIGN project models (e.g., for ‘Module Descriptor’) so that it meets EQF requirements for programme design, delivery and quality assurance, and with European values, professional standards and best practices in Journalism education.</p> <p>*Adaptation and circulation of the ALIGN project template with evaluation criteria for peer review of the new and revised programmes.</p>

Reviewer (WUS AT and/or Bath Spa University)		
Name	Organisation	Review Date
Marc Schwaerzli	WUS Austria	June 2019
Veronika Nitsche		

Overall Assessment

Please assess, if the following criteria are fulfilled, by ticking [X] "Yes" (fulfilled) or "No" (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write "n.a." as comment. Detailed suggestions for improvement can be made in the table below

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)
X		

Make your final peer-review conclusion by ticking [X] here →

Conformity to project templates and standards			
Criterion	Yes	No	Comment
Are Erasmus+ logo and disclaimer correctly used?	x		
Is the project logo correctly used?	x		
Are project title, deliverable identification, date of issue clear?	x		
Are author/s identified?	x		
Orthographical and grammatical correctness?	x		

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?	x		
Are any sources used well identified?	x		
Is the information, analyses, etc. reliable?	x		
Are conclusions traceable and valuable?	x		
Is the deliverable coherent to the description in the work programme?	x		
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]			-
Are the planned language versions available?	x		
Is the product suitable to the target group?	x		

Any final suggestions for improvements?

Reference to chapter/page nr. in the document	Suggested change/comments:
P 1	Even though the date of issuance and the author can be identified, we recommend to state such information clearly on page 1/front page.

7. Annex: Evaluation Report of the Field Trip Linnaeus University, Sweden, October 2019

EVALUATION REPORT,

GRAZ, WEDNESDAY, 9TH OCTOBER 2019

DESTIN Field Trip

Linnaeus University, Monday, 7 October – Wednesday, 9 October 2019

Organized by Fojo Media Institute

Phone: + 46 480 44 64 00, diana.sander@lnu.se

Project: DESTIN –

Journalism Education for Democracy in Ukraine:

Developing Standards, Integrity and Professionalism

Introduction:

This report presents the evaluation results of the DESTIN field trip at Linnaeus University which took place from 7th to 9th October 2019. The report is based on written feedback of participants who attended the field trip.

The general purpose of the evaluation is to receive feedback of the partners on:

The usefulness of the field trip;

The extent to which the field trip has fulfilled the partners' expectations;

The organization of the field trip;

The preparatory information provided;

The field trip objectives;

The quality of the inputs provided;

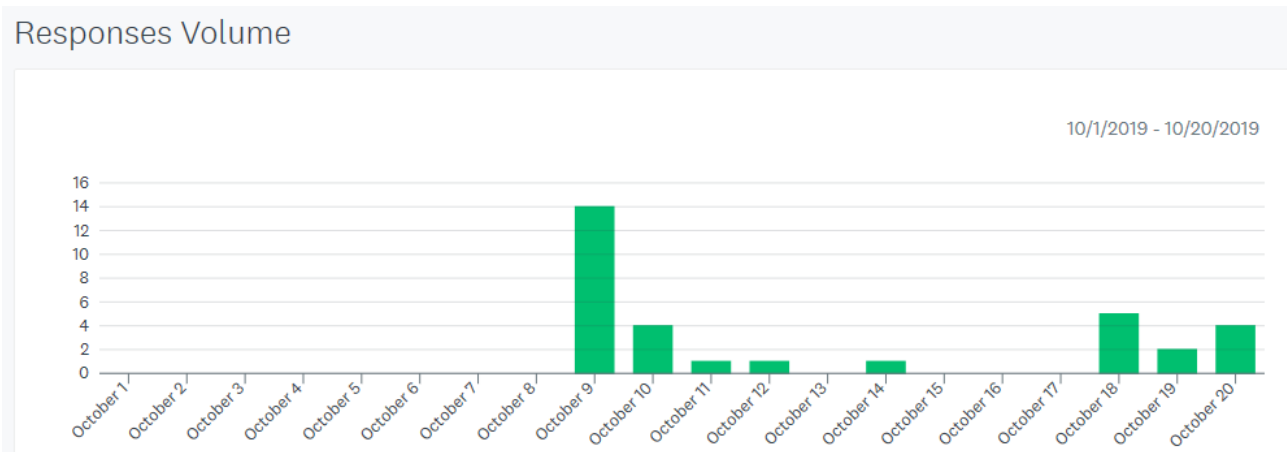
Possibilities for contributions and networking during the field trip.

Out of 36 persons attending the field trip, 32 participants have submitted evaluation forms.

The full evaluation form as distributed to participants can be found at the end of this report.

This paper is part of the WP7 Project Quality Plan

0 Response Volume



1. Please indicate your specific expectations regarding the field trip and which presentations and experiences were the most useful for you.

All presentations were relevant and useful. (3x)

As for me most useful were round table with Programme coordinators of 3 educational programmes and round tour of Department of Media & Journalism (because of the practical focus).

I am very pleased to meet my Swedish colleagues. An excursion to the Faculty of Media and Arts was very helpful for me. The presentations of the features of the training at the Foyo Media Institute, acquaintance with the specifics of the work of Swedish Public Radio in Kalmar were also informative, interesting and useful.

I was expecting: to deepen cooperation within DESTIN framework; to know better DESTIN partners; to find out how journalism education is organised and practised in FOJO; to broaden my horizons regarding journalism and social communication in general.

The main expectation was to get familiar with the system of journalism education in the Linneus University. Presentations of Fojo Media Institute and of three programs in media and journalism were the most useful for me.

All expectations were enough and clearly done. Meeting at the radio station, with Nina Hjelmgren were interesting and useful.

Expectation: to study the principles of journalism and the work of journalists in the Swedish media; to study the basic approaches in the organization of student learning. Useful experience: the principles of the

editorial staff and journalists of Barometern; information from Nina Hjelmgren on challenges for journalism today and journalism education

We expected to see the best practices of teaching journalism. It was useful. All the presentations were informative

Technical support

A thoughtful and wide-ranging programme; I found the visits and general discussions the most valuable.

The most useful for me was Nina's presentation at Fojo and the newspaper visit.

All expectations have come true. The trip was very useful, important for future work on the project. For me, the most interesting were the presentations of LNU, Fojo, the visit to public service broadcasting. This is a good experience for my teaching and journalism practice.

I expected to know more about the journalism education system (programmes, courses, students assessment, teaching approaches and methods). The most useful for me was listening to Nina and the heads of three programmes.

The most useful was to know about Fojo projects and its collaboration with media programs of LNU

I'm glad we saw a great example of journalism education in Sweden

The trip was very informative and helpful. I especially liked Nina's Hjelmgren and Diana's Sander presentations and our visit to Swedish radio P4 as well as a meeting with LNU teachers.

We were expected to see Swedish model of journalistic education

To continue the cooperation within DESTIN project, exchange the experience, have recommendations on common approaches in accordance with the Tartu Declaration and EQF to train journalists. The most useful were the presentations of three programme syllabus of the Linnaeus University, Department of Media and Journalism and the presentation of Adam Mickiewicz University. (3x)

I was expecting to obtain knowledge about syllabuses and educational programmes. Also I was interesting to get some information about Sweden journalistic.

I expected to learn about Swedish system of journalism education, how courses are structured, what issues or challenges they face

Hope to understand the work of the university and institute. Achieve info about uniqueness of programs, how are implemented principles of student-centered learning and also was interest to see the environment of Fojo institute.

Possibilities to talk to each other.

Interesting presentations on the work of students in television and radio studio were expected. I was impressed by the radio studio and the television studio. Also liked the excursion to the newspaper. (4x)

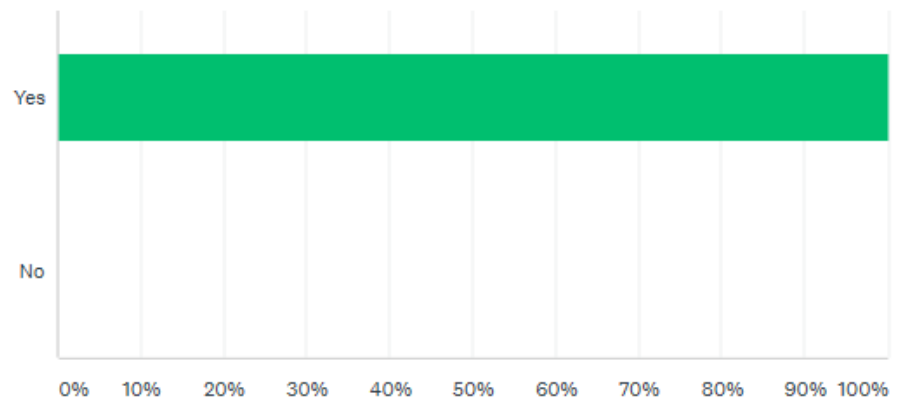
Excursions were very helpful presentation Programmer syllabus

I was looking forward to communicating with my Swedish colleagues about the distribution of student workload as for studying in the tv and radio laboratories.

2. Were your expectations fulfilled?

Were your expectations fulfilled?

Answered: 32 Skipped: 0



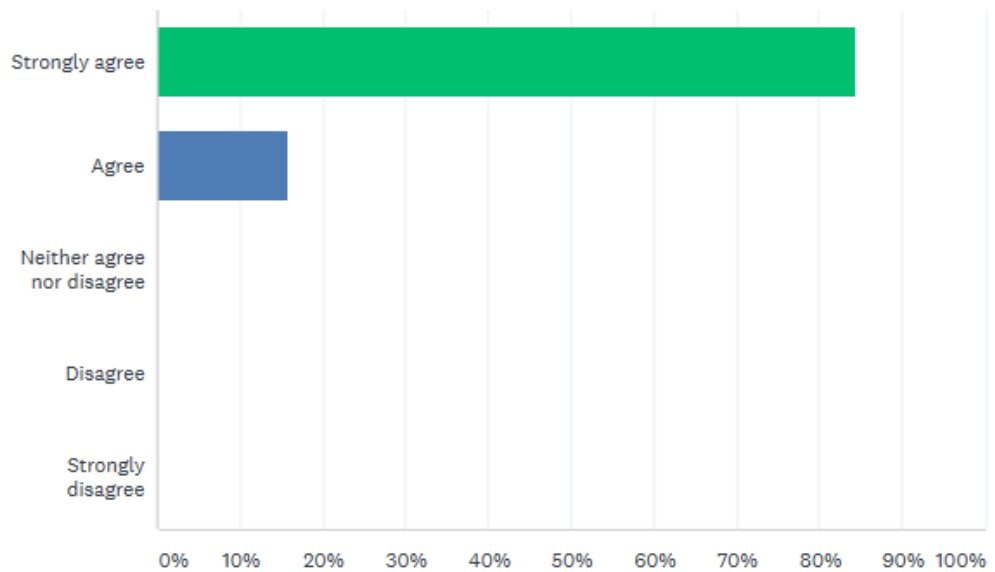
Comments

Yes, absolutely (3x)

3. The field trip was well organised.

The field trip was well organised.

Answered: 32 Skipped: 0



Comments

The organization of the work was excellent (3x)

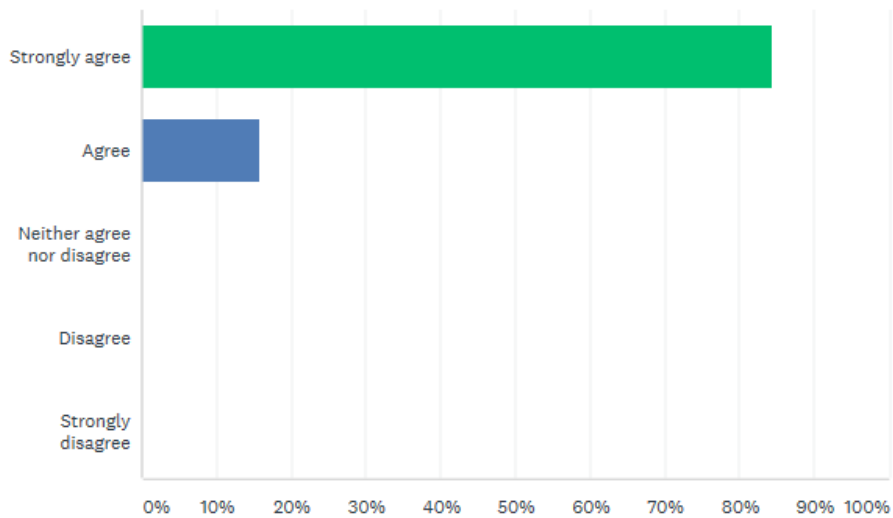
Special thanks to Diana and her colleagues

It was not too much of information, but every meeting was really important for me

4. The preparatory information provided by the organizers in advance was sufficient?

The preparatory information provided by the organisers in advance was sufficient.

Answered: 32 Skipped: 0



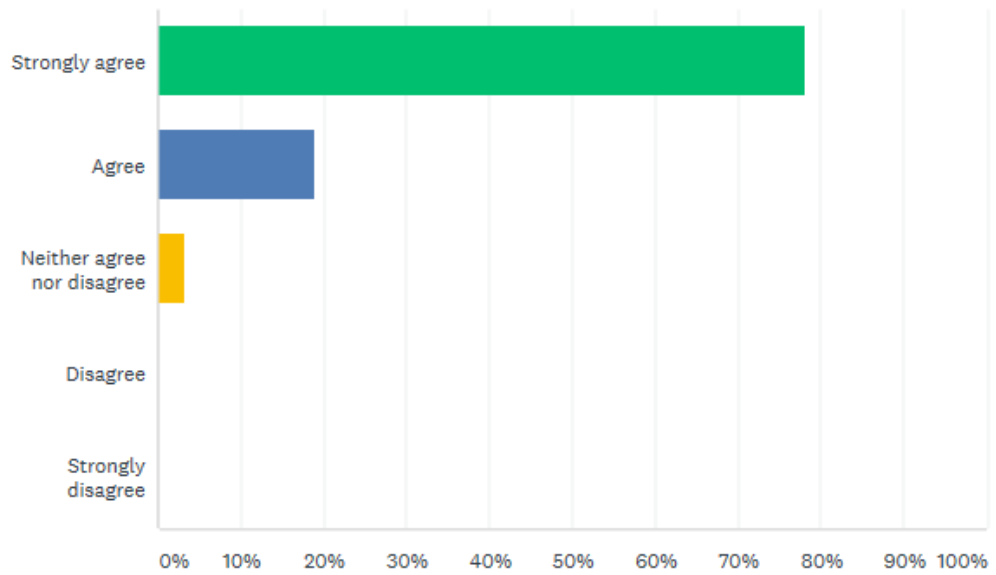
Comments

-

5. The objective of the field trip was clearly stated.

The objective/s of the field trip was/were clearly stated.

Answered: 32 Skipped: 0



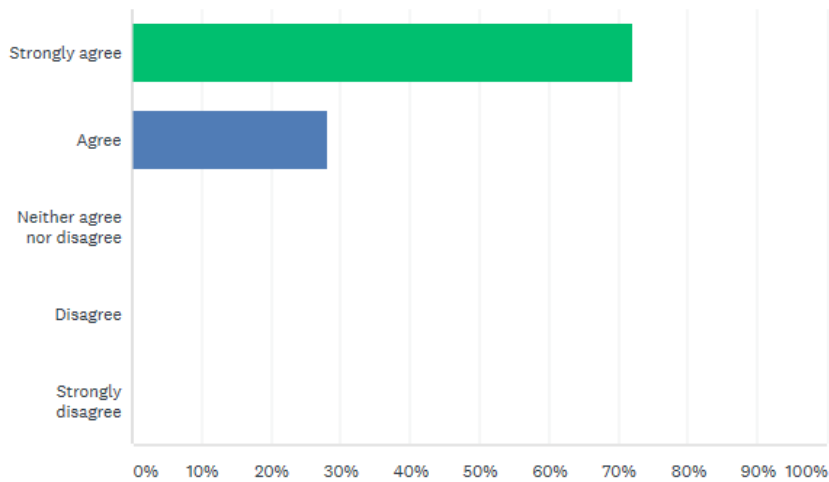
Comments

-

6. The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

Answered: 32 Skipped: 0



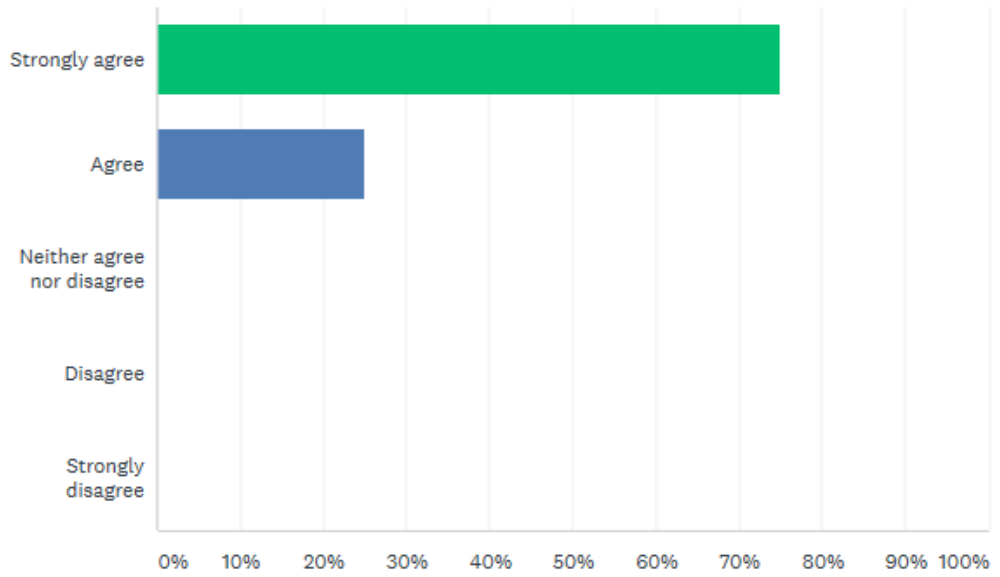
Comments

Nina’s presentation was stunning! She gave so much useful materials and advices.

7. There was enough space for everyone to contribute.

There was enough space for everyone to contribute.

Answered: 32 Skipped: 0



Comments

-



8. What do you think you are able to do better as a result of the field trip?

I use different combinations of theory and practice in the learning process. (3x)

I better understand the experience of FoJo Media Institute on training journalists; how to create or update journalism BA programmes according to the media landscape changes and the requirements of EQF

Everything was fine. The actions of the organizers contributed to the effectiveness of the field trip.

I know more about patterns of organising journalism education which should help in improving the model implemented at my University. Moreover, after this trip, it will be easier to develop research and educational cooperation with DESTIN partners.

I have a more clear idea as for organizing trainings for working journalists at our university.

We will be able to update our study programs, increase the share of practical and laboratory work on the production of journalistic products, offer new programs, review teaching methods, give more creativity and independence to students

To combine theory with practice better

Use the technique in the educational process

A better sense of the overall scope of the project

As a result of the field trip, I get a better understanding of the Swedish model of university study and its media landscape. I think it will be a very useful experience in terms of my own study program improving.

I saw how they teach different courses for journalists, how they organize training, how they pay significant attention to the social problems that the equipment uses. This is an important experience worth sharing. It was also interesting to visit public broadcasting, to find out about his work, since I am interested in public television and radio broadcasting in Ukraine, so it is very important to gain experience.

