



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto  
**STUDIJŲ PROGRAMOS *PSICHOLOGIJA* (*valstybinis kodas – 612S10005, 6121JX039*)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *PSYCHOLOGY* (*state code - 612S10005, 6121JX039*)**  
**STUDY PROGRAMME**  
at Vytautas Magnus University

**Experts' team:**

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Išvados parengtos anglų kalba  
Report language – English

Vilnius  
2017

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i><b>Psichologija</b></i>
Valstybinis kodas	612S10005 (6121JX039)*
Studijų sritis (studijų kryptių grupė)*	Socialiniai mokslai ( <i>Socialiniai mokslai</i> )*
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos bakalaurs ( <i>Socialinių mokslų bakalaurs</i> )*
Studijų programos įregistravimo data	1997-05-19 Įsak. Nr. 565

\* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų kryptių ir kryptių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i><b>Psychology</b></i>
State code	612S10005 (6121JX039)*
Study area (Group of study field)*	Social Sciences ( <i>Social Sciences</i> )*
Study field	Psychology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Psychology ( <i>Bachelor of Social Sciences</i> )*
Date of registration of the study programme	19 <sup>th</sup> May 1997 Order 565

\* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

Studijų kokybės vertinimo centras

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## I. INTRODUCTION

### 1.1 Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

### 1.2 General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Additional information on staff h-index scores, impact factor, publications and conferences

### 1.3 Background of the HEI/Faculty/Study field/ Additional information

VMU, established in 1922 and re-established in 1989, is a classical university of Liberal Arts based on the common beliefs and values of freedom, openness and dialogue, and orientated towards humanistic culture. Its Liberal Arts education profile, with core emphasis on studying broadly themed subjects, ensures that the studies offered at VMU are not narrow, or restricted to specialized, pre-defined subjects. It adheres to its values – to be critical and engaged, to be international and multilingual, and to promote creativity in science and arts – listed in the

Mission and Vision statement. The University study and research units cover a broad spectrum of fields ranging from humanities, social sciences and arts to the fundamental sciences, environmental sciences and biotechnologies.

The status, management and structure of VMU are regulated by the Statute of the University (2012). VMU is managed by two collegial bodies, the Council and the Senate, and the separate managerial body of the Rector. The Council is a collegial management body which affirms the University's vision, mission and the strategy as well as financial issues; the Senate is a collegial body managing the academic affairs of the University. The University is headed by the Rector.

There are 13 academic divisions at VMU: 10 faculties (Faculty of Economics and Management, Faculty of Natural Sciences, Faculty of Humanities, Faculty of Informatics, Faculty of Catholic Theology, Faculty of Arts, VMU Music Academy, Faculty of Political Science and Diplomacy, Faculty of Social Sciences, and Faculty of Law), VMU Kaunas Botanical Garden, Institute of Foreign Languages, and Innovative Studies Institute. In addition, there are 6 university centers and Student Representative Council. Administration and service functions are performed by 11 offices and 6 other units. 10 public enterprises are founded by VMU.

VMU provides 51 first-cycle programs (5 study programs are implemented in English), 58 second cycle programs (22 study programs in English), integrated law studies, non-degree studies of pedagogy and 18 third –cycle study programs.

The first-cycle study programme “Psychology” (hereinafter the Programme) was designed and is implemented at the Department of Psychology (hereinafter the Department) of the Faculty of Social Sciences (hereinafter the Faculty) at Vytautas Magnus University (hereinafter VMU or the University). The Programme was launched in 1991 (the newest state registration code is 612S10005), and the number of students is 247.

In 2011-2015 the Programme was realized by General Psychology and Theoretical Psychology Departments that were re-structured into a joint Department of Psychology in September of 2016. The Programme is carried out in close collaboration with Psychological Clinic (hereinafter the Clinic), which, together with the Department of Psychology, organizes practice for bachelor and master students, maintains relations with social partners, performs scientific and practical activities and projects for research collaboration with other institutions. The Department of Psychology is responsible for Bachelor, Master (School, Organizational and Health Psychology) and postgraduate studies in Psychology. Functional relations and collaboration between the Department and the Clinic favour continuity of students within the three-level system of studies and correspond to university model of studies, combining research, studies and practice, as well as to the Descriptor of Psychology Study Field, approved by the Ministry of Education and Science.