I'm able to see better how well journalism education can be organised. Though the most of interesting ideas are not possible for implementation at our university, because staff's working conditions differ so much.

To look on abilities to use short-term courses

I realized how I could improve working with students in a group. What topics are in the top right now

I got acquainted with the experience of my colleagues from LNU, FOJO and I intend to apply it in my work. Introduce experience in updating programs and curricula.

It would be better if we can attend some lectures, look through diploma's paper

As a result of the field trip to Linnaeus University, we will improve BA and MA Curricula and Study Programmes at our University taking into account received recommendations and experience. (3x)

I'm expecting to get better in organizing education process, I'm more confident in understanding trends and challenges in journalism,

Everything was perfect. Thank you

More work 😊

Everything was organized very well (5x)

Everything was done perfectly

9. General comments and recommendations:

Everything was organized very well. I wanted the length of stay at the university to be longer. (3x)

I am pleased with the Field Trip. Thanks a lot for this interesting and useful days at Kalmar

Thank you for your hospitality, interesting and informative days!

It was a very useful and trip.

It would be interesting to know more about the assessment system at the department of Media and Journalism.

Be better to visit some interesting places in Sweden, may be other universities there.

The program and the information were very helpful, informative; the overall atmosphere facilitated free communication between the participants. She was positively impressed with the openness of teachers in the dialogue with students and participants of the DESTIN program. Approaches to Studying at Linnaeus University Encourages us to review the teaching methodology at our university. Thank you for the excellent organization of the meetings

Thank you, it was well organised

Until We Meet Again

Many thanks Diana and Veronika!

Thank you so much for your work

I would like to see more of these field trips, as this helps representatives of foreign universities to share the experience of organizing the educational process, the experience of creating and evaluating courses. It is important to gain experience abroad to develop new courses at our universities and to complete journalism education in Ukraine.

It could be great to visit a lecture or seminar to know more about the methods and principles of working with students at the Linneus University.

Thanks a lot for the experience. In advance maybe useful is to attend any international lecture or workshop with students to see how educational process is organized from inside.

I want to thank the Swedish partners for their excellent experience and good organization of the field trip

The trip was organized in the best way possible: a wonderful program, informative meetings and presentations, useful discussions.

We are grateful to take part in such field trip. It was unique experience to understand how Fojo cooperate with department of journalism. It was interesting to hear how they organize their work with Students. It would be even more useful to see some practical students works, editorial process. We want to thanks Kateryna Siriniok for her hard work, for having developed the indicators :)

We appreciate very much Paul, Rachael, Ian, Diana, Veronika to the wonderfully organized and helpful event, and we are very grateful for fruitful discussions with Nico, Bartosz and Jedrze'. (3x)

I'm really grateful for an opportunity to take a part in the project. Also it could be interesting to attend one of students classes or lectures

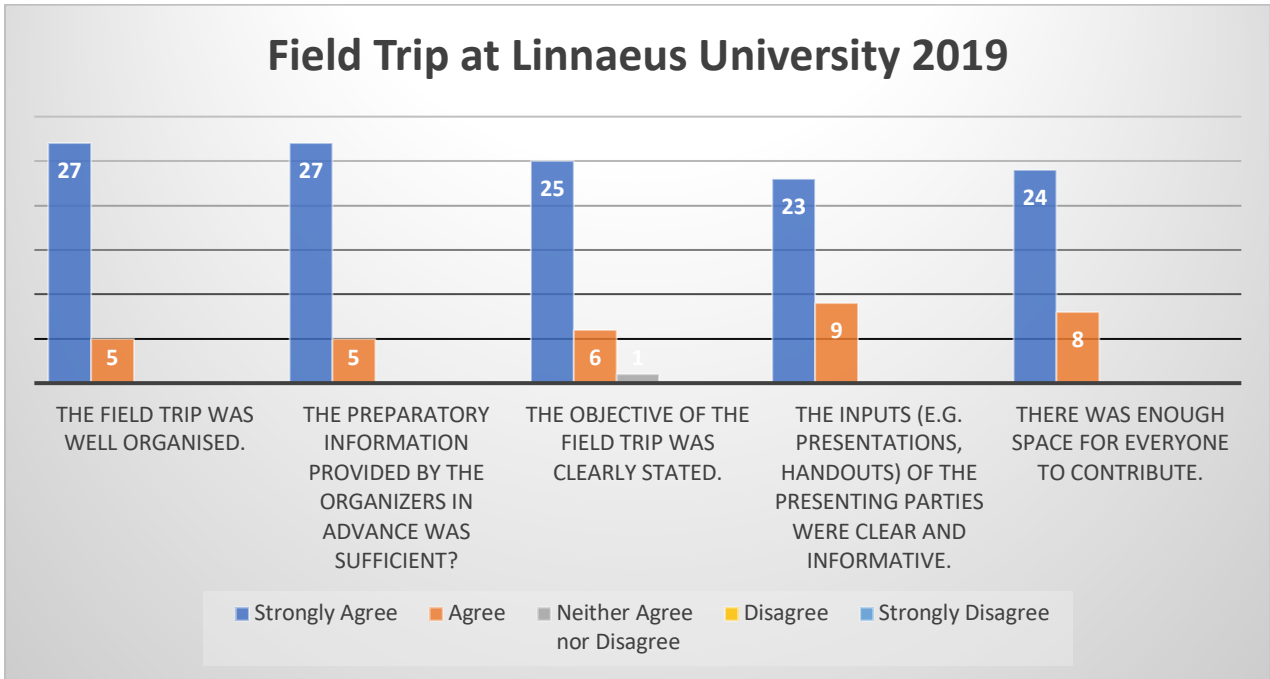
Thank you for your work! Everything was great

Thanks a lot for your efforts and all this business 'rip!

Don't stop (5x)

Thank you for the good organization

11. Summary



Summary of the evaluator:

Overall it was assessed that the field trip was very well organised by the hosting institution and the coordinator. Partners expected a deeper insight into the principles of journalism education at a Swedish University and they hoped to learn to understand the work of the university and institute. Some were searching for possibilities to talk, either with project partners or with Swedish colleagues about the distribution of the workload. After the field trip 100% of the participants felt their expectations fulfilled. 85 % of the participants found the field trip well organized and also mentioned, that the preparatory information provided by the organizers in advance was sufficient.

Overall it was assessed that the objectives of the field trip were clearly stated. 72% strongly agreed, that the inputs like presentations and handouts of the presenting parties were clear and informative. 28% agreed on clear and informative inputs. All respondents agreed, that there was enough room for everyone to contribute.

Summarizing verbal responds of participants, the field trip helped participants to understand the learning process better and they feel now more confident in understanding trends and challenges in journalism. The field trip will help to improve BA and MA curricula and study programmes at Ukrainian universities.

Some participants formulated general comments. One wanted to know more about the assessment system of the department of Media and Journalism at Linnaeus University, and it was also mentioned, that it would have been great to visit a lecture, seminar or a student class.

Many respondents praised the good organization of the field trip and thanked Paul Hyland, Rachael McDonald, Ian Gadd, Diana and Veronika for their efforts and the helpful event.

8. Annex: Evaluation Report Field Trip AMU, Poland, 20th To 21st November 2019

EVALUATION REPORT, POLAND, NOVEMBER 2019

DESTIN Field Trip

Adam Mickiewicz University, 20th November – 21st November 2019

Organized by Faculty of Political Science and Journalism

tbranka@amu.edu.pl

Project: DESTIN -

Journalism Education for Democracy in Ukraine:

Developing Standards, Integrity and Professionalism

Introduction:

This report presents the evaluation results of the DESTIN field trip at Adam Mickiewicz University which took place from 20th November – 21st November 2019. The report is based on written feedback of participants who attended the field trip.

The general purpose of the evaluation is to receive feedback of the partners on:

The usefulness of the field trip;

The extent to which the field trip has fulfilled the partners' expectations;

The organization of the field trip;

The preparatory information provided;

The field trip objectives;

The possibility of contributions;

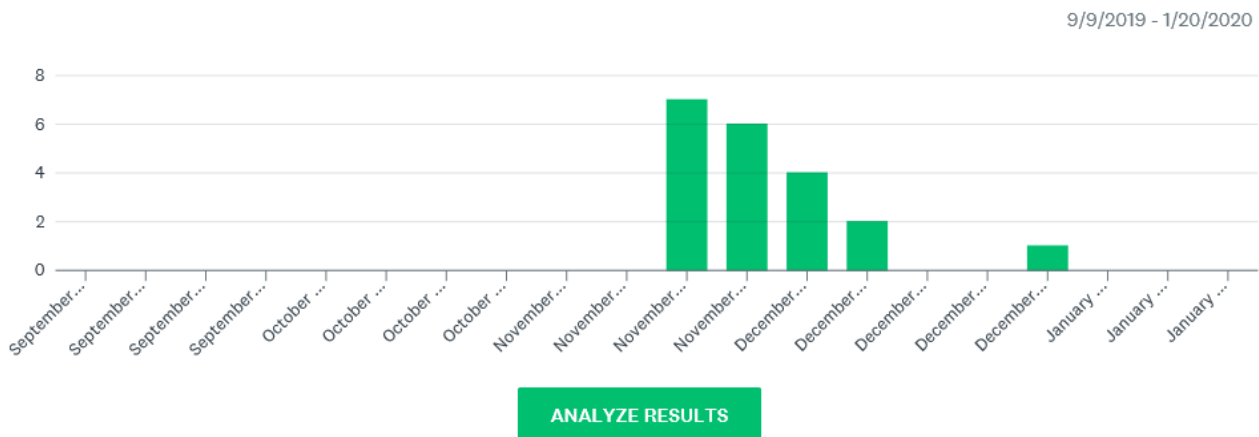
The additional value of the field trip at all.

Out of 37 participants attending the field trip, 20 participants have submitted evaluation forms.

The full evaluation form as distributed to participants can be found at the end of this report.

This paper is part of the WP7 Project Quality Plan

0 Response Volume



1. Please indicate your specific expectation/s regarding the field trip and which presentations and experiences were the most useful for you.

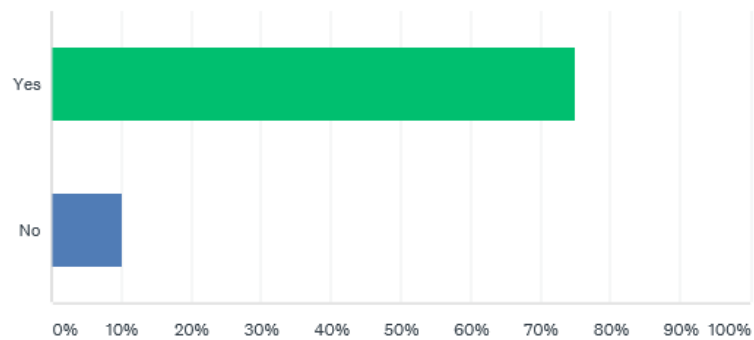
- *Your university has a great creative atmosphere. I really liked the newspapers that students publish, as I teach disciplines related to working in the newspaper.*
- *For me, this was a great opportunity to engage again with the DESTIN team and to introduce the upcoming WP3 Training for Trainers in Kyiv (December 2019)*
- *Poznan Field Trip programme was balanced very good, combining best teaching practices and examples of student involvement. And furthermore international conference was useful and necessary to see the spectrum and academic interest to communication studies.*
- *To see and discuss the AMU curricula.*
- *there were few things the most useful and interesting for me - conference and meeting with editors*
-
- *No specific expectations other than learning how journalism is taught at AMU*
-
- *Theoretical review of an existing situation in partner universities regarding "Journalism" education programmes.*
-
- *I expected to learn about studying process in AMU, structure of the study program, especially the content of Journalism courses. The most bright impressions is learning about work of student media and involving students in their work.*
-
- *It was interesting to find out what the main problems of modern journalism are highlighted by program participants. Most of all I was interested in the presentations of Yuriy Zaliznyak, Jędrzej Skrzypczak, Nico Drok and others*
-
- *It was useful to get acquainted with work of student media. I expected to study the AMU Journalism curricula and study plans.*
-

- *I expected to learn how the study programs in Journalism are organized in AMU. The most useful was meeting with students, who create student media, and scientific conference.*
-
- *Exchange of knowledge to progress curriculum development*
-
- *I was hoping to become a part of DESTIN family and get in touch with colleagues for better understanding of our problems and capabilities.*
-
- *I wanted to know how the curriculum is built, what teaching methods are used, how learning and teaching processes are organized. The most useful was having a list of courses for the "New Media" program and looking at technical facilities.*
-
- *Nico Drock and Jędrzej Skrzywicki*
-
- *The most informative for me was Nico's presentation*
-
- *The results of the trip met my expectations in full. The Oxford debates, as well as the presentations, were particularly interesting and useful, also reports of Professor Tadeusz Wallas and Nico Drok*
-
- *This meeting exceeded my expectations. The most impressive experience for me was a meeting with Students. I am very pleased that university uses methods of non-formal education in order to improve students' soft-skills.*
-
- *My expectation was to get the new perspective on journalism job in a digital world. Now it is much more clear using liquid modernity paradigm. Thanks to organizers!*

2. Were your expectations fulfilled?

Were your expectations fulfilled?

Answered: 20 Skipped: 0



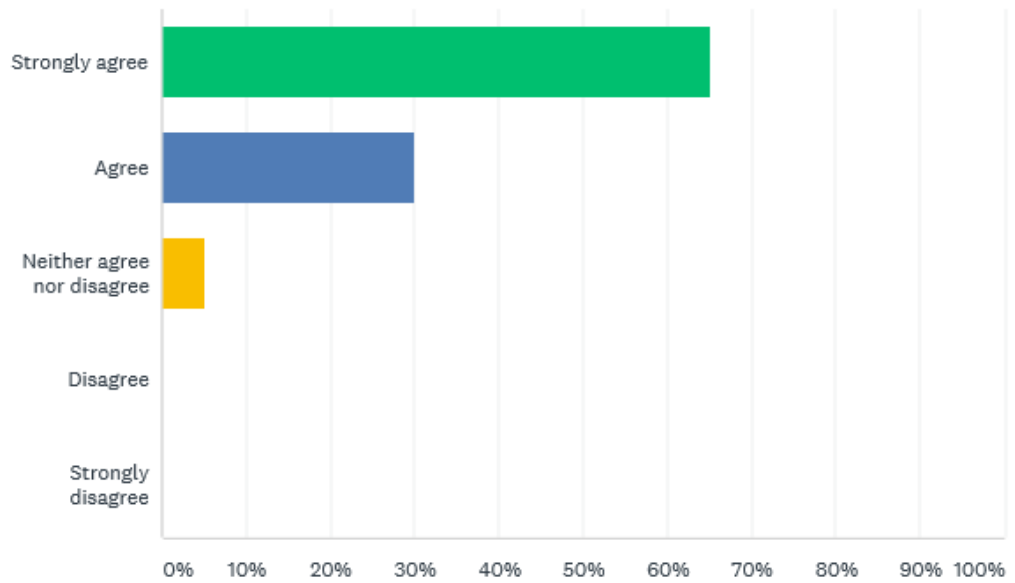
Comments

- *During field trip to AMU, I learned a lot of new things that I hope to use at my university*
- *Too little on the content of the curriculum and the reasons behind that.*
- *Partly*
- *Partly fulfilled. I wanted to learn more about curricula*
- *Partly. I wanted to learn more about study programs in Journalism*
- *Not at all because a lot of time was dedicated to hearing from us (team exercise on the first day, conference on the third one) instead of showing and telling us more about the faculty*

3. The field trip was well organised.

The field trip was well organised.

Answered: 20 Skipped: 0



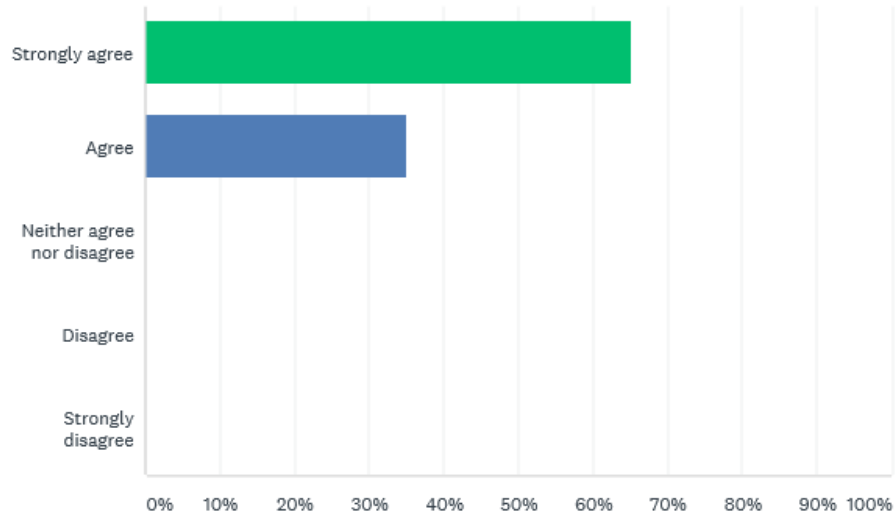
Comments

- *Everything was very well organised!*
- *Everything was on the highest level.*

4. The preparatory information provided by the organizers in advance was sufficient?

The preparatory information provided by the organisers in advance was sufficient.

Answered: 20 Skipped: 0



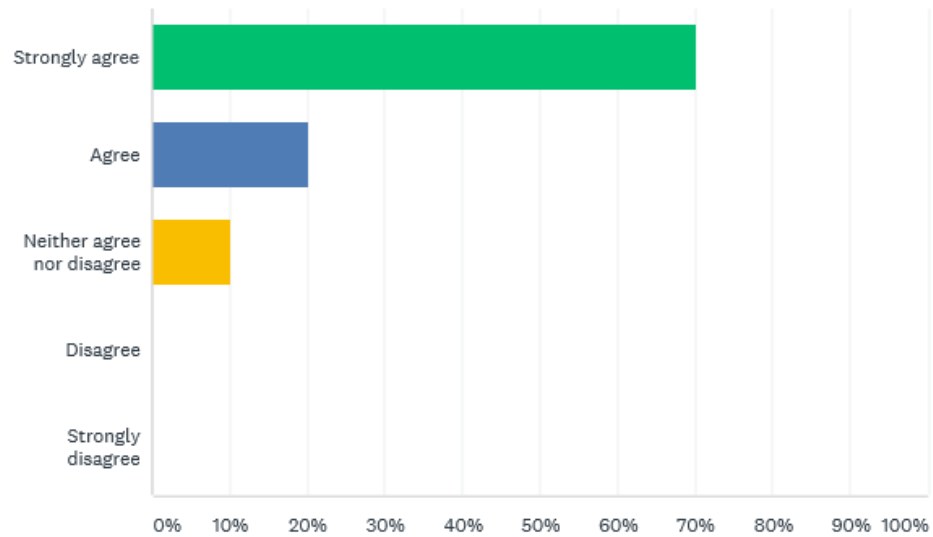
Comments

- *not always the info was relevant to field trip goal*
- *Organisers provided me with the whole set of information and informational support.*

5. The objective of the field trip was clearly stated.

The objective/s of the field trip was/were clearly stated.