#### ***1.4 The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *8th November, 2017*.

1. **Prof. John Clibbens (team leader)**, *Emeritus Professor of Developmental Psychology, Birmingham City University, United Kingdom;*
2. **Dr. Kevin Lalor**, *Head of Department of Social Sciences, Dublin Institute of Technology, Ireland;*
3. **Dr. Kalypso Iordanou**, *Assistant Professor in Psychology, University of Central Lancashire Cyprus, Cyprus;*
4. **Ms. Natalija Norvilė**, *lecturer of Institute of Psychology, Mykolas Romeris University, Lithuania;*
5. **Miss Julija Stanaitytė**, *student of Human Resource Management study programme, Kaunas University of Technology, Lithuania.*

**Evaluation coordinator – Miss Lina Malaiškaitė**

## **II. PROGRAMME ANALYSIS**

### **2.1. Programme aims and learning outcomes**

The programme aims and intended learning outcomes are clearly defined and fully accessible in publicly-available sites, including the government's AIKOS website and University and faculty websites. They are also published in the university's annual information bulletin, and propagated through Open Days and school visits. They are clearly outlined in the SER and also in a detailed annex outlining the programme that was made available to the expert team.

The learning outcomes cover the expected subject content of a first cycle Psychology degree, including appropriate reference to research methods and ethics as well as providing the undergraduate basis for an understanding of the professional application of psychological knowledge and methods. It was clear from discussion with the programme team during the visit that they are regularly reviewed by the programme committee.

The objectives and learning outcomes are also linked to the requirements of the country and the labour market. This was discussed in detail in the SER where a range of issues confronting Lithuanian society were discussed together with the relevance of different aspects of training in Psychology, as delivered through the structure of the programme at VMU. These issues include a range of public health problems including mental illness and drug and alcohol dependency. The rate of suicides is concerning for all ages and has been increasing in children and adolescents. There are also problems linked to ageing of the population. Most of these issues can only be addressed effectively once a professional level of training is reached, but the programme under consideration provides the necessary undergraduate basis for this.

The aims and outcomes are entirely consistent with the overall mission and strategy of the university, which is described in the SER. The mission of VMU is to produce graduates able to contribute to society in general and specific ways and to show qualities of leadership. It was

clear in the discussion with senior managers that Psychology is seen as very important to the faculty and the University: Psychology has the largest number of students at VMU.

From the documents supplied (SER and annexes) and discussion with staff and other stakeholders it seems clear that the programme aims and learning outcomes are appropriate and linked to academic and professional requirements. They are consistent with both national and broader European expectations – one of the annexes supplied to the expert team showed the mapping of programme outcomes to the European Qualifications Framework, demonstrating that the programme is at an appropriate academic level and is consistent with European requirements for Psychology at Bachelor's level (i.e. first cycle).

In general the title of the qualification, the content and learning outcomes are well-tuned and consistent. The learning outcomes and content are appropriate in coverage for a first cycle degree in Psychology, covering core and applied areas of the subject, as noted above.

## ***2.2. Curriculum design***

The full-time BA in Psychology is a 240-credit four-year programme, offered in the Faculty of Social Sciences. The curriculum design and learning outcomes are in accordance with the Descriptor of the Study Field of Psychology, approved by Order No V-923 of the Minister for Education and Science, 27 August 2015.

There is evidence of a well-functioning Programme Committee, which consists of faculty members, students from each year of the programme and social partners. There is clear evidence of regular review of the curriculum by the Programme Committee, focusing on content, credit distribution and the overall assessment strategy. There is evidence of regular and systematic reaching out to social partners regarding the curriculum and, by consequence, graduate attributes. The expert team was informed that no fewer than three curriculum reviews had been undertaken in the last six years, including an alignment of the Programme with the Bologna process.

Accordingly, the Programme curriculum is appropriate and well balanced across the four years of the programme, and each subject (module) has been aligned to the Programme Learning Outcomes. The curriculum is presented to students in a well-designed and well-structured manner, with no evidence of repetition or inappropriate sequencing of material. The content is appropriate for this level of study, and the scope of the Programme is sufficient to achieve the learning outcomes.

As well as core subjects in psychology, students select from an impressive range of optional modules from the Arts; Humanities; Economics and Management; Biomedical and Physical sciences; and an extensive range of modern languages. In addition, they take an 'Introductory practice in psychology' practicum, as well as three further practicums in three different work-place settings. Students are provided with clear goals and learning outcomes for each practicum, and these are assessed using a portfolio completed by students on placement.

The Course Descriptions contain appropriate content and reading across all main domains of psychology. The reading lists as presented to the panel were generally somewhat dated. It was striking across all reading lists how few sources were published after 2012. However, expert team was informed that more contemporary sources are provided to students via Moodle, which, since 2013, is used for all subjects.

### ***2.3. Teaching staff***

31 persons are listed as members of the teaching staff at Vytautas Magnus University. The qualifications of the staff are appropriate; the majority of the staff (75%) holds a PhD degree. There are 7 assistant professors without a PhD who are involved mainly in seminars and laboratory work. The programme includes 5 Professors, 4 more Professors than in the previous evaluation, that shows there are opportunities for promotion and professional development at the Psychology programme at Vytautas Magnus University. The number of staff members and their qualifications are sufficient to achieve the Programme aims and learning outcomes.

The university also encourages the professional development of the psychology staff. The staff participates actively in programs for professional development such as the ERASMUS+, conferences, seminars, internships and trainings which are fundamental for advancing both their research skills and their teaching skills. Indeed, it is impressive that research appears to be a clear priority for the university. A considerable number of staff members, 10 members, visit other universities in the context of the Erasmus+ programme each year. This is a very good practice, which should be continued in the future. The staff members may consider exploring possibilities for establishing research collaborations during their visits, which may lead to strong publications in international journals.

The teachers' mean age ( $M = 42.77$  years) and distribution are appropriate. Turnover of the staff is minimal, having to do mostly with retirement. The low staff turnover ensures the smooth running of the programme. The student/instructor rate is appropriate for higher education. The programme staff fulfils the legal requirements.

The number of international publications by the psychology staff is quite low. When the expert team asked the university to provide further data regarding the research activity of the faculty staff, the university provided information for 15 of the 31 faculty members. Of these 15 faculty members, 7 have h-index factor 5 or lower. The h-index factor ranged between 2 and 10. The h-index factor that was reported for the faculty staff of the psychology programme suggests that there is a need to invest more efforts in supporting faculty staff to pursue high quality research and increase the visibility of their work by publishing in international journals and presenting their work more at international conferences.

### ***2.4. Facilities and learning resources***

General study subjects are mainly delivered in the central buildings of the University. Since 2014 the study field subjects are mainly delivered in the new Faculty building (shared together with the Faculty of Law) with sufficient number of classrooms and additional spaces for



individual work, group work and consultations. There are 83 classrooms at the University which can be used for the study process according to the Programme needs. The size of the rooms varies from 15 up to 150 working places for students. The new building is situated a bit far from the main building, therefore students need to travel by bus from one building to another (e.g. for laboratory work at the Faculty of Natural Sciences), however they did not express any dissatisfaction with this fact.

All the classrooms are computerised and equipped with multimedia projecting equipment, additional technical equipment can be provided on demand. The new building has one room which has been equipped for video conferencing (15 workplaces), one more room provides students and teachers with a smart board (10 workplaces), a meeting room can be used for discussions (15 workplaces), and students can also perform their assignments in the space arranged for their group work. The building is fully adjusted for the disabled people: equipped with ramps for wheelchairs, a specially designed WC, the doors are widened, specialised tables and chairs are provided, etc. Classrooms, laboratories and the main public areas are covered with Wi-Fi, therefore students have possibilities to use their laptops. 2 computer classes (Room 201 and Room 202) with 40 computers are used for psychological laboratory assignments. Additionally, two rooms of Psychology Clinic are used for laboratory works, experimental works and for psychological consultations and group work as well. Students have a possibility to use a computer class with 12 computers in the Faculty of Natural Sciences (Vileikos St.) both for laboratory work in Neurophysiology and for experimental work for their Bachelor theses. Students mentioned that there is enough space for the individual students' consultations, group work etc.