Answered: 20 Skipped: 0



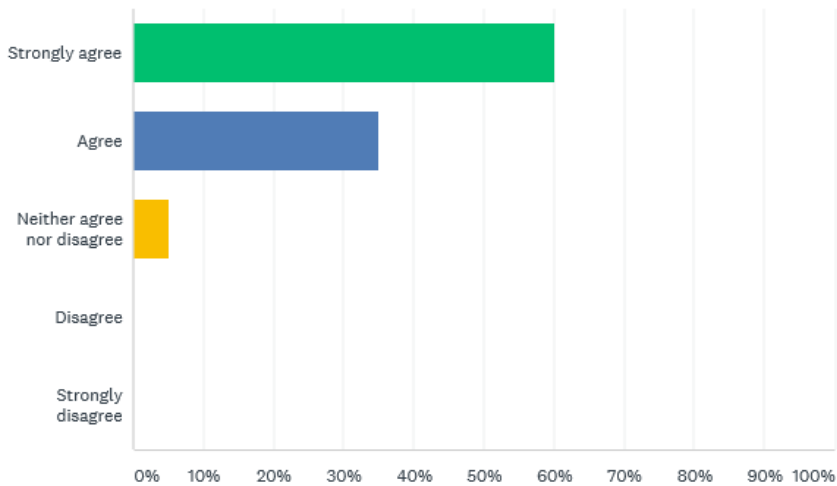
Comments

-

6. The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

Answered: 20 Skipped: 0



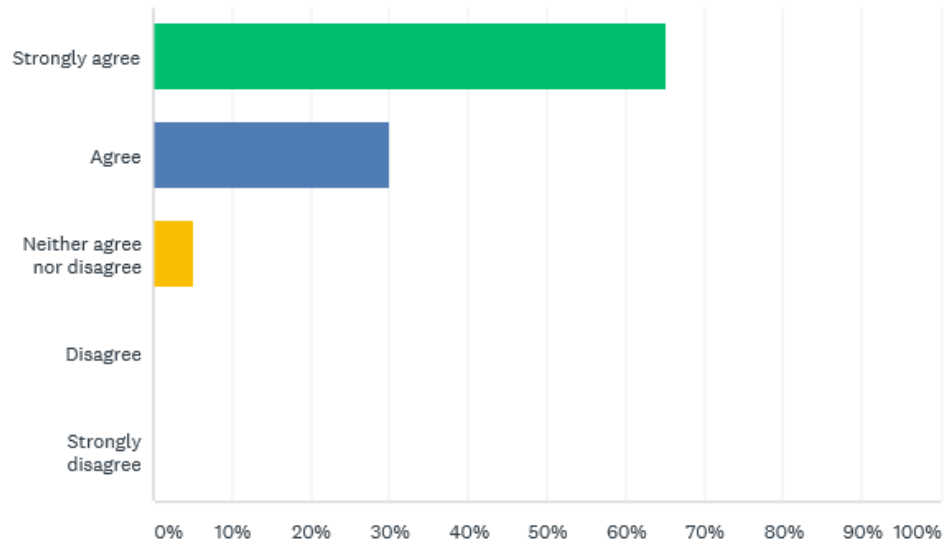
Comments

- *I wanted more handouts about study program structure. Maybe student handbook and module descriptors examples.*
- *All the discussions and meetings were very fruitful and informative.*

7. There was enough space for everyone to contribute.

There was enough space for everyone to contribute.

Answered: 20 Skipped: 0



Comments

- *Everybody was involved*

8. What do you think you are able to do better as a result of the field trip?

- *We will make significant changes to our curricula to bring them closer to the model used by AMU*
- *You can use your experience at the Oxford debate. And also to create in each student group own edition.*
- *Once again, we now have an enhanced understanding of the objectives and aims of our DESTIN partners.*
- *To try again to persuade those colleagues who are resist the innovations not to be afraid.*
- *Understand European curricula design.*
- *It was a very fruitfill visit to the university, but I I would scheduled time to view the down town*
- *Answer this questionnaire*
- *Considering the information that was provided, it's easier to reconstruct the plan of upgrading the education programmes.*
- *I will use the method of Oxford debates in my classes*
- *Nothing))*
- *Now I know better how to organize ZNU students media work*
- *Better understand how student media should operate.*
- *I understand better all the stages and elements of our joint efforts in terms of fulfilling the Project's goals.*
- *Not sure if it is something.*
- *Not so tense schedule to discuss and think over more during the process*

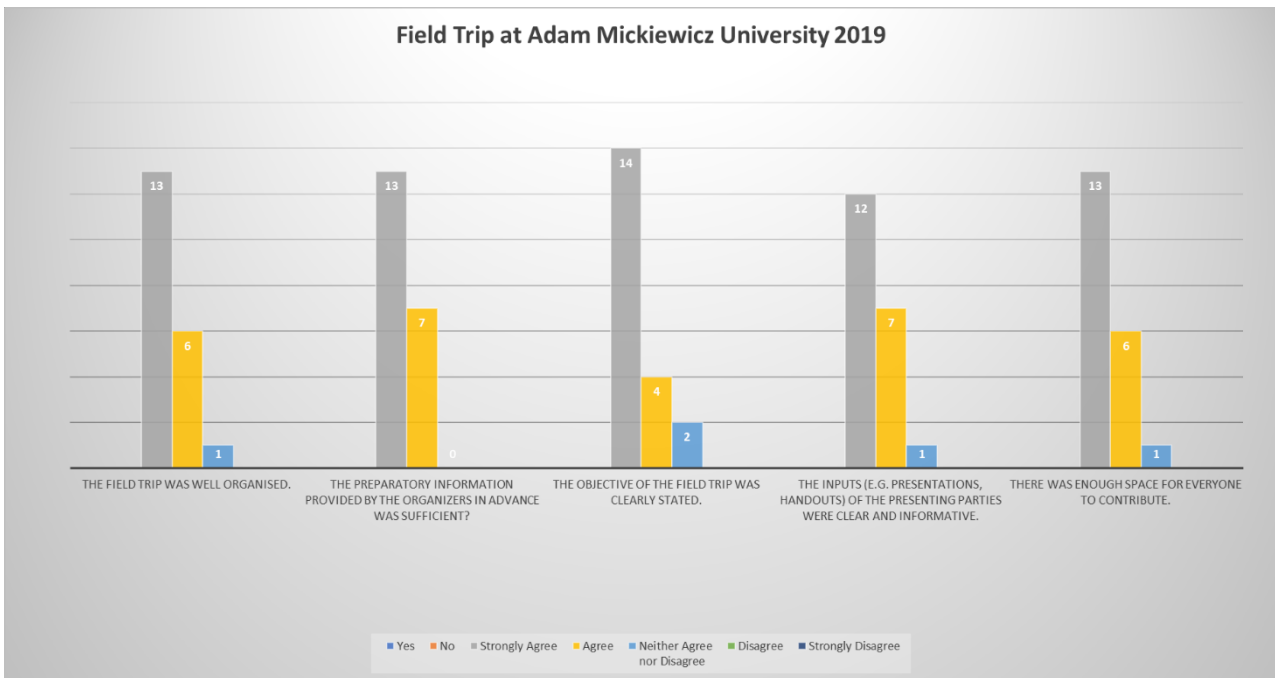
- *After conference day I had a lot of new ideas of scientific investigations.*
- *Have the opportunity to talk about the experience of developing media literacy in Ukraine.*
- *I will be trying to disseminate all the gained information among Ukrainian students in order to inspire them for being involved in the creation of the process of non-formal and formal education.*
- *I had some insights about how we should educate modern journalits, namely teaching not only to be simple disseminator of the facts but really problem-oriented investigator. That's the avenue we should aim at.*

9. General comments and recommendations:

- *This field-trip should be characterized by a very positive attitude. Everything was well organized and thought out. Good communication and open-mindedness from Polish colleagues. Many important issues regarding the project were discussed. Thanks for all!*
- *Your students have excellent conditions for studying (television studio, computer classes, radio at the faculty). I am sure that thanks to participation in the project we will be able to achieve this in Mariupol!*
- *Well done AMU team! An excellent Field Trip!*
- *My deepest gratitude to Tomasz Branka, Jędrzej Skrzypczak, Bartosz Hordecki, Rachael McDonald and Ian Gadd for making this Field Trip to AMU possible and successful.*
- *A great thanks to organizers!*
- *You did a good job!!*
- *Organisation process results are perfect, at my point of view, the meeting could be more fruitful, if the meetings would be for longer period of time.*
- *I would like to get more information about courses of AMU studying programs, Journalism curricula, how they form competences listed in Tartu declaration.*
- *Everything was well organized. Thank you*
- *Thank you organizers for opportunity to learn about student media work!*
- *Everything was very interesting. Especially scientific conference presentations and discussions. However, I wanted to learn more about organization of the study programs and some examples of documentation AMU uses.*
- *Minor comment on the level of English language required for sufficient communication and active conference participation. And just one more small thing - better timing sometimes. And that is it! :)*
- *It would be great if we spent less time on conference and theoretical speeches but on talking to stuff, less formal discussions with students so we could be able to ask questions about courses, methods, practices in everyday teaching and learning.*

- *Inspite of it everything is good*
- *I had a great time in Pozna, which gave me new directions in my faculty life and scientific investigations. Thank all Poznan team for good preparing and supporting before trip*
- *Thank you very much for organizing the conference, warm welcome and attention!*
- *Thank you for new Knowledge!*
- *Everything was very interesting and perfectly organized! Thank You dear hosts!*

11. Summary



Summary of the evaluator:

The DESTIN Field Trip at the Adam Mickiewicz University was well organised and fulfilled the expectations of 75% of the participants. After the meeting it was mentioned, that there is now an enhanced understanding of the objectives and aims of the DESTIN project. Everything was very interesting, especially scientific conference presentations and discussions. It was an opportunity for partners to learn about student media work. Only the level of English could have been a little better, but despite that it was a very successful field trip.

9. Annex: Approval of Core Deliverable 3.1 DESTIN Tool Kit

A.2. APPROVAL OF CORE DELIVERABLE

Reviewed Deliverable			
WP Nr.	Del. Nr.	WP Lead	Del. Title
WP 3	3.1.	IADT (P3)	DESTIN Toolkit/ Training for Trainers toolkit
Short description of deliverable:			Creation and distribution of the 'DESTIN Toolkit' relating to key principles and practical implementation of the European Qualifications Framework (EQF). The Toolkit has been adapted from the ALIGN Project's <i>Guidelines for Aligning and Checking the Alignment of Academic Programmes with EQF</i> , 2016 (available in English and in Ukrainian translation).

Reviewer (WUS AT and/or Bath Spa University)		
Name	Organisation	Review Date
Marc Schwaerzli Veronika Nitsche	WUS Austria	June and Dec. 2019

Overall Assessment

Please assess, if the following criteria are fulfilled, by ticking [X] "Yes" (fulfilled) or "No" (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write "n.a." as comment. Detailed suggestions for improvement can be made in the table below

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)
X		

Make your final peer-review conclusion by ticking [X] here →

Conformity to project templates and standards			
Criterion	Yes	No	Comment

Are Erasmus+ logo and disclaimer correctly used?	x		
Is the project logo correctly used?	x		
Are project title, deliverable identification, date of issue clear?	x		
Are author/s identified?	x		
Orthographical and grammatical correctness?	x		

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?	x		
Are any sources used well identified?	x		
Is the information, analyses, etc. reliable?	x		
Are conclusions traceable and valuable?	x		
Is the deliverable coherent to the description in the work programme?	x		
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]			-
Are the planned language versions available?		x	The UA version is in preparation.
Is the product suitable to the target group?	x		The original DESTIN toolkit was quite large – the ‘Training for Trainers toolkit’ is more focused.

Any final suggestions for improvements?

Reference to chapter/page nr. in the document	Suggested change/comments:

10. Annex: Evaluation Report Training for Trainers, 2nd To 4th December 2019, Kyiv

EVALUATION REPORT, KYIV, DECEMBER 2019

DESTIN Training for Trainers

At TSNUK, Monday 2 December to Wednesday 4 December, 2019

Organised by David Quin

david.quin@iadt.ie

Project: DESTIN -

Journalism Education for Democracy in Ukraine:

Developing Standards, Integrity and Professionalism

Introduction:

This report presents the evaluation results of the DESTIN Training for Trainers at TSNUK in Kyiv which took place

from Monday 2 December to Wednesday 4 December . The report is based on written feedback of participants who attended the training.

The general purpose of the evaluation is to receive feedback of the partners on:

The usefulness of the training;

The extent to which the training has fulfilled the partners' expectations;

The organization of the training ;

The preparatory information provided;

The training objectives;

The possibility of contributions;

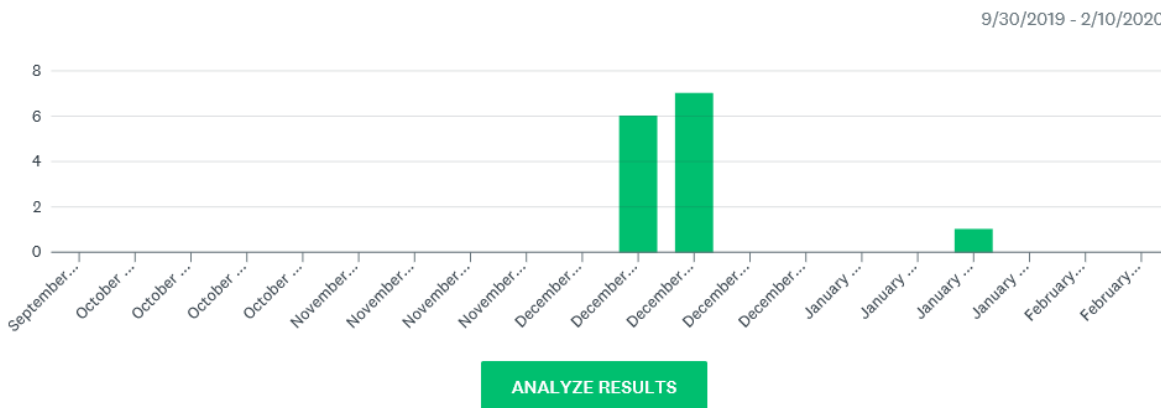
The additional value of the training at all.

Out of 25 participants attending the training, 14 participants have submitted evaluation forms.

The full evaluation form as distributed to participants can be found at the end of this report.

This paper is part of the WP7 Project Quality Plan

0 Response Volume



1. Please indicate your specific expectation/s regarding the field trip and which presentations and experiences were the most useful for you.

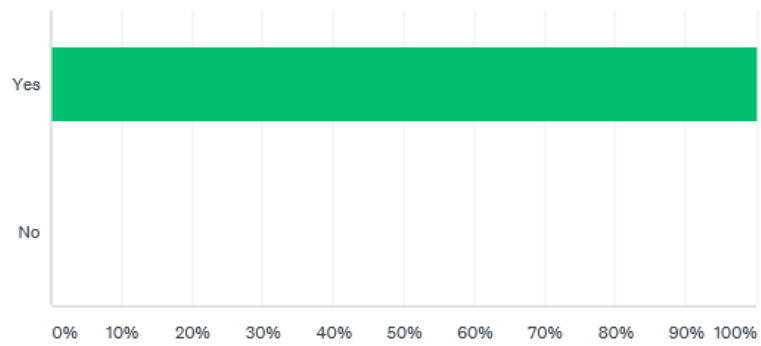
- *Writing educational programs creation of syllabuses creating descriptors*
- *Expected to get knowledge about descriptors, students programs.*
- *I was interested in the experience of organization the educational process, in particular the forms of control (projects, portfolios, etc.).*
- *I expected to get training on module descriptors writing and understand better the SED document and procedure of peer-review. All the information David gave us was very useful*
- *Olha Mitchuk:All expectations were met. We have received a great deal of important information and clarification on some points in the program. This trip was a productive one.*
- *I hoped to get more information about the peer review process. The most useful was when one university presents itself for review+DQ comments*
- *I expected to see the example of module descriptors and it happened.*
-
- *Rules for the analysis of training programs*
- *All expectations have come true. The training was very useful for understanding how to organize per review visit, how to create module descriptors, how to asses students etc.*
- *TFT as the work model have been very useful.*

- *I expected more information and explanations about the peer review process, discussion of our draft SWOT-analysis and self-evaluation. In addition, discussions about the proper establishment of descriptors.*
- *new knowledge about the structure of the educational program, discripts and syllabuses*
- *TFT was very interesting and really helpful. David explained and highlighted some of the incomprehensible items in the documents, and also advised many useful things.*

2. Were your expectations fulfilled?

Were your expectations fulfilled?

Answered: 14 Skipped: 0



Comments

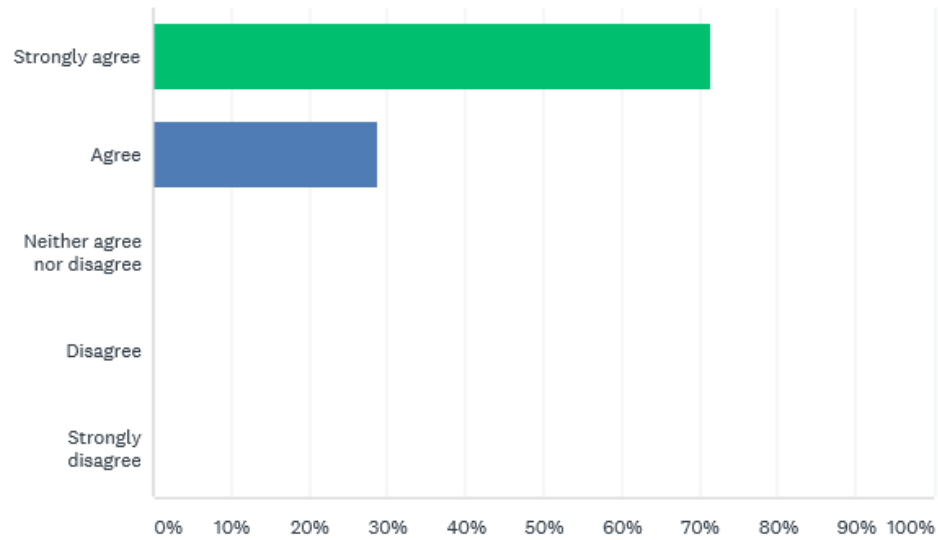
- No comments



3. The training was well organised.

The training was well organised.

Answered: 14 Skipped: 0



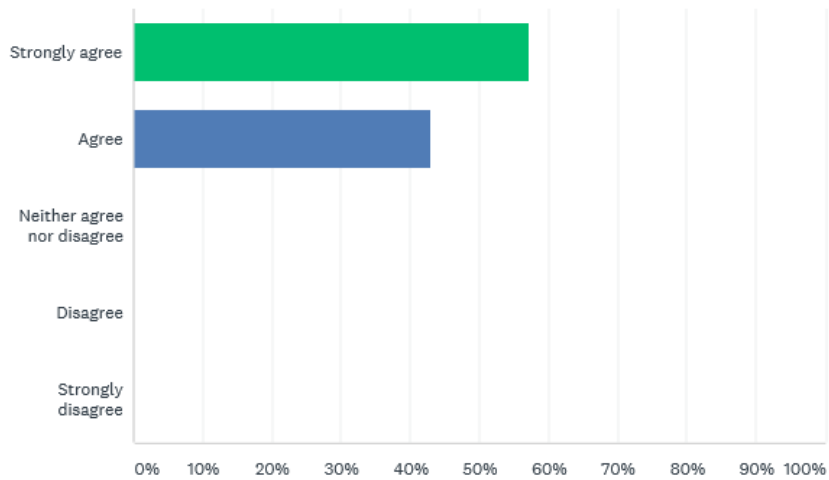
Comments

- No comments
-

4. The preparatory information provided by the organizers in advance was sufficient?

The preparatory information provided by the organisers in advance was sufficient.

Answered: 14 Skipped: 0



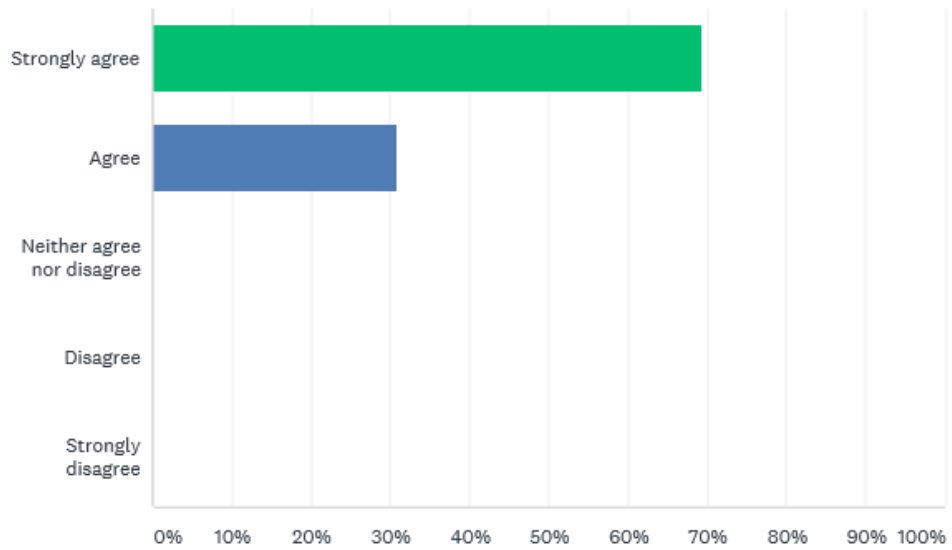
Comments

- *not always the info was relevant to field trip goal*
- *Organisers provided me with the whole set of information and informational support.*

5. The objective/s of the training were clearly stated.

The objective/s of the training were clearly stated.

Answered: 13 Skipped: 1



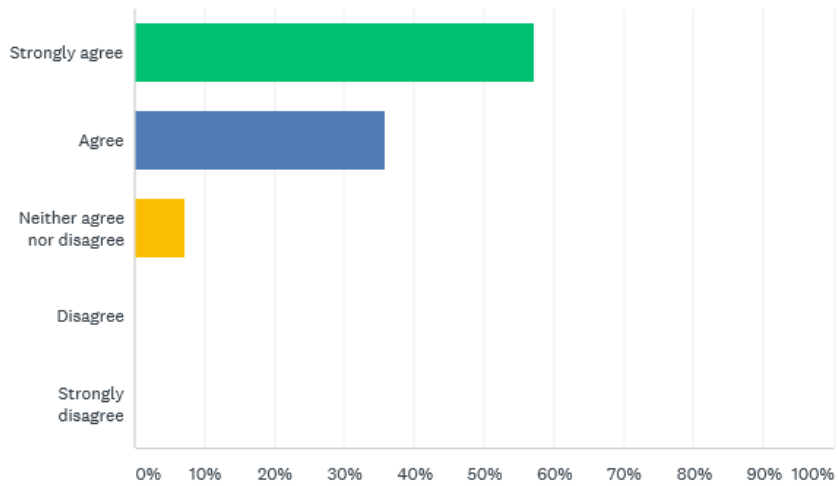
Comments

- No comments

6. The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

Answered: 14 Skipped: 0



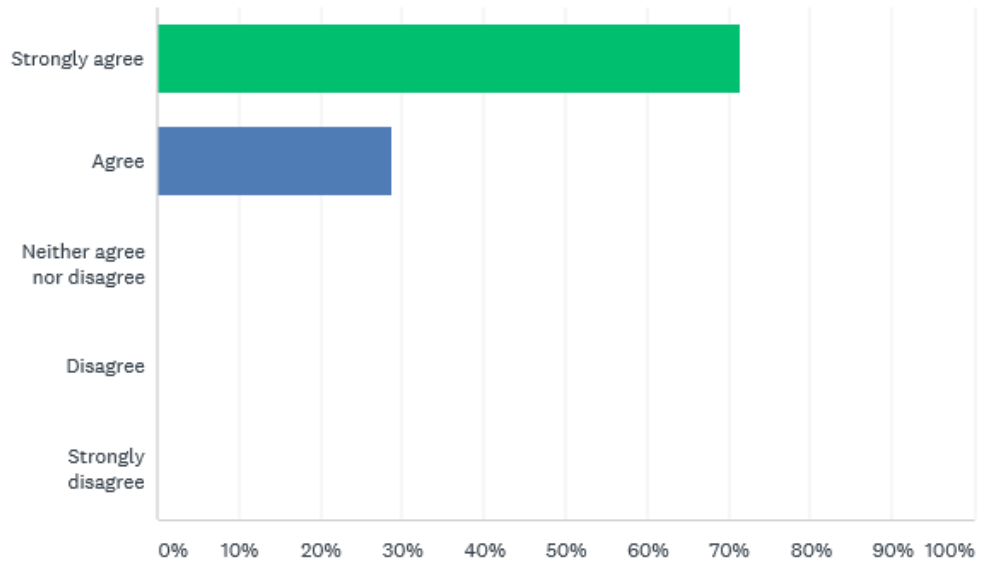
Comments:

- No comments

7. There was enough space for everyone to contribute.

There was enough space for everyone to contribute.

Answered: 14 Skipped: 0



Comments:

- No comments

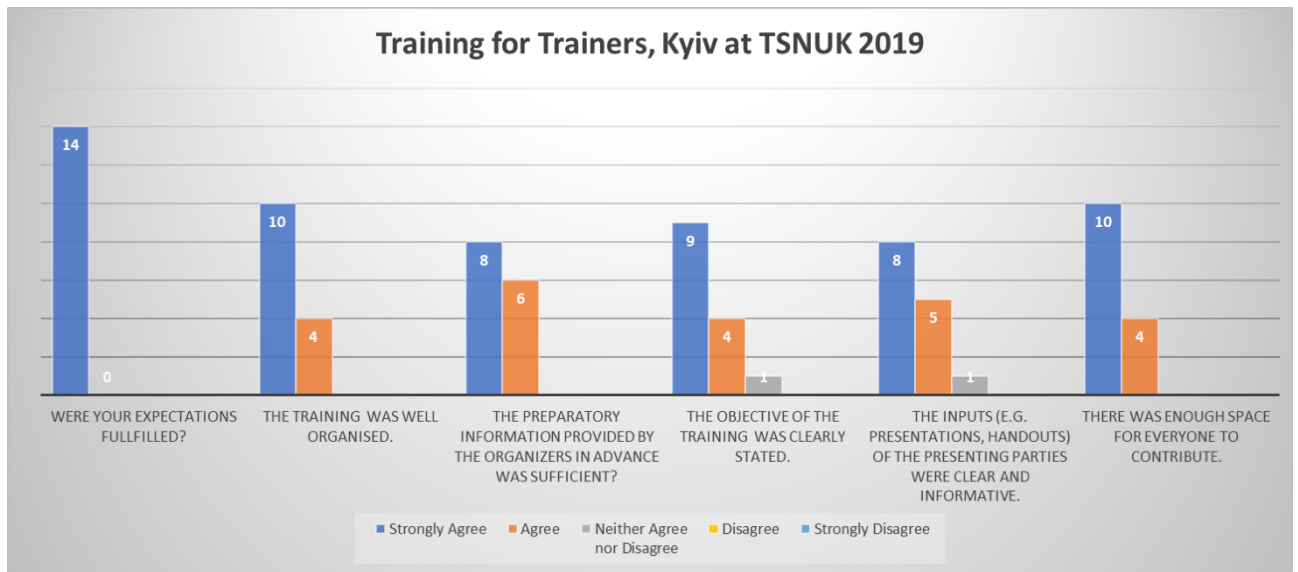
8. What do you think you are able to do better as a result of the training

- *we can better write the educational program*
- *Yes, 'cause trainings was useful and helpful, all the knowledge I can implement in practice work.*
- *it was perfect*
- *Now I understand better what to expect from peer-review in March 2020*
- *I would like to better understand some points in the programs that have differences between Ukrainian and European programs*
- *The changes which we need to do now are more clear. Also the idea of university SWOTs and Self-Evaluation Documents became not only more clear but also helpful for future changes*
- *Change application profile*
- *Yes*
- *Prepare a training program*
- *As a result of the TFT we will improve BA and MA Curricula at our University taking into account received recommendations and experience*
- *I hope to improve curricula and study programmes.*
- *As a result of the training, I became aware of the peer review process. I can correct the shortcomings of our draft SWOT and SER. Hopefully I can better prepare the descriptors and share my experience with my colleagues. Overall, I hope that our team will be able to properly review the BA&MA programs and curricula and successfully launch them in September 2020.*
- *perfect! thanks a lot to Devid*
- *One note. it would be nice if the first day of such events would not be so busy, as many participants usually have to travel many hours at night and go straight to the event. It is physically hard , and hard to concentrate on when you didn't sleep all night.*

9. General comments and recommendations:

- *Thank you for your active discussions, discussions and sharing of experience*
- *Current*
- *Very helpfully, with pleasant trainer.*
- *oh, we need example of syllabus*
- *Thank you David for great training! Thanks to TSUNK for hosting this event!*
- *Everything was useful perfect and really helped us in our work!*
- *I hope that our understanding of the needs of changes will coincide with the desire of management to change something. Thank you a lot I hope that our understanding of the needs of change will coincide with the desire of management to change something*
- *Thanks!*
- *It was useful and informative.*
- *Everything was organized very well. The program and the information were very helpful, informative. We appreciate very much Devid and Bohdana & all DESTIN team to this training.*
- *Everything was good, clear and understandable.*
- *The training was extremely useful, informative and productive. Particularly helpful were MOCK peer review panel with colleagues from MEGU and David's individual meetings with university representatives. Thanks David !*
- *we need a unified example of an educational program (discriptions and syllabus) for effective work;) because it's hard to explain materials to colleagues*
- *Everything was wonderful and useful. The event helped us to be more ready forthe peer review*

11. Summary



Summary of the evaluator:

The DESTIN Training for training at the TSNUK in Kyiv was organised to train the Ukrainian Partners on the recently developed Toolkit. The participants had high expectations and needed the training to understand processes like the peer review and the preparation of the descriptors. The survey showed that the expectations of a 100% of the participants were fulfilled. A very satisfying result for this successful training. Only one participant wasn't sure whether the inputs like presentations and handouts could be clearer and more informative.

Overall participants found that the training was very useful training and thanked David for the discussions and sharing of experience.

11. Annex: Progress Report Update June 2020

PROGRESS REPORT

WUS AUSTRIA

P5

Marc Schwärzli

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Veronika Nitsche

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Update June 2020

Introduction:



Progress reports are compiled in connection with all major partner/governing board meetings. Information on the progress of individual partners is collected before the meeting and summed up by WUS Austria in a summative report which is then provided to the project coordinator and presented in the governing board.

The progress report is part of the quality plan and

- provides information about status quo of project progress,
- shares progress also from the point of view of the partners,
- provides the basis to address and discuss challenges during the governing board.

Due to the COVID-19-Crisis the governing board, which was planned for April 2020 had to be postponed. This Progress Report is an update of the previous report, providing a brief overview of the progress since the last report. Another Progress Report is planned for the next governing board.

Action Plans:

In October 2019 the partner country universities updated their Action Plans. These Action Plans are available on g-drive.

WP 1 Preparation

Task: Production of materials and preparation of actions by all partners. Organise kick-off meeting. Prepare, circulate, collect signed contracts. Establish relevant teams and boards.

Start-up of the project (1.1)

Grant Agreement, Partnership Agreements, Registration in Ukraine is questionable, Communications systems (G Drive & memos), project monitoring and administration processes (BSU, Hyland); Signed all required DESTIN project documentation, appointed Governing Board member (IADT, Quin); Establishment of the team, preparation and participation in the Kick-off meeting and follow-up (WUS AT, Nitsche)

Establishment of Curriculum Development Team

Formation of Curriculum Development Teams at each of the 10 Ukrainian universities (BSU, Hyland); Establishment of Curriculum Development Team at the university (UCU, UzhNU, BKNUC)

Kick-off meeting, joint conference and governing board (1.2)

Governing Board (BSU, Hyland); Appointment of Governing Board and first meeting, establishment of responsible persons for every kind of work package (MSU, Trofymenko); Holding of first 'Launch and Ethical Journalism' conference at Bath, BSU

Future activities:

WP 1 was completed in May 2019 as planned.

Update June 2020:

The PA has been signed by all parties and sent to EU Project Officer, and the project is registered at the Ministry in UA (12 Aug 2019).

2.) WP 2 Curriculum audit and action plan

Tasks: Production of materials for desk review; holding of training workshop; online desk reviews and reports; Ukrainian university action plans.

Audit of BA & MA programmes (2.1) and desk review (2.2)

Curriculum Audit Group (BSU, Hyland), Audit of current BA and MA programs (UCU, IFNUL, UzhNU); Panel desk review (curricula audit) and preparing reports (ZNU, Dolgaryova); Audit of current BA and MA programmes and CDT Action Plan (IUEG, CHNU, UzhNU); Audit of BA and MA programs, participation in the desk-review panel (BKNUC Bondarenko); Design and development of curriculum templates, polling of students, alumni and employers (MSU, Trofymenko); Curriculum audit of current BA & MA journalism programs was conducted, survey of students, graduates and employers (SSU, Tkachenko); Participation in the review (WUS); Report and discussion on Audit, Establishment of Audit & Desk-Review panel to conduct audit (BSU, Hyland)

Future activities:

WP 2 was completed in May 2019 as planned.

Update June 2020:

The desk review summary report by the curriculum audit team is now uploaded on g-drive.

3.) WP 3 European Curriculum Design

Tasks: Toolkit, Course Design Conference, Course Design Training Workshops



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Toolkit (3.1)

The DESTIN Toolkit was developed (and shared) by IADT; DESTIN training and toolkit priorities, (IADT, Quin); David Quin decided to place the draft toolkit on a personal blog to test reaction to the proposed resource, toolkit architecture and navigation, etc. (IADT, Quin); Review of the toolkit (WUS)

Adaptation of ALIGN material:

ALIGN materials study and discussion (ZNU, Dolgaryova); Adaptation of ALIGN materials (BKNUC, Bondarenko); Examination of the ALIGN materials (TSNUK, Nosova); Preparation of adaptation of Ukrainian curriculum to European standards (MSU, Trofymenko); Review of ALIGN material (WUS)

Other

Student Assessment' and 'Student Centred Learning' became further topics (IADT, Quin); Pedagogy and T+L strategies, Programme Design, Learning Outcomes, Benchmarking, Module Design (IADT, Quin)

Course Design conference (3.2.)

The Course Design Conference took place in the frame of the Kyiv meeting at the Taras Shevchenko National University of Kyiv, Ukraine between 13 and 17 May 2019.

3.3. Course Design training WS (3.3.):

- Development of resources within the Toolkit
- Course Design Training Workshops
- Self-assessment of expertise in courses design
- Online Mentors from EU partners

Update June 2020:

The overarching train the trainer course was held by David Quin in Dec. 2019.

Regarding the individual workshop/s at each UA partner university, evidence about how many have taken place is currently gathered at the UA HEIs w/s.

Future activities:

WP 3 was completed in December 2019 as planned.

Remarks:

Translation of the toolkit into Ukrainian is pending.

4.) WP 4 European Models of Journalism Education

Tasks: Planning and conducting 2 field-trips, completion of Benchmarking Reports



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

Preparation of Field Trips (4.1.)

LNU and AMU are developing plans & programmes for the field trips (BSU, Hyland); Appointment of field trips participants (ZNU, Dolgaryova); Preparing benchmark reports (for) after field trips (ZNU, Dolgaryova); Field trips in Sweden and Poland in autumn 2019 (IFNUL, Gabor); Discussing with partners field trip data and details (TSNUK, Nosova); Preparation of the field trip to Linnaeus university/Sweden (LNU, Menjou)

Update June 2020:

The field trips to the Linnaeus University (LNU) in Sweden and Adam Michiewicz University (AMU) in Poland took place in autumn 2019. The field trip to the LNU from 7 - 9 October 2019, the field trip to the AMU 19 – 21 November 2019. The benchmarking reports are available on g-drive.

Future activities:

WP 4 was completed in December 2019 as planned.

5.) WP 5 New/Revised Curriculum, Evaluation and National Guidelines

Tasks: New/revised programmes completed, peer reviews conducted, new programmes approved and started at beginning of year 3, production of National Guideline Statements

Review of Existing Curricula

Existing curricula are being reviewed and will be discussed in Kyiv (IFNUL, IUEG, CHNU, UzhNU); Adaptation of templates with evaluation criteria for peer review of 20 new/revised academic programmes; Production of full descriptions of new/revised programmes (MSU, Trofymenko); The SSU team is preparing to discuss the principles of monitoring and evaluation of new/revised journalism programmes (SSU, Tkachenko); Review of curriculum development in Ukraine (WUS)

Peer review of revised curricula (5.1)

Formation of new/revised programmes evaluation group (BSU, Hyland); Action Plan to realise WP5 (TSNUK, Nosova); List of Online Mentors for CDTs BSU, Hyland); Discussing templates with evaluation criteria for peer review of 20 new/revised academic programmes (EJTA, Drok)

Update June 2020

The Peer Review Panels and site visits at 10 Ukrainian universities have been planned and organised. Due to the COVID-19-crisis, only the peer panel no 2 to ZSU, MSU and SSU took place. The report of

panel no 2 including ZSU, MSU and SSU is available on g-drive. The other panels were postponed, or were partially carried out via desk review.

Future activities:

Quality-assurance approval of new/revised BA & MA (5.2) – foreseen for April 2020

Launch of new/revised BA & MA (5.3.) – foreseen for winter term 2020/21

Evaluation Report of new and revised programmes (5.3) - foreseen for July 2021

National Guidelines Statements for BA & MA programmes (5.4) – formation of the group in Sept. 2020, submission of the National Guidelines Statement foreseen for July 2021

Remarks:

The submission of the new/revised BA & MA programmes required at the UA partner universities for quality-assurance approval was foreseen for May 2020. The new/revised programmes should be launched in the winter term 2020/21. Due to COVID-19-Crisis the partner universities have been closed, and some of the peer review panels did not take place. In order to find out, what that actually means for the related tasks and activities, we have prepared a brief survey for the partner universities.