Teachers of the Programme have enough office space (shared offices with 4-5 persons in each) that is used both for their individual work and for meeting with students.

There is a limited number of statistical software for studies and research: only 26 out of total 91 SPSS licences (24 version) are in the Faculty - 21 of them are installed in one computer class, 5 more are used by teachers. 3 more additional licences are in the clouds. Software is updated each year. SPSS and AMOS software for statistical analysis of empirical research data is used both for teaching various subjects in statistics and for students' consultations on writing their Bachelor thesis. Social partners noted that quality of statistical analysis performed by students is increasing every year, some students use AMOS and MPlus for the analysis of quantitative data. Qualitative data analysis software MAXQDA is also installed in the computers at the faculty, so students can use it for the analysis of the qualitative data in their Bachelor theses. The number of existing software licences is enough for current number of students.

Students can choose the practice location corresponding to their interests, needs and convenience (for instance, one can choose the practice location in his/her home town). Some students choose several institutions for their practice (e.g. a school and a Human Resources department in the organization). Practice institution must have a position of a psychologist, who must have not less than 2 years of professional practice in this position and having both Bachelor and Master degree in psychology. A tripartite agreement is signed among the student, practice institution and the

University. These agreements ensure that all premises needed for the tasks will be provided in the practice institution. Students and alumni were satisfied with their internship, alumni mentioned that internship was important for their career - after the internship they were able to identify what they want to do (or do not want to do) later.

The main textbooks and other resources (journals, articles, methodological materials) for the Programme implementation are stored at the VMU Library. The list of textbooks recommended for each subject (in Lithuanian and English languages) available at the VMU Library funds is provided in the descriptions of each subject. As the number of some textbooks is not sufficient to allow the students to take them out for reading at home, all the mandatory teaching materials (e-books or books in .pdf format used for the subjects) are available online in the Moodle system.

The library provides access for the Programme students to 21 databases, ensuring that students can access the main databases with the newest scientific papers in psychology, e.g. PsycARTICLES, Sage Journals Online, SpringerLink, Wiley Online Library etc. Students and teachers have access to databases from the library webpage via the University computers without passwords, from other computers with passwords; a remote access is possible for some databases.

### ***2.5. Study process and students' performance assessment***

Entrance requirements for students are well – founded, consistent and transparent, because national institution LAMA BPO organizes admission process. It should be highlighted that the number of students in this programme is stable and, in comparison with other programs in the faculty, quite big. On the other hand, it should be mentioned that the dropout rate could be reduced, because there are students who enter the programme with quite low scores (around 2). It is positive that some actions are being taken to address the dropout rate. For instance, there is a monitoring system, and academic support from teachers and administration is available all the time.

The organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes. At the beginning of studies, students have an introductory course where all necessary information about University systems, library, and rules are presented. Furthermore, at the beginning of each course students are presented with the information about courses they take, for example, course evaluation process, purpose and learning outcomes of the course. During meetings with students and alumni it was stated that students are provided with all the information they need through meetings with administration, by e-mails, Moodle and etc. Furthermore, it was mentioned by students that during the process of choosing elective courses, students get the review from other students about the courses. In addition, students appreciate the flexibility and information that programme managers and teachers provide, ensuring proper implementation of the learning outcomes.

Students are encouraged to participate in scientific activities by being involved in scientific national and international conferences by preparing publications, presentations. It is positive that the Faculty and its Department provide various opportunities not just in scientific areas, but also

students are motivated to volunteer and do internships in different organizations. Students mentioned that they have meetings with teachers where they present their research and sometimes teachers encourage students to be involved in one or other research too.

Students have multiple opportunities to use mobility programs to study or have an internship abroad. The Faculty has many different contracts with other universities and countries, but students are not actively using opportunities to go abroad for studies or internship. During a 5 year period, according to Annex 23, only 46 students used the Erasmus mobility programme. Administration has mentioned that student mobility depends on grants they get for programme and students of Psychology always exploits all the grants which programme gets. Furthermore, administration has various funds and scholarships to encourage students to participate in the projects or internships abroad. It is worth mentioning that following the last evaluation, the department made some improvements (including the provision of some courses in English), in order to attract more international students to the programme courses.