6.) WP 6 University Outreach Online 'Media Literacy' Courses

Tasks: Development of strategy, consultation with target groups, production of courses, testing and editing of courses, production of report

Formation of the Outreach Online 'Media Literacy' Team

Identification of responsible person (IUEG, UzhNU, TSNUK); Outreach online "Media Literacy" courses are foreseen (CHNU, Paziuk); Formation of the Outreach Online 'Media Literacy' Team (BSU, Hyland); Formation of the Outreach Online 'Media Literacy' Team at our university (BKNUC, Bondarenko); Outreach Media Literacy Courses, Curriculum Audit, etc. established ((BSU, Hyland); Development of Strategy and plans by Outreach Team (UAS); The concept model of the University Outreach Online 'Media Literacy' Courses developed, urgent issues for discussion at the conference in Kyiv (SSU, Tkachenko); The SSU team presented the project concept and action plan of WP6 "University Outreach Online 'Media Literacy' Courses".(SSU, Tkachenko); Discussing Strategy and plans by Outreach Team (EJTA, Drok)

Future activities

- Development of Outreach strategy and plan
- Pilot online outreach courses (6.1.)
- Outreach courses (6.2.)

Update June 2020:

Besides the formation of the team, most of the activities related to activities 6.1 and 6.2 outreach courses are due at a later stage of the project.

7.) WP 7 Quality Management: Monitoring and Evaluation

Tasks: Production of a Quality Plan, risk assessment, monitoring and evaluation of project activities and outputs

Project Quality Plan and risk assessment (7.1)

Preparation, presentation, review and update of the quality plan and risk assessment (WUS, Nitsche); First monitoring and evaluation of quality of documents, activities and outputs delivered prior to July 2019 (BSU, Hyland); Presentation at Governing Boards (WUS, Nitsche); Contributing to documents, activities and outputs, and risk assessment (EJTA, Drok); Update of Plan and report at second Governing Board (BSU, Hyland);

Monitoring and evaluation of quality of documents, activities and outputs (7.3.)

Compilation of progress report (WUS); Production of progress reports and Evaluation Report for discussion at Governing Board and Co-ordination meetings, review of all project activities and outputs (UAS); Production of progress reports for discussion at Governing Board and Co-ordination meetings in Kyiv (MSU, Trofymenko); Participation in online surveys (TSNUK, Nosova); Review of core deliverables (WUS)

Other quality related activities

Preparing report for National Erasmus+ Office's, regular progress reports (ZNU, Dolgaryova); Production of Quality Plan for the realization of the project (BKNUC, Bondarenko); QA for Institutions and Terminology (IADT, Quin)

Future/ongoing activities

- Regular review of the risk assessment
- Expert reviews on curriculum reform (7.2)
- Constant monitoring and evaluation of quality of documents, activities and outputs (7.3.)
- Production of reports (7.3)

Update June 2020:

P20 has been included as co-lead of this WP, and the quality plan was amended in line with the requirements of the Ministry of Education and Science of Ukraine (P20). In the meantime, the risk assessment was reviewed twice, considering the BREXIT and the COVID-19-Crisis. The field trips and the train the trainer course were evaluated (the evaluations are available on g-drive). The Intermediate Quality Report (including all evaluations), quality plan and risk assessment including Covid 19 are uploaded as well.

8.) WP 8 Dissemination and Participation

Tasks: Development of an engagement strategy, creation of a project website, consultations with stakeholders, progress reports

Engagement and participation (8.1, 8.2)

Development and implementation of Dissemination Activities Plan; Development of dissemination (public engagement and participation) strategy (BSU, Hyland); Formation of project groups and teams for Dissemination (BSU, Hyland); David Quin is the IADT member on the Dissemination working group (IADT, Quin); Contributing to Engagement Strategy (EJTA, Drok); Update of Plan for second Governing Board (BSU, Hyland); Appointment of a member for the team (WUS)

Project website (8.3)

Development of the project website, the project logo, official project page on Facebook, account on Youtube, project and the news were posted on social media and the official websites of the University, presentation civil broadcasting company UA: Bukovyna, coordination of the work within WP8 (CHNU, Paziuk); Creation of project webpage (UCU, Opoka);

General Dissemination Activities (8.1. and 8.2.):

7 project news stories published at ZNU official website, Project's overview published on national web-portal Pedpressa, newspaper "Mig, regional web-site Inform.zp.ua, on local TV Suspilne Zaporizhzhia (ZNU, Dolgaryova); Project's webpage, presentation of the project on university websites and facebook, on social media and the official websites of the university and Faculty of Journalism, Facebook-pages (IFNUL, Gabor); On social media and the official websites, in the newspaper "Free Word" (IUEG, Mitchuk); Information about DESTIN project on WUS AT website, news article about DESTIN kick-off meeting at WUS AT website, news article about DESTIN conference in Kyiv at WUS AT website, dissemination level public. (WUS AT, Nitsche), Project information, documentary and video resources and materials for university's website, group on Facebook (BKNUC, Bondarenko); Social media and the official websites, student newspaper "Pohlyad, in the online media "Media Vista", "Transcarpathian Time", the civil broadcasting company UA: Zakarpattya (UzhNU, Bidzilya); Project webpage at TSNUK website, All-Ukrainian Scientific and Practical Conference, DESTIN Kyiv Conference media coverage (TSNUK, Nosova), Involved (BSU)

Future/ongoing activities

- Public engagement and participation (communication with external Ukrainian stakeholders, ...)
- Communications with Ukrainian university stakeholders to promote engagement and participation
- Preparation of open days
- Communication with Ukrainian university stakeholders to promote engagement and participation

Update June 2020:

The project website (8.3.) has been prepared and the project Watch is online on the DESTIN website.

9.) WP 9 Sustainability

Tasks: Formation of Team, preparation and delivery of conference.

Formation of the Sustainability Team

Appointing Sustainability Team (ZNU, Dolgaryova); Included a responsible person (IUEG, CHNU, UzhNU); Formation of 'Sustainability Team' at our university (BKNUC, Bondarenko); Volodymyr Sadivnichyi is appointed responsible person of WP 9 (SSU, Tkachenko); Appointment of IJTSUNK responsible person for WP9 (TSNUK, Nosova), Formation of Sustainability Team (BSU, Hyland); Appointment of a member for the team (WUS, Nitsche)

Development of a Sustainability Plan (9.1)

Development of a rolling 'Sustainability Plan' for presentation (IFNUL, Gabor), Participation in 'Sustainability Team' (MSU, Trofymenko), Review of the sustainability plan (WUS, Nitsche); Update of Plan for second Governing Board (BSU, Hyland)

Future activities

- Coordination meetings of sustainability team
- Activities linking WP 6 (Outreach courses) and WP8 (Dissemination)
- Final Conference 'Journalism Futures' (9.2)

Update June 2020:

The Final Conference "Journalism Future" (9.2) is planned for 2021.

10.) WP 10 Project Management

Task: Project coordination and management, governing board and other project committee meetings, financial management and evaluation of the project, day-to-day project coordination, EC reporting

Financial management (10.1)

Financial Management systems set up and operating, first payments to partners made (BSU, Hyland)

Project Coordination and Management (10.2) (BSU)

Preparation and Participation in the Governing Board (10.3.)

Preparation and Participation on the Governing Board (BSU); Preparation and Participation on the Governing Board (WUS), Participation in the Governing Board Meetings (ZNU, Dolgaryova), Participation in 1 Governing Board meeting, production of progress report, preparation to receiving project equipment (MSU, Trofymenko); Participation in Governing Board meetings (LNU, Menjoun)

Documentation and other administrative activities

Documents for project registration at the Ministry of Trade and Economics (ZNU, Dolgaryova); Oversight of all project activities and outputs, financial and administrative operations and reporting (UAS)

Equipment (10.6)

Providing equipment specifications (ZNU, Dolgaryova),

Future/ongoing activities:

- Maintenance of activities and records
- Reports to Governing Boards
- Financial Reporting **(10.1)**
- Completion of procurement progress **(10.6)**

11.) Registration and Procurement

The equipment package, which is planned to be purchased, has been discussed and agreed upon, and thus the equipment supply is foreseen upon the project registration (UzhNU, Bidzilya);

First stages of procurement completed (BSU, Hyland);

The project has not been registered yet at the Ministry of Economics, and thus the equipment supply is foreseen upon the project registration (CHNU, Paziuk);

Update June 2020:

The project has been registered at the Ministry of Education.

12.) Summary

In principle, the project was well underway in terms of activities and schedule. This included the intensive preparation of the new/revised study programmes and the time-consuming planning of the desk review panels. Due to the COVID-19 crisis, only one review panel could take place.

Furthermore, there were further delays due to the closure of the universities. In order to be able to accurately assess the delays and the effects on the course of the project, including planning the necessary steering measures, we have prepared a survey for the Ukrainian partner universities.

In this survey we address the following questions:

The revision of the BA & MA study programme(s) and curricula after peer review was foreseen for April 2020. Did this revision take place, and if so, when? If it did not take place, please inform us about the new schedule.

The submission of the revised programme(s) and curricula for approval was foreseen for April 2020. What is the current state concerning the submission of the revised programme(s) and its approval?

The approval of the revised study programme(s) and curricula (by the university administration) was foreseen for May 2020. Has/have the study programme(s) been approved?

The piloting of the updated/new study programmes was foreseen from winter term 2020/2021 on. Is this still possible, and if not, when is a realistic start of the updated/new study programmes?

We also ask the partner universities for an update of the Action Plans.



12. Annex: Progress Report September 2020

PROGRESS REPORT

WUS AUSTRIA

P5

Marc Schwärzli

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Veronika Nitsche

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September 2020

Introduction:

Progress reports are compiled in connection with all major partner/governing board meetings. Information on the progress of individual partners is collected before the meeting and summed up by WUS Austria in a summative report which is then provided to the project coordinator and presented in the governing board.

The progress report is part of the quality plan and

- provides information about status quo of project progress,
- shares progress also from the point of view of the partners,
- provides the basis to address and discuss challenges during the governing board.

Due to the COVID-19-Crisis the governing board, which was planned for April 2020 had to be postponed to September 29th 2020. This Progress Report is an update of the previous report, providing a brief overview of the progress since the last report.

WP 1 Preparation

Task: Production of materials and preparation of actions by all partners. Organise kick-off meeting. Prepare, circulate, collect signed contracts. Establish relevant teams and boards.

Status:

Completed

2.) WP 2 Curriculum audit and action plan

Tasks: Production of materials for desk review; holding of training workshop; online desk reviews and reports; Ukrainian university action plans.

Status:

WP 2 was completed in May 2019 as planned.

Update June 2020:

The desk review summary report by the curriculum audit team is now uploaded on g-drive.

3.) WP 3 European Curriculum Design

Tasks: *Toolkit, Course Design Conference, Course Design Training Workshops*

Status:

WP 3 was completed in December 2019 as planned.

Update June 2020:

Regarding the individual workshop/s at each UA partner university, evidence about how many have taken place is currently gathered at the UA HEIs w/s.

Future activities:

Translation of the toolkit into Ukrainian is pending.

4.) WP 4 European Models of Journalism Education

Tasks: *Planning and conducting 2 fieldtrips, completion of Benchmarking Reports*

Status:

WP 4 was completed in December 2019 as planned. The benchmarking reports are available on g-drive.

5.) WP 5 New/Revised Curriculum, Evaluation and National Guidelines

Tasks: *New/revised programmes completed, peer reviews conducted, new programmes approved and started at beginning of year 3, production of National Guideline Statements*

Status:

ongoing

Update June 2020

The Peer Review Panels and site visits at 10 Ukrainian universities have been planned and organised. Due to the COVID-19-crisis, only the peer panel no 2 to ZSU, MSU and SSU took place. The other two panels were carried out via desk review.

Update July 2020 (based on a survey)

Panel	University	BA/MA programmes Revised	QA Approval	Start of pilot as planned (winter term 2020/21)	Comment
P2	Zaporizhzhia National University	X	X	X	
P2	Mariupol State University (Svitlana Sezhotnikova)	X	X	X	
P2	Sumy State University	X	X	X	Prepared to conduct courses online, if needed.
P3	Taras Shevchenko National University of Kyiv, (Bogdana Nosova)	X	X	X	
P1	UZHGOROD NATIONAL UNIVERSITY	X	X	X	Due to pandemic, semester might start later (Oct. instead of Sept.)
P3	Academician Stepan Demianchuk International University of Economics and Humanities (IUEH), (Olha Mitchuk)	X	X	X	
P1	Ivan Franko Lviv National University (Yuliana Lavrysh)	Revision in autumn	?	X	Answer not clear, needs to be followed up.
P1	Yuriy Fedkovych Chernivtsi National University, (Roman Paziuk)	X	X	X	Due to pandemic, semester might start later and/or in distant mode.
P3	Bohdan Khmelnytsky National University of Cherkasy (BKNUC), (Svitlana Koval)	X	X	X	
P1	Ukraine Catholic University				No reply

Start of the new/revised programme is autumn 2020 as planned, but due to the pandemic the semester might start later or with online courses.

Future activities:

Evaluation Report of new and revised programmes (5.3) - foreseen for July 2021



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National Guidelines Statements for BA & MA programmes (5.4) – formation of the group in Sept. 2020, submission of the National Guidelines Statement foreseen for July 2021

6.) WP 6 University Outreach Online 'Media Literacy' Courses

Tasks: Development of strategy, consultation with target groups, production of courses, testing and editing of courses, production of report

Status

ongoing

Future activities

- Development of Outreach strategy and plan
- Pilot online outreach courses (6.1.)
- Outreach courses (6.2.)

Update September 2020:

Besides the formation of the team, most of the activities related to activities 6.1 and 6.2 outreach courses are due at a later stage of the project.

7.) WP 7 Quality Management: Monitoring and Evaluation

Tasks: Production of a Quality Plan, risk assessment, monitoring and evaluation of project activities and outputs

Status

Ongoing

Future/ongoing activities

- Regular review of the risk assessment
- Constant monitoring and evaluation of quality of documents, activities and outputs (7.3.)
- Production of reports (7.3)

Update June 2020:

P20 has been included as co-lead of this WP, and the quality plan was amended in line with the requirements of the Ministry of Education and Science of Ukraine (P20). In the meantime, the risk assessment was reviewed twice, considering the BREXIT and the COVID-19-Crisis. The field trips and the train the trainer course was evaluated (the evaluations are available on g-drive). The Intermediate Quality Report (including all evaluations), quality plan and risk assessment including Covid 19 are uploaded as well.

Update September 2020



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The progress report was updated with the information of the survey on the status quo of the BA/ MA programmes.

8.) WP 8 Dissemination and Participation

Tasks: *Development of an engagement strategy, creation of a project website, consultations with stakeholders, progress reports*

Status:

ongoing

Future/ongoing activities

- Public engagement and participation (communication with external Ukrainian stakeholders, ...)
- Communications with Ukrainian university stakeholders to promote engagement and participation
- Preparation of open days
- Communication with Ukrainian university stakeholders to promote engagement and participation

Update June 2020:

The project website (8.3.) has been prepared and the project Watch is online on the DESTIN website.

9.) WP 9 Sustainability

Tasks: *Formation of Team, preparation and delivery of conference.*

Status:

ongoing

Future activities

- Coordination meetings of sustainability team
- Activities linking WP 6 (Outreach courses) and WP8 (Dissemination)
- Final Conference ‘Journalism Futures’ (9.2)

Update June 2020:

The Final Conference “Journalism Future” (9.2) is planned for 2021.

10.) WP 10 Project Management

Task: *Project coordination and management, governing board and other project committee meetings, financial management and evaluation of the project, day-to-day project coordination, EC reporting*

Status

ongoing

Equipment (10.6)

Providing equipment specifications (ZNU, Dolgaryova),

Future/ongoing activities:

- Maintenance of activities and records
- Reports to Governing Boards
- Financial Reporting (10.1)
- Completion of procurement progress (10.6)

11.) Registration and Procurement

Status

ongoing

Update June 2020:

The project has been registered at the Ministry of Education.

Update September 2020

The procurement of specialist equipment and software for 10 Ukrainian universities is ongoing. The project expects delivery to be completed in autumn 2020.

12.) Summary

In principle, the project is well underway in terms of activities and schedule. This included the intensive preparation of the new/revised study programmes and the time-consuming planning of the desk review panels. Due to the COVID-19 crisis, only one review panel could take place. The other two panels were conducted online via desk review.

Furthermore, there were delays due to the closure of the universities. In order to be able to accurately assess the delays and the effects on the course of the project, including planning the necessary steering measures, we have conducted a survey for the Ukrainian partner universities in July 2020. According to the survey, the BA/MA programmes are approved and will start in autumn 2020, but there may be online lectures or a delayed start depending on the development of the Covid-19 crises.

For the Outreach Online 'Media Literacy' Courses in work package 6 the timeline for delivery has been adapted due to the coronavirus pandemic and may need to be adapted again.

The WP 9 Sustainability is in an early stage of development, the Final Conference "Journalism Future" (9.2) is planned for 2021. Joint and dual academic programmes to promote mobility of students and faculty as well as a professional association database and forum to sustain the development of internship and work-placement opportunities for students are planned and in progress.

The project has been registered at the Ministry of Education and the delivery of the equipment is expected to be completed in autumn 2020.

In the Governing Board Sept 2020 we will ask the partner universities for a review of the risk assessment and an update of the action plans.





13. Annex: Progress Report February 2022

PROGRESS REPORT

WUS AUSTRIA

P5

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17th February 2022

Introduction:

Progress reports are compiled in connection with all major partner/governing board meetings. Information on the progress of individual partners is collected before the meeting and summed up by WUS Austria in a summative report which is then provided to the project coordinator and presented in the governing board. The next Governing Board is scheduled for 17th of February 2022.

The progress report is part of the quality plan and

- provides information about status quo of project progress,
- shares progress also from the point of view of the partners,
- provides the basis to address and discuss challenges during the governing board.

This Progress Report is prepared on the basis of a survey conducted among the partner country universities in December 2021 (see ANNEX) and focuses on the MA & BA study programmes (WP 5), the outreach courses (WP 6), the open days (WP 8) and the sustainability of the outcomes/outputs beyond the project lifetime (WP 9).

WP 1 Preparation

Task: *Production of materials and preparation of actions by all partners. Organise kick-off meeting. Prepare, circulate, collect signed contracts. Establish relevant teams and boards.*

Status: completed

WP 2 Curriculum audit and action plan

Tasks: *Production of materials for desk review; holding of training workshop; online desk reviews and reports; Ukrainian university action plans.*

Status: completed in May 2019 as planned.

WP 3 European Curriculum Design

Tasks: *Toolkit, Course Design Conference, Course Design Training Workshops*

Status: completed in December 2019 as planned.

Future activities: Translation of the toolkit into Ukrainian is pending (Please note it still needs to be clarified, whether a Ukrainian version is requested; plus the LFM speaks about an approval of toolkit)

WP 4 European Models of Journalism Education



Tasks: Planning and conducting 2 fieldtrips, completion of Benchmarking Reports

Status: completed in December 2019 as planned. The benchmarking reports are on DESTIN g-drive.

WP 5 New/Revised Curriculum, Evaluation and National Guidelines

Tasks: New/revised programmes completed, peer reviews conducted, new programmes approved and started at beginning of year 3, production of National Guideline Statements

Status: ongoing (but close to completion)

The Peer Review Panels and site visits (5.1) at 10 Ukrainian universities have been planned and organised for February and March 2020. However, due to the COVID-19-crisis, only the peer panel no. 2 to ZNU, MSU and SSU took place. The other two panels were carried out via desk review.

New/revised BA & MA study programmes (5.2):¹

All revised study programmes (BA & MA) have been approved, some of them accredited by the National Agency for Quality Assurance. All study programmes are running at the partner universities (most/all? for the 2nd academic year). At UCU two revised MA programmes are being implemented (as there is no BA study programme on “Journalism”). At some PCU there is an increase in students.

TSNUK: At the BA study programme 114 students enrolled in 2020, 128 students in 2021. For the MA programme 67 students enrolled in 2020, 54 students in 2021. The first graduation of students of the MA programme took place on December 31, 2021. Among the MA students from 2020 five students took the opportunity for academic mobility under KA 107 Erasmus+ Programme.

CHNU: The 1st and 2nd undergraduate courses (BA) and 5-6 MA courses of the revised curricula are currently taking place. The total number of students is 93 (69 in BA, 24 MA).

IUEH: For the second year in a row, the university is recruiting students for the revised study programmes at BA and MA level: 57 students are studying at BA level and 17 students at MA level.

BKNUC: BA and MA were completely updated in terms of content and structure in the academic year 2020/21, in 2021/22 62 students are enrolled in the revised programmes.

UzhNU: The revised BA & MA programmes are currently running: 35 students (BA), 9 students (MA).

UCU: 85 students at MA level.

MSU: This year (2020/21) the number of students increased from 30 up to 51. The BA programme has almost the same number of students, the MA students number doubled.

SSU: Revised BA & MA study programmes are running with 92 students for BA, 15 students for MA.

ZNU: 60 first year students at the BA programme and 30 first year students at the MA programme.

IFNUL: Close to 150 students every year.

Student Survey (5.2):

¹ For more details see the ANNEX to this Progress Report.

TSNUK (for all partner country universities): The student survey was conducted in May 2021 at the 10 Ukrainian universities. The results of the survey were processed and analysed. The survey revealed weaknesses in the programmes, mainly related to the fact that the study programmes are very theoretical. Responding to this, recommendations for partner universities have been developed in order to increase the share of practical components within the programmes. It is, however, difficult given the standard of higher education in the field of “Journalism”, but partners will make/in some case already made adjustments.

The Students Survey Report (EN/UKR) is available on g-drive:

<https://drive.google.com/drive/folders/1ogDUu7Wh6cNSeQW6L8bVoGBNqWlGfZkN>

BNUK: In 2021-2022, some changes were made related to the content of educational modules, topics of classes, the nature of practical tasks, and the new realities of distance learning.

UzhNU: The master programme has been successfully accredited by the National Agency for Quality Assurance in Higher Education of Ukraine.

MSU: Intermediate reports on dual education and elective disciplines were prepared based on internal meetings with students and employers and the results of their surveys. The most useful proposals of these meetings were included into the curriculum of the next year and adopted by Academic Council of MSU. All the stakeholders came to the idea of certificate programmes implementation. The certificate programme on media literacy is ready for adoption.

SSU: The study programme 061 "Journalism" was accredited in 2021. In 2020 the discipline "Modern discourses of journalism" was introduced for doctors of philosophy in journalism. The National Agency for Quality Assurance in Higher Education accredited the study programme of SSU with the definition of "exemplary".

Additionally, regular course evaluation is taking place at the partner universities.

National Guidelines Statements for BA & MA programmes (5.4):

The National Guidelines Statements (in EN/UKR) are finalised. Ian Gadd/BSU finalised the foreword, which still needs to be translated into Ukrainian. EU partners will draft an annex to the Guidelines with recommendations for the future development of BA and MA study programmes in journalism and media.

- *Indicator of progress: approval of the NGS by the GB.*

WP 6 University Outreach Online ‘Media Literacy’ Courses

Tasks: Development of strategy, consultation with target groups, production of courses, testing and editing of courses, production of report

Status: ongoing

Due to the pandemic most of the activities related to the activities 6.1 (pilot online outreach courses) and 6.2 (outreach courses) had to be postponed. In activity 6.1 it is foreseen that in total 20+ short courses will be prepared (each Ukrainian university to produce at least two short courses), which will be launched and evaluated in activity 6.2.

SSU: (In December 2021) there were already more than 100 registrations for the five outreach courses of the pilot (6.1): <https://journ.sumdu.edu.ua/en/about-science/phd-training/news-phd/881-outreach-media-literacy-courses-the-pilot-project-is-ready-to-start>.



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TSNUK: Three courses have been designed and launched by TSNUK team. These courses, together with the courses prepared by the partner universities, are included in the block of elective subjects of the programme in the third year of study (BA). The selection of these courses will be made during the spring semester. Information about courses is currently being disseminated among students.

CHNU: CHNU prepared for two outreach courses and provided SSU with all the material.

IUEH: Developed and sent the package of required documents on media literacy courses. Registration for the courses will start after all the courses have been prepared and put into effect.

BNUK: Plan to start in January with the registration for the outreach courses.

UzhNU: There are already some registrations for e.g. the following outreach courses: Modern theories of mass communication (10 students, 2 year, BA), Media of national minorities (10 students, 2 courses, BA), Media law (including copyright) (3 students, 1 year, MA); Manipulative information technologies (3 students, 1 year of study, MA); Media research (3 students, 1 year of study, MA), etc.

MSU: There are compulsory and selective outreach courses. Among upgraded selective courses with high level of registrations are "Human rights and media", "Information security", "Event communications".

Ongoing/future activities

- Preparation of 20+ online courses incl. course material (6.1.) – *the preparation is ongoing; according to the work package lead (P12) the courses will be ready by 15th of March 2022.*
- Pilot of several online outreach courses (6.1) – *the pilot courses are currently running, people are enrolled and feedback will be collected.*
- Feedback and evaluation report of outreach courses (6.2.) – *indicator according to LFM: feedback report reviewed, acted on and on website!*

WP 7 Quality Management: Monitoring and Evaluation

Tasks: *Production of a Quality Plan, risk assessment, monitoring and evaluation of project activities and outputs*

Status: ongoing

The implementation of the Quality Plan (7.1) is carried out under the coordination of the WP leader in close collaboration with the project coordinator and GB representatives. To this end, quality management sessions have been integrated as standing items in all Governing Boards and appropriate Co-ordination meetings. These quality assurance sessions include the review of the risk assessment. So far, the risk plan was revised four times (May 19, June 20, Dec. 20, Oct. 21), considering the BREXIT, the political situation in the Ukraine as well as the COVID-19-Crisis. The GBs are followed by event evaluations. Also the field trips and the train the trainer course were evaluated.

As part of the QA WP expert reviews on curriculum reform and the study programmes have been provided (7.2): This included the provision of online advice and consultancy to the Ukrainian universities during the desk review of their curricula, the re-design of their academic programmes to align with European and national quality assurance frameworks, and the development of new and revised BA & MA programmes to be approved.

Throughout the project the approval (formal check) of core deliverables listed in the Quality Plan took place. So far three Progress Reports and the Intermediate Quality Report (including all evaluations) were submitted (7.3) and constant monitoring and evaluation of the quality of documents, activities and outputs is taking place.

Ongoing/future activities

- QA sessions and review of the risk assessment plan in the frame of the upcoming GBs
- Constant monitoring and evaluation of quality of documents, activities and outputs (7.3.)
- Final Quality Report (7.3) – *tailored to the needs of the project coordinator for the preparation of the final report (based on another survey and/or online monitoring sessions).*
- Support assembling the final report - *related to the data collection.*

WP 8 Dissemination and Participation

Tasks: *Development of an engagement strategy, creation of a project website, consultations with stakeholders, progress reports*

Status: ongoing

Open Days (8.1):

The Open Days took place in May 2021 at all ten partner country universities, seven of them online, two hybrid (online/offline), and one in presence. Participants were mainly schoolchildren, followed by students and university lecturers, but also stakeholders and practicing journalists took part. For more information on the Open Days see the ANNEX with detailed and lively descriptions by the partners (below are some excerpts) and the evaluation of participant's feedback by the CHNU (8.1) on g-drive.

CHNU: CHNU coordinated the organization of the Open Days in the framework of DESTIN project, including the evaluation. The results are available on g-drive:

https://docs.google.com/presentation/d/1VWFNXw0nsb_8QVtdsKvk-KFHdr8Rgrjcionwc4h6T48/edit?usp=sharing

TSNUK: The DESTIN Open Day was held as part of the TSNUK Knowledge Fair. This attracted all those interested in the socio-humanitarian field of study, in total about 250 people. This event led to an increase in enrolment in the student programme (14 students more than the previous year, when there was no DESTIN Open Day). As it was not possible to involve stakeholders from media sphere to this meeting, the IJ TSNUK DESTIN team organized a separate meeting with stakeholders i.e., heads of leading Ukrainian media with the Rector, Vice-Rector responsible for the study process and quality assurance of the University and the Director of the Institute of Journalism TSNUK.

BKNUC: The Open Day took place at the Department of Journalism, Advertising and PR-Technologies. The DESTIN coordinator at BKNUC presented the main results and outlined the prospects of the project. The open day was virtually joined by BSU. A student spoke about studying at the updated master's program in journalism. Serhiy Stasko, a graduate of the department and now a co-owner of Zmi.ck.ua, shared his thoughts on students applying for employment. The open days also included a tour the classroom and a video-workshop.

UzhNU: The Open Day at the Department of Journalism of Uzhhorod National University was successfully held in a combined format: online and live. This form provided an opportunity to attract as many stakeholders as possible: employers, potential applicants, graduates of the Department of Journalism. During the meeting there was a heated discussion about



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the needs of the media market. In the information space of Transcarpathia, the Open Day received positive reviews and was well covered in the local media. Such organization of the Open Day is a new format for the journalism department of UzhNU. In total, about 50 people took part in the offline part. At least 20 people joined the online part. We received positive feedback from the participants on social media.

MSU: During open day there were 75 on-line connections. Among the participants were applicants, students, teachers and employers. Most of them put excellent and good marks to the event (92%). Key points of the meeting, such as DESTIN promotion, dual education, student's media upgrade, MEDIAHUB project connection with DESTIN results were in the centre of discussion. Stakeholders mentioned the progress of the project and saw the perspective of spreading the DESTIN ideas to other towns of Donetsk region.

SSU: The Department of Journalism and Philology hosted the open day in an online format. In addition to presentations on the DESTIN project, the new journalism study programmes (incl. admission criteria) and the free online media literacy courses, the guests of the online event were offered a video tour by the department and presentation of educational programs.

All the videos shown at the open day were created with the participation of students and postgraduate students, which is a confirmation of the practice of training media specialists at the Dept. of Journalism and Philology.

ZNU: The event brought together potential applicants of the Faculty of Journalism, undergraduate and graduate students, teachers and employers (journalists of local media - Zaporizhzhya information site "Industrialka" and online portal Inform.zp.ua and Radio "Maximum"). In total, 30 participants attended the online event on Zoom platform. After the event, the organizers received interesting questions from students and other stakeholders regarding the continuation of the project and the possibility of further cooperation with European and Ukrainian universities.

Ongoing/future activities

- Public engagement, participation and dissemination **(8.1)** – *documentation in accordance with LFM!*
- University engagement and participation **(8.2)** - communication with Ukrainian university stakeholders to promote engagement and participation – *documentation in accordance LFM!*
- Dissemination activities – *dissemination of project outputs by all partners (and record them)*
- Provision of articles for the project watch on the project website (8.3) – *see timetable as outlined in MEMO 24.*

WP 9 Sustainability

Tasks: *Formation of Team, preparation and delivery of conference.*

Status: ongoing

Current state of the EU-Ukraine Practitioner-Research-Development Network & Professional Association Data Base (9.1)

The following universities already signed up for the network or are in the process to do so: TSNUK, IUEH, UzhNU, MSU, SSU, ZNU, IFNUL. For financial reasons the BKNUC is not able to join, the CHNU is still looking for funding opportunities as the university cannot cover such costs.



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Sustainability - How are the project outcomes/ outputs going to be sustained at the partner universities beyond the project lifetime?

- The revised study programmes that are approved, and in some cases also accredited will continue and equip the graduates with the necessary skills and competences for the workplace as well as for international academic exchanges to study and research. The study programmes are complemented by the
- the online outreach courses, which should be maintained, even enlarged.
- The equipment (computers, video cameras, printers, etc.) will significantly improve the teaching of journalism at the universities in the short and long term.
- Through the ties with the partners and the NGO EJTA UFEMJ.
- The partners will also benefit long-term from the enhanced and productive professional communication with stakeholders gained through the project.
- IFNUL is planning dual diploma/joint programmes with the Adam Mickiewicz University in Poland.

Ongoing/future activities

- Coordination meetings of sustainability team (9.1)
- Formation of EU-Ukraine Practitioner-Research Development Network & Professional Association Forum database (9.1)
- Activities linking WP 6 (Outreach courses) and WP8 (Dissemination)
- Final Conference 'Journalism Futures' (9.2) is planned for May 2022

WP 10 Project Management

Task: Project coordination and management, governing board and other project committee meetings, financial management and evaluation of the project, day-to-day project coordination, EC reporting

Status: ongoing

Equipment (10.6)

The partner universities received the fourth/final set of equipment. The procurement is complete.

Ongoing/future activities:

- Financial Management (10.1) – *Final Report*
- Project Coordination and management (10.2) – *Final Report*
- Organisation of Governing Board (10.3) and other project meetings (10.4, 10.5)
- procurement progress is completed (10.6) – *PCU have to complete and provide paperwork on registering the equipment at the university and report on how the equipment is used.*

SUMMARY

Despite some delays due to the pandemic, which are reflected in the project prolongation, the project is well underway in terms of activities and schedule. The WP 1-4 are completed as planned, WP 5 New/Revised Curriculum, Evaluation and National Guidelines is close to completion. The other work packages are ongoing.



All revised BA & MA study programmes have been approved, some of them also accredited by the National Agency for Quality Assurance. All study programmes are running at the partner universities since the academic year 2020/21, with an increase of students at some universities. At TSNUK five MA students even took the opportunity for academic mobility under the Erasmus+ Programme.

Related to the revised study programme, in May 2021 a **student survey** was conducted at the ten Ukrainian universities. The results of the survey were processed and analysed, and recommendations derived from it. Accordingly, the university partners will make/in some case already made adjustments. Mainly related to the need for an increased practical relevance of the study programme(s), but also in connection with the new realities of distance learning.

For the **University Outreach Online 'Media Literacy' Courses**, due to the pandemic most of the activities related to the outreach courses had to be postponed. In the meantime, a total of 20+ short courses are in the process of preparation (each Ukrainian university produces 1-3 courses), which will be launched by mid-March 2022. The pilot with five courses is currently taking place and in the process of evaluation.

The **Open Days** that took place in May 2021 at all ten partner country universities (7 online, 2 hybrid, 1 in presence) were a success story, which calls for a repetition (and partners are already discussing that :). Participants were mainly schoolchildren, followed by students and university lecturers, but also stakeholders and practicing journalists took part. For more information on the Open Days see the ANNEX with detailed and lively descriptions by the partners (below are some excerpts) and the evaluation of participant's feedback by the CHNU on g-drive.

Throughout the whole project, quality measures are being implemented and documented (in forms of reports and evaluations). The implementation of the **Quality Plan** is carried out under the coordination of the WP leader WUS Austria (P5) in close collaboration with the project coordination team from the BSU. To this end, quality management sessions (including the review of the risk assessment) have been integrated as standing items in all Governing Boards. So far, the risk plan was revised four times (May 19, June 20, Dec. 20, Oct. 21) responding to the BREXIT, the political situation in the Ukraine as well as the COVID-19-Crisis.

The feedback on the question on **sustainability**, i.e. how the project outcomes/ outputs are going to be sustained at the partner universities beyond the project lifetime is very promising.

The revised study programmes that are approved, and in some cases also accredited will continue. In case of accreditation for the next 5 years, as the period of accreditation of study programmes by the National Agency for Higher Education Quality Assurance of Ukraine is 5 years. The partners are confident that the revised programmes are up-to-date and fully meet the standards of higher education in journalism and therefore equip the graduates with the necessary skills and competences for the workplace as well as for international academic exchanges to study and research. The study programmes are complemented by the online outreach courses, which should be maintained, even enlarged.

Additionally, the equipment (computers, video cameras, printers, etc.) will significantly improve the teaching of journalism at the universities in the short and long term. Also, the ties with the partners within the project are seen as a strong asset and there is hope that the connection will remain strong and will help to work together on educational projects in the future. The NGO EJTA UFEMJ is seen as a means in this regard.

BKNUC is considering in continuation of the project the possibility of establishing a "Smartmedia" NGO in the near future, which will bring together teachers, students, and stakeholders to search for grant projects, implementations, and professional communication. In general, the enhanced and productive professional communication with stakeholders is seen as a relevant outcome of the project. MSU plans to sustain the project outcomes through the popularization of the media literacy courses, involving applicants from other towns of the Donetsk region in the systematically upgraded BA and MA programmes. And last but not least, IFNUL is planning dual diploma/joint programmes with the Adam Mickiewicz University in Poland.



And we are all looking forward to seeing us in person at the **Final Conference on “Journalism Future”**, which will hopefully take place as planned 16th – 20th of May 2022 in Lviv.



14. Annex: Evaluation Report Poznan, AMU, 9th to 10th November 2022

EVALUATION REPORT

DESTIN Meeting

Poznan, Poland, 9th to 10th November 2022

Adam Mickiewicz University

Project: DESTIN -

Journalism Education for Democracy in Ukraine:

Developing Standards, Integrity and Professionalism

Introduction:

This report presents the evaluation results of the DESTIN meeting in Poznan which took place from 9th to 10th November 2022. The report is based on written feedback of participants who attended the meeting.

The general purpose of the evaluation is to receive feedback of the partners on:

The usefulness of the meeting;

The extent to which the meeting has fulfilled the partners' expectations;

The organization of the meeting;

The preparatory information provided;

The meeting objectives;

The quality of the inputs provided;

Possibilities for contributions and networking during the meeting.

Out of 77 persons invited to take part in the survey, 14 participants have submitted evaluation forms. The event was carried out in hybrid mode, some participants attended on-site in Poznan, others joined the conference online.

This paper is part of the WP7 Project Quality Plan

Graz, Wednesday, December 14

Content

1. PLEASE INDICATE YOUR SPECIFIC EXPECTATIONS REGARDING THE MEETING AND WHICH PRESENTATIONS AND EXPERIENCES WERE THE MOST USEFUL FOR YOU. **182**
2. WERE YOUR EXPECTATIONS FULFILLED? **183**
3. THE EVENT WAS WELL ORGANISED AND CONDUCTED. **184**
4. THE PREPARATORY INFORMATION PROVIDED BY THE ORGANIZERS IN ADVANCE WAS SUFFICIENT? **185**
5. THE OBJECTIVE OF THE MEETING WAS CLEARLY STATED. **186**
6. THE INPUTS (E.G. PRESENTATIONS, HANDOUTS) OF THE PRESENTING PARTIES WERE CLEAR AND INFORMATIVE. **188**
7. THERE WAS ENOUGH ROOM FOR EVERYONE TO CONTRIBUTE? **189**



8. THERE WAS ENOUGH ROOM FOR NETWORKING AMONG PROJECT PARTNERS **189**

9. GENERAL COMMENTS **190**

11. SUMMARY **191**

12. REPORT FORM FOR EVALUATION OF EVENTS ERROR! BOOKMARK NOT DEFINED.

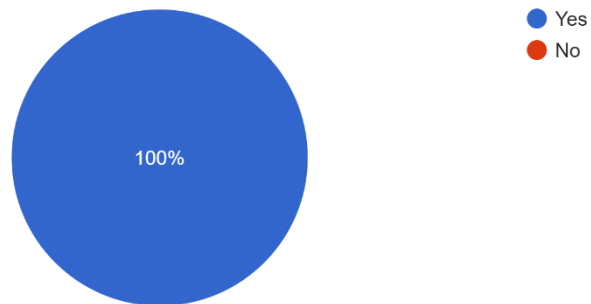


1. Please indicate your specific expectations regarding the meeting and which presentations and experiences were the most useful for you.