The University ensures very good academic and social support. It is very oriented to students by providing all necessary information through Moodle, by e-mails, social networks etc. It is positive that there is an introductory week to introduce students to the University and the study processes. All teachers and administration emphasized that students could not only get the support by asking, but teachers are ready to help and provide the support from their initiative too. Students, who need, get dormitories, scholarships. Teachers and programme managers are supporting students during their studies and final thesis by providing consultations face to face or by e-mails etc. Furthermore, if students are facing personal issues there is psychological clinic where students could get the consultation and support if they need it. In addition, students are very happy and feeling supported by teachers and university staff. Indeed, students highlighted the friendly, supportive culture that exists between students and teaching, management and administrative staff.

The students' assessment system is clear, publicly available and correlated with the learning outcomes. The mandatory part of students' evaluation is a final exam which is worth no less than 50 % of the final mark. The assessment system is similar in different courses, because almost every course has a cumulative system, which is based on individual or group projects, mid-term exams, participation in class etc. There is an assessment strategy where teachers' decide their assessment form and timetables and the study committee looks at the students' workload and provides it for the head of department to make a final decision as to appropriate evenness of workload. Students emphasized that teachers usually give the feedback after mid – term or final exams, but it could be provided more often for the projects and group works.

Graduates' careers are corresponding to the expectations of programme operators and employers. In SER (p.26) it is mentioned, that according to a graduate survey, two thirds of the programme's graduates are working in fields related to psychology (career consulting, education areas etc.). Students are being informed about the career prospects in various areas and this information is integrated in a majority of courses. Employers are very satisfied with the programme's graduates as they mentioned that graduates have good critical thinking skills, a

broad mind-set, and good analytical and communication skills. Nevertheless, social partners also mentioned that students should get even more practical skills by volunteering or doing internships during summer time.

The programme corresponds to the state economic, social, cultural and future development need. It is highlighted in SER (p. 27) that psychologists are needed in various areas like social, health, education. Nevertheless, students are not seeing themselves working in public institutions, schools, because the payment is very low, so majority of them want to work in private sector, as, for instance, HR specialists, managers, career counsellors.

University ensures a fair learning environment by creating a socially fair environment for people with disabilities. The university infrastructure is suitable for students' with movement, eyesight or hearing disabilities. For example, in the library there is a special tool for students' who have sight disabilities. There is a fair examination and assessment system. The university has strict academic honesty and plagiarism procedures and students representative have many activities and campaigns in order to ensure academic honesty.

Students have opportunities to make official complaints, or appeals to the University. There is an official Faculty Plagiarism Prevention Committee, which is responsible for transparent students' projects, especially final thesis. Furthermore, students can appeal to the Dean of the Faculty about the marking of assessments. It is positive that most of the appeals were in student's favour (SER, p. 28).

## ***2.6. Programme management***

The management of the programme and department is very clear and is set out in the SER. Key elements are the Study committee, Head of Department, Dean of Faculty and Faculty Council. The study committee takes responsibility for the content of the programme, with close involvement of social partners, to ensure the continued relevance of the curriculum.

The study committee consists of teaching staff, social partners and students and each of these participants have well-defined roles (set out in the SER and confirmed during meetings with the expert team). The Head of Department is ultimately responsible for allocating staff workloads, alongside other responsibilities, this seems appropriate, as this is informed by the work of the study programme committee. Everybody who participated in the meeting with expert team seemed clear about the management processes for the programme.

This relevance of the programme is supported by the very close involvement of social partners who participate in the programme committee. Many social partners are also alumni of the course and participate in the study programme committee and thesis defence committee.

All aspects of the programme are subject to regular review, which feeds back into the design and operation. Internal quality assurance processes are governed by university statutes and regulations (as set out in the SER). Programme review processes are set out in Section 6.3 of the SER and appear likely to be effective. As well as data on student attainment and progression, the

content of the programme is reviewed regularly ensuring changes and improvements. All aspects of teaching, assessment and other matters are addressed through student surveys at the end of each semester. Broader surveys of teachers, students and social partners are also undertaken periodically, with more detailed review of all aspects of the programme every three years. In general the Department seems very open to feedback and input from both students and social partners – this was commented on favourably by both groups – and both current and past students praised the approachability and helpfulness of staff, although some alumni said they were unsure how their feedback during the course had been acted on – this is something that could be addressed in future. Worth mentioning is that students are encouraged to organise the gathering of feedback without involvement from staff or administrators. Social partners are members of the Programme Committee and able to contribute to discussion over changes in the programme – this is something that could be commended.