- Learning about the most recent state of affairs, especially with regard to sustainability and dissemination. And finally meet everyone once more.
 - 1. Get acquainted with the results of the work of colleagues
2. Reflect on progress in developing my MIL training and education programs
3. Get recommendations on the criteria and performance indicators of the work performed
4. Analyze the effectiveness of the project results and predict its impact on the education sector.
- Were useful:
- a). report by Niko Drok on two training models for modern journalists
 - b). Mark's Schwärzli and Veronika Nitsche report on the criteria and indicators of project
 - c). Experience of Kyiv University colleagues
- Everything was very interesting, useful and instructive. In general, the work planning, although it was very voluminous, was always clearly thought out and well managed. Both heads of the Project organized all kinds of work and meetings at a high level. Summing up the project, summarizing various types of work and analyzing what has been done is always a very useful thing. The results showed that the project was very versatile and maximally covered various types of educational work both with documents and the transformation of the approach to the student audience. The involvement of students in the project was very impressive, and it was especially useful to listen to student debates during the first conference at Adam Mickiewicz University in Poznań. It would be advisable to continue the cooperation between the current partners in the following international projects. Over the years, extremely constructive and business-like communication has developed between all Project participants, and this is a very important component for achieving success in the performance of any type of work.
 - To get information on the progress within the project, presentations from all working groups
 - To know details of project final stage
 - All of them were useful
 - To wrap-up the project, clarify open questions, plan the reporting and ensure sustainability
 - Hear about the progress of the project and discuss next steps.
 - I expected well organised meetings; and we have got one, all presentations had nice atmosphere, productive discussions, nice exchange about specific experience
 - Planning for the future. Closing the project. Meeting face to face

2. Were your expectations fulfilled?

Were your expectations fulfilled?
14 responses



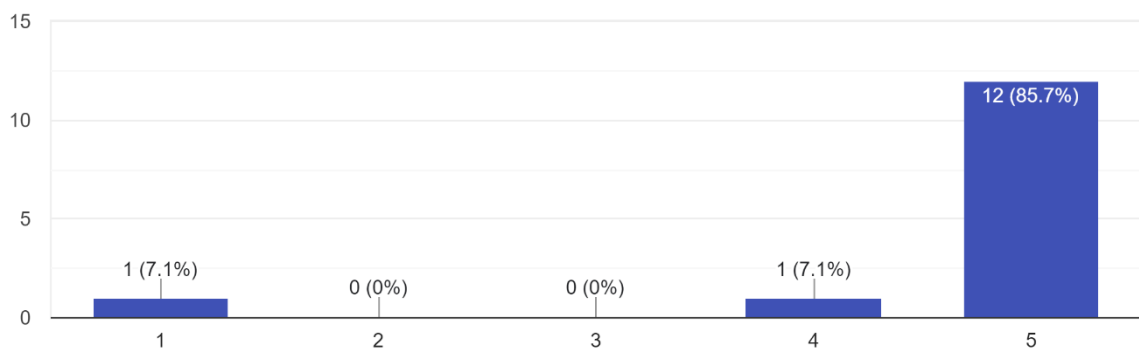
Comments

No Comments

3. The event was well organised and conducted.

The event was well organised and conducted.

14 responses



Comments

- Adam Mickiewicz University in Poznań proved that they are able to organize work in the most difficult conditions, when some partners were in real life, and some joined the event online. All stages of the meeting in Poznań were thought out to the smallest detail, the atmosphere was working, businesslike and friendly at the same time
- I think that sometimes we could use time better, a lot of wating in the beginning of the day 2 and between sessions
- Everything was clear and well organized
- Everything is done in time and efficient
- Superbly well-organised; very well chaired..
- pleasure atmosphere, nice hotel, full attentive to every participant



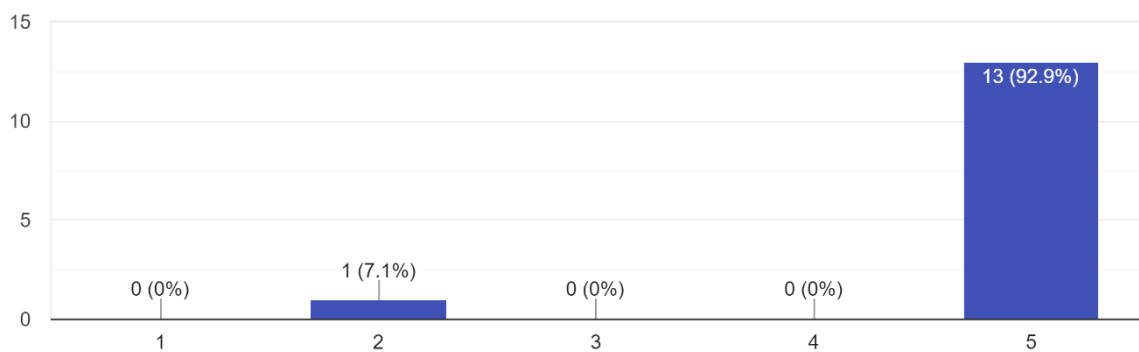
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- Thanks to AMU for hosting

4. The preparatory information provided by the organizers in advance was sufficient?

The preparatory information provided by the organisers in advance was sufficient.

14 responses



Comments

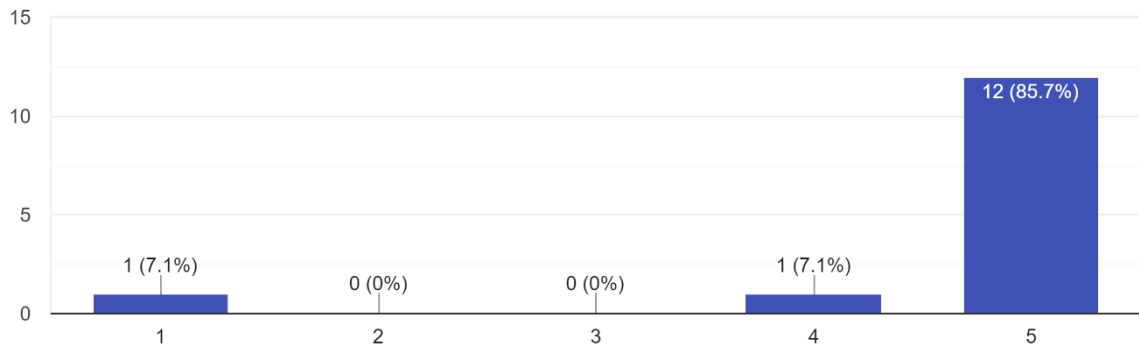
- Thank you very much for the timeliness and specificity of the information.
- The entire organization of the meeting was prepared in advance, mutual communication between the hosts of the event and guests, including online guests, was at a very high level
- I got all documents in time and be able to check it
- The information was important for providing sustainable results and future cooperation
- .
- all information was given in time, it helped to build all logistic

5. The objective of the meeting was clearly stated.



The objective/s of the event was/were clearly stated.

14 responses



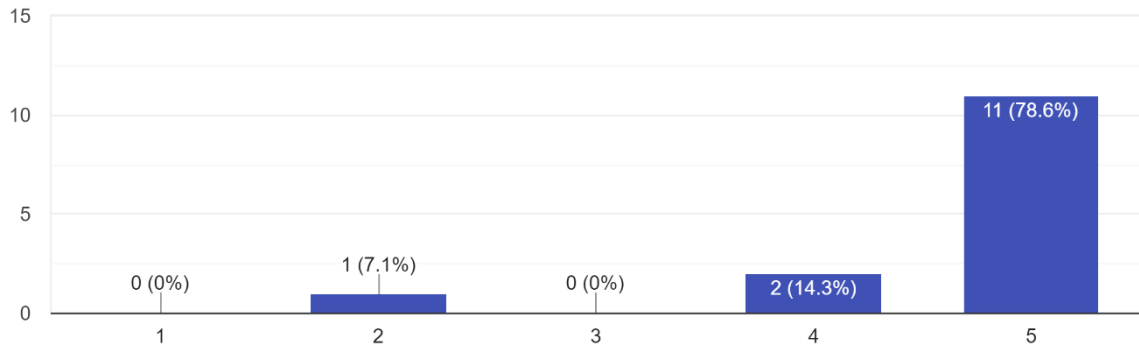
Comments

- Yes, the goals and objectives of the event were clear and understandable
- Objectives were clear in every package of the project
- Very well done.
- all events went according to the plan

6. The inputs (e.g. presentations, handouts) of the presenting parties were clear and informative.

The inputs (e.g. handouts, memos) of the presenting parties were clear and informative.

14 responses



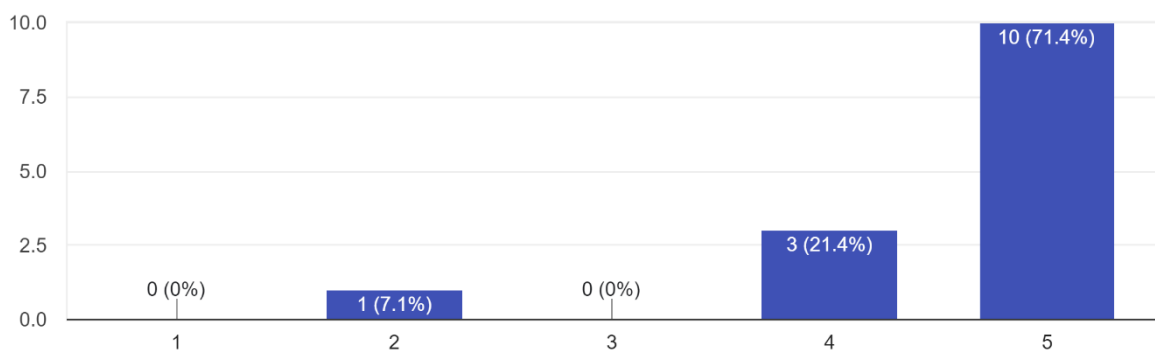
Comments

- Some presentations could be more informative and better structured, the last session (on impact) was too long and difficult to follow.
- Every memo gives the detailed picture of the expected results and schedule of the events
- Very generous and comprehensive.
- all the inputs which we got, wrote in easy and understandable way

7. There was enough room for everyone to contribute?

There was enough space for everyone to contribute.

14 responses



Comments

- I would like more brainstorming sessions, work in small groups, presentations of group projects on topical issues of project development with facilitation and moderation of the project organizers
- I participated online, I was completely satisfied with the entire organization of the event
- I think that European partners got to little space, but on the other hand may be it is good that the Ukrainian participants were in the focus of the event
- Everyone can add and share information useful for the project
- smart time management allowed everyone to gave their opinion

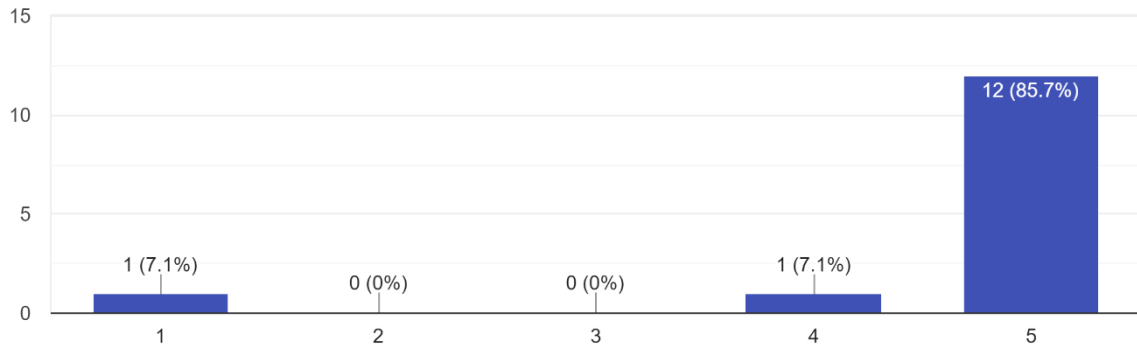
8. There was enough room for networking among project partners



Co-funded by the
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of the European Union

There was enough room for networking among project partners

14 responses



Only Verbal Answers Foreseen:

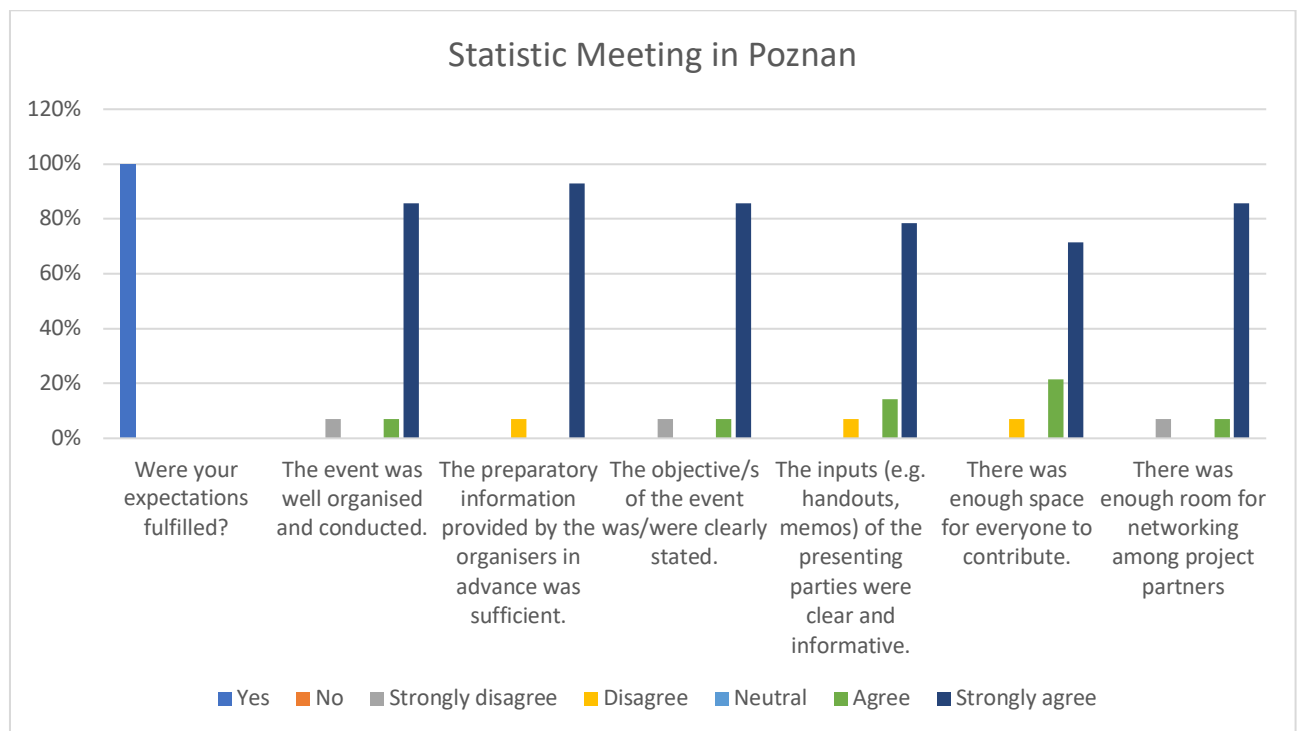
- Yes, at least there was enough time to communicate with partners online. In addition, all partner companies communicated not only during this meeting. Communication continued continuously throughout the project.
- It was enough space and time
- all was comfortable
- This was one of the main benefits of being able to meet face to face.

9. General comments

- It was a good final meeting.
- Many thanks for providing opportunities for the development of MIL ideas, new plans for their implementation at a higher quality and modern level (European standards for planning and developing programs, active practical implementation, close cooperation between universities and business, new methods for developing critical thinking, standards for writing students and methodological manuals, author's ideas, methodology, etc.)
- The project was useful, and in these difficult conditions of the COVID-19 pandemic and full-scale Russian aggression against Ukraine, even very successful. It is worth thinking about how to write a new project and involve all partners in it. Such a project would be very effective and, in my opinion, even more successful, considering the fact that it would not require communicative and psychological adaptation of partners.

- It was really nice to meet all the partners and participants. I wish all Ukrainian partners luck with their important work in a very difficult circumstances.
- MSU is satisfied with the results of the meeting greatly
- This was an extremely useful and very important event which will have a very positive legacy moving forward. Well done Prof Gadd and the Bath Spa team and to AMU.
- It was appreciate to take part in such conference
- Thanks a lot our colleagues for wonderful preparing in Poznan! I have only positive emotions.
- An excellent conference
- A productive, emotional and hopeful meeting. It was lovely to see the bonds that have been created between partners during the project

11. Summary



Summary of the evaluator:

Overall, the meeting was rated very well, both for the performance of the coordinator and that of the hosting institution. Even online-participants were completely satisfied with the entire organization of the event.

Partners expectations were widespread, many expected details about the project's final stage and the progress at all. Partners had also expectations about sustainability and dissemination. As very useful mentioned were the reports on the training modules for modern journalists of Nico Drok, the performance indicators presented by WUS Austria and the experience of Kyiv University colleagues. The involvement of students in the project was commented as very impressive, and it was especially useful to listen to student debates. A 100% of the participants in the survey stated that their expectations were met. 92,8% agreed that the event was well organised and conducted and that the preparatory information provided by the organisers in advance was sufficient. Adam Mickiewicz University in Poznań proved that they are able to organize work under the most difficult conditions, some partners were in real life, some joined the event online - all stages of the meeting in Poznań were prepared up to the smallest detail, the atmosphere was business-like and friendly at the same time, so one representative comment describing the positive working atmosphere of the conference. Another comment mentioned that the event was superbly well-organised and chaired. The inputs (e.g. handouts, memos) of the presenting parties were stated clear and informative, only for one participant the session on impact was too long and difficult to follow. During the conference there was enough space for everyone to contribute and room for networking among project partners.

Finally, the general comments section of the survey showed the high level of satisfaction with the conference. Participants thanked Prof Gadd, the Bath Spa team and AMU for the excellent conference and the positive emotions under such difficult circumstances.



15. Annex: Evaluation Report Final Conference (Online), IFNU, 18th and 19th October 2022

EVALUATION REPORT

**DESTIN
Final Conference (Online)**

Ivan Franko National University in Lviv, 18th and 19th October 2022

Project: DESTIN -

Journalism Education for Democracy in Ukraine:

Developing Standards, Integrity and Professionalism

Introduction:

This report presents the evaluation results of the DESTIN final conference in Lviv which took place from *18th and 19th October 2022*. The report is based on written feedback of participants who attended the final conference.

The general purpose of the evaluation is to receive feedback of the partners on:

The usefulness of the final conference;

The extent to which the final conference has fulfilled the partners' expectations;

The organization of the final conference;

The general impression of the conference;

The negative points of the conference;

The preferences of the participants;

The survey was partly conducted by Ukrainian partners in Lviv and partly by WUS Austria and this evaluation report represents the joint results of both surveys. Out of 197 registered persons attending the final conference, 15 participants have submitted evaluation forms. The conference was carried out online via ZOOM.

This paper is part of the WP7 Project Quality Plan

Graz, Thursday, November 17th

Content

1. PLEASE INDICATE YOUR SPECIFIC EXPECTATIONS REGARDING THE FINAL CONFERENCE AND WHICH PRESENTATIONS AND EXPERIENCES WERE THE MOST USEFUL FOR YOU. **196**
2. WERE YOUR EXPECTATIONS FULFILLED? **196**
3. YOUR OVERALL IMPRESSION OF THE CONFERENCE IS **197**
4. WHICH OF THE CONFERENCE ACTIVITIES DID YOU ATTEND? **198**
5. WRITE WHICH OF THE ACTIVITIES WAS THE MOST INTERESTING FOR YOU? **198**
6. WHAT ARE THE NEGATIVE POINTS IN THE ORGANIZATION OF THE CONFERENCE? **200**
7. YOUR GENERAL IMPRESSIONS OF THE CONFERENCE **201**



10. SUMMARY OF OTHER COMMENTS ABOUT THE CONFERENCE: **202**
11. SUMMARY **202**



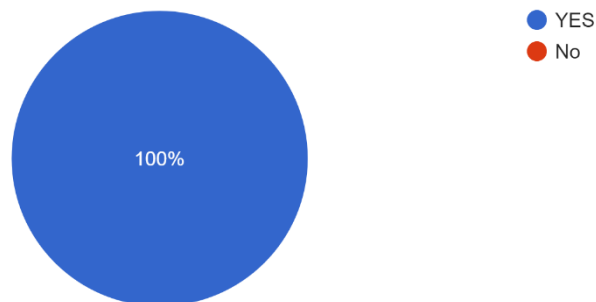
1. Please indicate your specific expectations regarding the final conference and which presentations and experiences were the most useful for you.

- At the conference, I got acquainted with current topics and the experience of colleagues. I was happy to take part in the discussions
- All information was very useful for us. We enjoyed every material)

2. Were your expectations fulfilled?

Were your expectations fulfilled?

3 responses



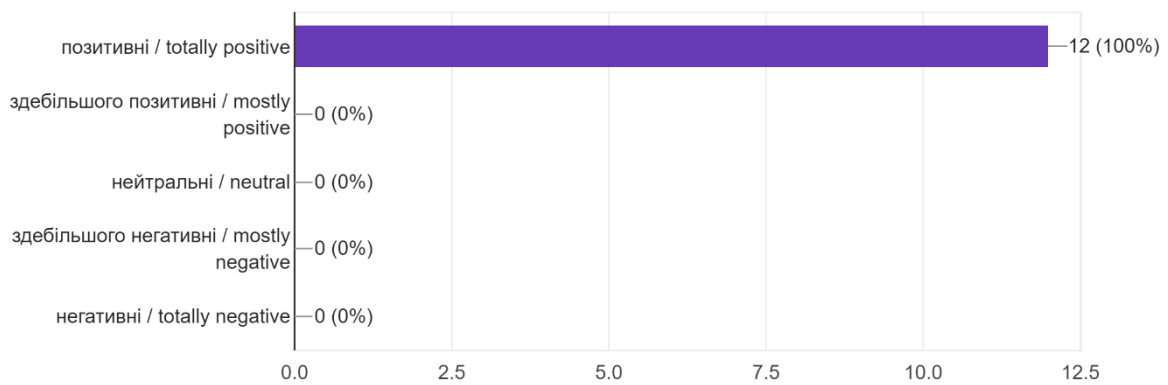
Comments

No Comments

3. Your overall impression of the conference is

Ваші загальні враження від заходу / Your overall impression of the conference is

12 responses

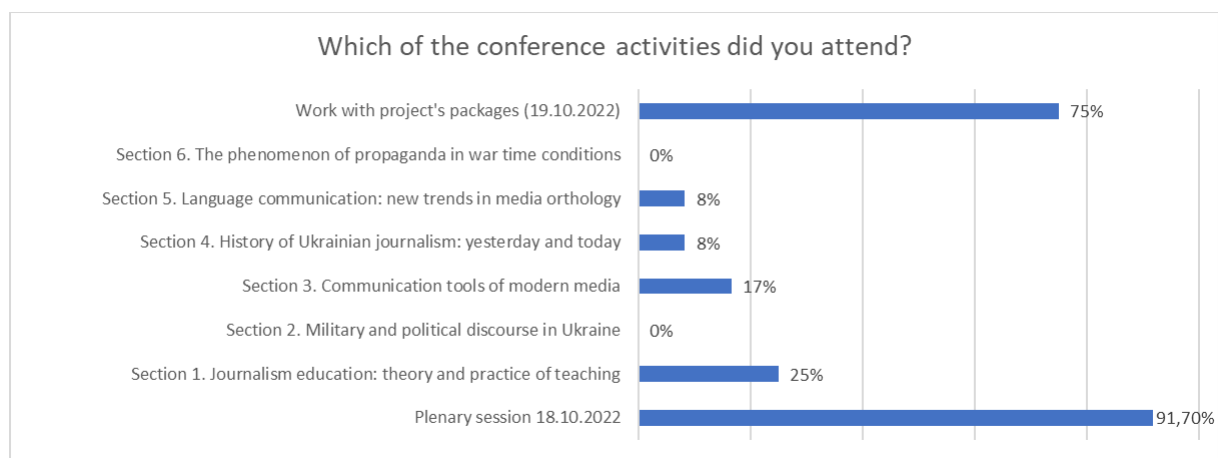


Comments

No Comments



4. Which of the conference activities did you attend?



Comments

No Comments

5. Write which of the activities was the most interesting for you?



Only Verbal Answers Foreseen:

- Section 1
- Everyone was great
- Plenary
- Both
- All activities were very interesting and informative
- All events within the conference are relevant and extremely informative.
- It is difficult to answer, because I participated in the work of only one section.
- All activities were very interesting
- All the activities were very interesting
- Working with project packages
- All events were extremely interesting and effective. If you have to choose one, it is work on project packages



6. What are the negative points in the organization of the conference?**Only Verbal Answers Foreseen:**

- There were no negatives, except for the air alarm
- They were not there
- None
- No
- Everything was organized at a high level. There are no comments.
- Was not
- Everything was fine
- On the part of the organizers, everything was done perfectly. The negative aspects of the conference are related to the war of the Russian invaders against Ukraine. In particular, this caused certain technical difficulties on a personal level (outages with electricity and the Internet).
- No negative points



7. Your general impressions of the conference (verbal)

Only Verbal Answers Foreseen:

- A very good impression!
- Extremely good organization. Clearly. Structurally. Creatively. Useful



- Very high-quality scientific level
- Positive
- I have got only positive impressions.
- It is worth noting that in such a difficult time, the organizers managed to gather all the participants of the DESTIN project and colleagues and students from other universities. Interesting reports at plenary and sectional meetings, discussions, discussion of project results - all this confirms the importance and relevance of the project
- Thank you very much colleagues for your cooperation!
- The conference was interesting and informative
- Splendid event with international participation and exchange of thoughts and opinions
- Many constructive things, Many interesting cases about the reform of journalism education, the education of a new Ukrainian elite that is able to face any challenges in the new information realities.
- I consider this conference a really good example of scientific cooperation
- Great organization

10. Summary of other comments about the conference:

- Thanks to the organizers for organizing the conference, preparing the program, timely informing, the possibility of translation
- The organizers informed me in a timely manner about the conference, changes, and I also received the conference program by mail
- I liked the reports of the conference participants, the theme and goals of the conference

11. Summary

Summary of the evaluator:

Overall, the event was rated as a well-organized final conference, where conference participants expectations were to familiarize themselves with current issues and use the experiences of other colleagues to contribute to the discussions. After the survey it can be stated that all the information was very useful and the expectations in the conference can be considered as fulfilled. Also the overall



impression was rated totally positively by the respondents of the survey.

The participation in the different activities throughout the conference varied strongly. Most attended was the Plenary session on 18th October 2022 with six different sections. Among those *Journalism education: theory and practice of teaching* was most popular followed by *Communication tools of modern media*. Less attended were *Military and political discourse in Ukraine* and *The phenomenon of propaganda in war time conditions*. Finally, results of the survey showed that day two with the presentation of the project's work packages was also visited well.

When asked which of the activities were most interesting, the respondents didn't show a tendency towards one specific topic, some said the plenary, some said the work packages and overall it showed that all activities were interesting.

Participants in the survey didn't mention any negative points regarding the conference, but some had individual problems with electricity, the internet and air alarm. Finally, the general impression of the conference was very good, it was stated well managed and organized, interesting and informative and considered a good example of scientific cooperation.





16. Annex: Approval of Core Deliverable 5.4 National Guidelines

A.2. Approval OF CORE DELIVERABLE

Reviewed Deliverable		
WP Nr.	Del. Nr.	Del. Title
WP 5	5.4.	National Guideline Statements (English version)
Short description of deliverable:		<p>Production of National Guideline Statements for the Bachelor's and Master's programmes in the field of Journalism.</p> <p><i>The Guidelines (Collection of National Methodological Guidelines for the Content, Development and Implementation of the Bachelor's and Master's Study Programmes in Journalism) provide a set of expectations about the content, design and delivery of BA and MA degrees within the field, and the academic and professional values and standards needed to demonstrate competence in the subject. They will be informed by Benchmarking Reports, Tuning' methodologies, and advice from Ukrainian professional associations, the student association, and industry employers for Journalism.</i></p> <p>The Guidelines include chapters on (a) the 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, and (f) employability and self-employment.</p> <p>The National Guidelines Statements have been approved by the Governing Board.</p>

Reviewer (WUS AT and IADT)		
Name	Organisation	Review Dates
David Quin	IADT	10-14/5/21 and 02-14/11/22
Marc Schwärzli, Veronika Nitsche	WUS AT	

Overall Assessment

Please assess, if the following criteria are fulfilled, by ticking [X] "Yes" (fulfilled) or "No" (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write "n.a." as comment. Detailed suggestions for improvement can be made in the table below

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)
---	------------------------------------	---





Make your final peer-review conclusion by ticking [X] here →

X

Conformity to project templates and standards			
Criterion	Yes	No	Comment
Are Erasmus+ logo and disclaimer correctly used?	X		
Is the project logo correctly used?	X		
Are project title, deliverable identification, date of issue clear?	X		
Are author/s identified?	X		
Orthographical and grammatical correctness?	X		

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?	X		
Are any sources used well identified?	X		
Is the information, analyses, etc. reliable?	X		
Are conclusions traceable and valuable?	X		
Is the deliverable coherent to the description in the work programme?	X		
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]			-
Are the planned language versions available?	X		
Is the product suitable to the target group?	X		

Any final suggestions for improvements?

Reference to chapter/page nr. in the document	Suggested change/comments:





17. Annex: Approval of Core Deliverable 6.2 Online Outreach Courses

APPROVAL OF CORE DELIVERABLES

Reviewed Deliverable		
WP Nr.	Del. Nr.	Del. Title
WP 6	6.2.	University outreach online ‘Media Literacy’ courses/Course material
<p>Short description of deliverable:</p> <p>Please note: In the project description no specific content was outlined for the outreach courses to ensure responsiveness to local and national needs. This description is based on the feedback report about the pilot project. Additional information can be found on the DESTIN website (login to the online outreach courses).</p>		<p>Preparation of 20 outreach courses that aim to improve media literacy. These courses are online and aim to develop skills to critically perceive information from the media; determine its truthfulness and reliability; protect oneself from hidden media influences.</p> <p>They are designed for a wide audience, whereas the target audience is secondary school students and their teachers; students who do not study journalism, and lecturers; the general public. After processing the content, a person will be able to: analyze and critically comprehend media information; determine the truthfulness, and reliability of the information in the media; determine the sources of information, its political, social, commercial, and cultural context; interpret media texts and values disseminated by the media; protect oneself from the influence of inaccurate information.</p>

Reviewer (WUS AT and/or Bath Spa University)		
Name	Organisation	Review Date
Veronika Nitsche	WUS Austria	02-14/11/2022
Lidiia Fesenko and other students from UAS	Ukrainian Association of Students (UAS)	

Overall Assessment

Please assess, if the following criteria are fulfilled, by ticking [X] “Yes” (fulfilled) or “No” (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write “n.a.” as comment. Detailed suggestions for improvement can be made in the table below

Make your final peer-review conclusion by ticking [X] here →

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)
	X	





Conformity to project templates and standards			
Criterion	Yes	No	Comment
Are Erasmus+ logo and disclaimer correctly used?	X		
Is the project logo correctly used?	X		
Are project title, deliverable identification, date of issue clear?	X		https://www.destin-project.info/media-literacy-outreach-courses/ https://examenarium.sumdu.edu.ua/promo/program/135
Are author/s identified?	X		
Orthographical and grammatical correctness?	X		

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?	X		
Are any sources used well identified?	X		
Is the information, analyses, etc. reliable?	X		
Are conclusions traceable and valuable?			n.a.
Is the deliverable coherent to the description in the work programme?	X		
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]	X		17 courses vs. 20 planned
Are the planned language versions available?	X		
Is the product suitable to the target group?	X		

Any final suggestions for improvements?

References	Suggested change/comments:
Report by UAS	See feedback by the students on the individual courses.
UAS/WUS AT	There should be certificates for the courses.
External evaluation	According to evaluation experts, at the last stage of the project, a mechanism for disseminating the online course to the public should be created, as media literacy of the population is a really important issue for Ukraine. At the same time, the target audience does not recognize that it needs media literacy training and will not look for online trainings





	on university websites. Hence, the mechanism for disseminating the online course to the public should use active tools as passive dissemination of online courses (posting on project or university websites) does not allow to convey information to target groups.
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18. Annex: Approval of Core Deliverable 8 University Engagement strategy

APPROVAL OF CORE DELIVERABLES

Reviewed Deliverable		
WP Nr.	Del. Nr.	Del. Title
WP 8	8.1., 8.2.	University Engagement Strategy/Engagement, Participation and Dissemination Strategy (V3)
Short description of deliverable:		<p>The “Engagement, Participation and Dissemination Strategy” reflects the different aspects of dissemination (WP 8 Dissemination) and university engagement, i.e. the external and internal aspects of disseminating the outputs and results of the project leading to a wider engagement.</p> <p>The Strategy, which is a standing item at the Governing Board and Co-ordination meetings covers the following: creation of project website; consultation with key Ukrainian stakeholder groups including gap-analysis surveys of target groups; delivery of 10 Open Days (one at each Ukrainian university) and presentation of report; design and delivery of online ‘Project Watch’ on project progress and challenges; consultations and development of strategy for Ukrainian university sector take-up of DESTIN products and services; progress reports on progress of engagement, web analytics and feedback on online courses. In this regard it also covers aspects of sustainability, impact and possibilities for synergies and multiplier effects.</p> <p>The Strategy has been updated several times, for the pandemic and the war in Ukraine.</p>

Reviewer (WUS AT and/or Bath Spa University)		
Name	Organisation	Review Date
Veronika Nitsche	WUS Austria	02-14/11/2022

Overall Assessment





Please assess, if the following criteria are fulfilled, by ticking [X] "Yes" (fulfilled) or "No" (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write "n.a." as comment. Detailed suggestions for improvement can be made in the table below

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)
X		

Make your final peer-review conclusion by ticking [X] here →

Conformity to project templates and standards			
Criterion	Yes	No	Comment
Are Erasmus+ logo and disclaimer correctly used?	X		
Is the project logo correctly used?	X		
Are project title, deliverable identification, date of issue clear?	X		
Are author/s identified?	X		
Orthographical and grammatical correctness?	X		

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?	X		
Are any sources used well identified?	X		
Is the information, analyses, etc. reliable?	X		
Are conclusions traceable and valuable?	X		
Is the deliverable coherent to the description in the work programme?	X		
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]		X	
Are the planned language versions available?	X		Originally (in the project description) an Ukrainian version was foreseen, but in the course of the project the English version was deemed sufficient.
Is the product suitable to the target group?	X		

Any final suggestions for improvements?





Reference to chapter/page nr. in the document	Suggested change/comments:

19. Annex: Approval of Core Deliverable 9.1 Sustainability Plan

APPROVAL OF CORE DELIVERABLES

Reviewed Deliverable		
WP Nr.	Del. Nr.	Del. Title
WP 9	9.1.	<p>Sustainability Plan <i>(Basis: Sustainability Plan and the Engagement, Participation and Dissemination Strategy)</i></p>
Short description of deliverable:		<p>The “Sustainability Plan” is a tool in order to ensure the longer-term sustainability of the project by (1) planning for sustainability and (2) to support the delivery of sustainability.</p> <p>1. Planning for Sustainability</p> <p>Through the formation of a Sustainability Team (include the GB representative from each partner), and the development of a Sustainability Plan, for presentation, discussion and updating of the Plan as a standing item at Governing Board meetings and Sustainability Co-ordination meetings.</p> <p>2. Delivering Sustainability (university and national level)</p> <p>In accordance with the project description, items for inclusion in the first Sustainability Plan, for discussion at the second GB meeting will include:</p> <ol style="list-style-type: none"> 1. National Impact: National Guidelines Statement for Journalism BA and MA programmes. 2. Development of Joint and Dual Academic Programmes for mobility and exchange. 3. Formation of Employers and Professional Association Forum and Database.





	<p>4. Formation and development of an EU-Ukraine 'Practitioner-Research and Development Network for Journalism'.</p> <p>5. Development of 'Outreach Courses'.</p>
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Reviewer (WUS AT and/or Bath Spa University)		
Name	Organisation	Review Date
Veronika Nitsche	WUS Austria	02-14/11/2023
Rachael McDonald	Bath Spa University (BSU)	

Overall Assessment

Please assess, if the following criteria are fulfilled, by ticking [X] "Yes" (fulfilled) or "No" (only partly or not fulfilled). Please make a short comment to highlight improvement potential. If a criterion is not applicable, you can write "n.a." as comment. Detailed suggestions for improvement can be made in the table below

Accepted (No revisions required.)	Accepted + Changes required	Not Accepted (for review again)
X		

Make your final peer-review conclusion by ticking [X] here →

Conformity to project templates and standards			
Criterion	Yes	No	Comment
Are Erasmus+ logo and disclaimer correctly used?	X		
Is the project logo correctly used?	X		
Are project title, deliverable identification, date of issue clear?	X		
Are author/s identified?	X		Sustainability Team, WP 9 Lead IFNUL
Orthographical and grammatical correctness?	X		

Quality of content and coherence with the work programme			
Criterion	Yes	No	Comments
Is the content of the document clear and logic?	X		
Are any sources used well identified?			n.a.
Is the information, analyses, etc. reliable?	X		In the Sustainability plan in connection with the Engagement, Participation and Dissemination Strategy





Are conclusions traceable and valuable?	X		In the Sustainability plan in connection with the Engagement, Participation and Dissemination Strategy
Is the deliverable coherent to the description in the work programme?	X		
Are there deviations from the work programme? [If so, are they fully justified? (Please comment)]	X		It is not a rolling sustainability plan
Are the planned language versions available?			n.a.
Is the product suitable to the target group?	X		It is not very detailed, but the items stated in the project description are there

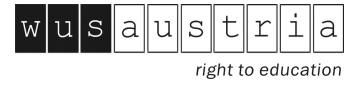
Any final suggestions for improvements?

Reference to chapter/page nr. in the document	Suggested change/comments:





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