It seems clear that the outcomes of internal and external evaluations are taken into account, primarily through discussion at study committee (which, as noted above, includes a range of stakeholders), and feed into renewal of the programme. Social partners commented on the increasing sophistication of statistical analysis of data collected.

It appears to be the case, from comments received from all stakeholders, that internal quality processes are both efficient and effective: for example social partners commented that the Department regularly reaches out and consults them on proposed changes and developments.

Information about the programme is readily available in publicly-accessible documents and on university and Faculty websites, Facebook and on the government AIKOS website.

### **III. RECOMMENDATIONS\***

1. The staff should be supported to publish more not only at the local but also at the international level. The h-index suggests that there is a need to invest more efforts in supporting faculty staff to pursue high quality research and increase the visibility of their work by publishing in international journals and presenting their work more at international conferences.
2. Students could be more encouraged to volunteer to gain practical skills. It was mentioned by social partners that students should get more practical skills by volunteering or doing internships during summer time. The voluntary work later could be qualified as an internship.
3. The reading lists for all modules should be updated, so that the majority of sources are recent (that is, within the last five years). On a similar point, sufficient copies of the most recent edition of key textbooks should be available in the library.
4. A standard system could be introduced for ensuring the currency of reading lists - this could be done working with library staff.
5. Report back to students on how feedback gathered has been addressed to improve the programme. During the meetings it was noticed that sometimes it's not clear how students' feedback during the course had been acted on – this could be addressed in future.

#### **IV. SUMMARY**

Programme aims and learning outcomes are well-defined and publicly accessible. They are also linked to the needs of the country and the labour market. The learning outcomes cover the expected subject content of a first cycle Psychology degree. They are entirely consistent with the overall mission and strategy of the university too.

In summary, the Programme curriculum is appropriate and well balanced across the four years of the programme, and each subject (module) has been aligned to the Programme Learning Outcomes. As well as core subjects in psychology, students select from an impressive range of optional modules, and a series of practicums with clear goals and learning outcomes. There is evidence of a well-functioning Programme Committee, and of regular reviews of the curriculum, focusing on content, credit distribution and the overall assessment strategy.

The number of staff members and their qualifications are sufficient to achieve the Programme aims and learning outcomes. The university encourages the professional development of the psychology staff. The staff participates actively in programs for professional development. However, the staff should be supported to publish more not only at the local but also at the international level. There is a need to invest more efforts in supporting faculty staff to pursue high quality research and increase the visibility of their work.

VMU building is fully adjusted for the disabled people: equipped with ramps for wheelchairs, a specially designed WC, the doors are widened, specialised tables and chairs are provided, etc. There is enough space for students' and teachers' individual and group work. Students can choose the practice location corresponding to their interests, needs and convenience.

Organization of the study process in this programme also support systems for students and relationship with them, are the key positive aspects for successful achievement of programme outcomes. Students are active and university has a very good relationship with alumni of the programme which helps for programme managers to organize quite big number of events with the alumni or internship places for students.

Programme management is clear and involves social partners as members of the study committee. Quality assurance processes are well-established and the content of the programme is regularly reviewed. Surveys of teachers, students and social partners are undertaken periodically. The Department seems very open to feedback, although it was mentioned that students were unsure how their feedback during the course had been acted on.

## V. GENERAL ASSESSMENT

The study programme *Psychology* (state code – 612S10005, 6121JX039) at Vytautas Magnus University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

<b>No.</b>	<b>Evaluation Area</b>	<b>Evaluation of an area in points*</b>
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	4
	<b>Total:</b>	<b>21</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	<b>Prof. John Clibbens</b>
Grupės nariai: Team members:	<b>Dr. Kevin Lalor</b>
	<b>Dr. Kalypso Iordanou</b>
	<b>Ms. Natalija Norvilė</b>
	<b>Miss Julija Stanaitytė</b>