



Centre for Quality Assessment in Higher Education (SKVC)

**EVALUATION REPORT
OF SECOND CYCLE STUDY PROGRAMME
"PSYCHOLOGY"
STUDY PROGRAMME
at Carpathian Augustine Voloshyn University,
Ukraine**

Review team:

- 1. Dr. Kevin Lalor (team leader) *academic,***
- 2. Dr. Natalija Norvilė, *academic /representative of social partners'***
- 3. Marija Vasilevska, *students' representative.***

Evaluation coordinator - *Ms. Natalja Bogdanova*

Report language – English

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Psychology</i>
Study field	Social and behavioural sciences
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time – 1 year and 10 months
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Psychology

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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 Ongoing Study Programmes of Foreign Higher Education Institutions**, approved by Order No V-7 of 20 February 2015 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 institution¹*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of an external evaluation report of the study programme a decision to accredit study programme may be taken. The evaluation of the programme can be either **positive** or **negative**.

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	Ukrainian legislation
2	The University submitted a variety of additional documents before the site visit, including <ul style="list-style-type: none">- Examples of Rector's Orders- Examples of staff publications- Questionnaires for Students- Questionnaires for Employers- Detail of library resources- Example of a Master's thesis- Employers' report- Overview of the University, history and staff & student profile
3	Two further examples of MA theses.

¹ The site-visit was organized via online technologies due to force-majeure circumstances (an epidemic situation)

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

Augustine Voloshyn Carpathian University is a legal successor of the Ukrainian Divinity Academy, which started its educational activity in February 2002, as a private, higher education establishment offering programmes in Divinity/Theology, Sacred (Church) Music, Art, Jurisprudence, and International Affairs.

From 2004-2005, the Academy introduced secular education and started training students in Philosophy, Law (Jurisprudence), Economy and Enterprise (speciality: Finance), Computer Science, Psychology and Philology (English Language and Literature, German Language and Literature).

Today, the University offers a wide range of programmes, licenced by the Ministry of Education and Science of Ukraine. These are:

- Law (Junior Specialist / Bachelor / Master Degree); 07 Management: 072 Finance, Banking and Insurance (Junior Specialist / Bachelor / Master Degree);
- Psychology (Bachelor / Master Degree);
- Philosophy (Bachelor Degree);
- Theology (Bachelor / Master / Ph Degree).

The University structure is:

- Faculty of Humanities and Economics (3 departments-Jurisprudence and Canon Law, Psychology, Pedagogy and Social Work, Theology, Philosophy and Humanities, Management, Finance and IT);
- Uzhgorod Humanities and Economics Professional College;
- Institute of International Education;
- Research institutes (Philosophies, theology and analytics, Practical psychology, rehabilitation and inclusion, Political management and marketing research, History of Ukrainian national liberation movement, Center for Research on State-Building Problems).

The University is located in three main buildings. An academic temple, a clerical-educational complex, a youth hostel, sports centre, two medical offices and three canteens.

More than 80% of the University staff have an academic degree and 53% are Doctors of Science and professors.

Currently, there are 47 whole-time academic staff and 17 part-time staff, with 578 full-time students and 614 part-time students (total 1192 students).

1.4. The Review team

The Review team was completed according to *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI using online technologies was conducted by the team on 28 April 2020.

Dr. Kevin Lalor (team leader), *Head of Department of Social Sciences, Technological University Dublin (TU Dublin), Ireland.*

Dr. Natalija Norvilė, *Lecturer at Institute of Psychology, Mykolas Romeris University, Expert psychologist at consulting agency Addelse, Lithuania.*

Ms. Marija Vasilevska, *bachelor student in political studies at Ss. Cyril and Methodius University in Skopje, Macedonia.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objective(s) and intended fields of learning outcomes shall be assessed in accordance with the following criteria:

- *the programme aims and learning outcomes are well defined, clear and publicly accessible*

The Programme Aims ('purpose') of the MA are outlined in the SER,

“The purpose of the educational program – training of specialists capable of solving complex research and practical problems in the process of education and professional activity in the field of psychology. It involves carrying out scientific and project researches and / or innovations. It is characterized by multiplicity of conditions and requirements as well as pursuing professional activity taking into account human values and norms of professional ethics of psychologist.

Specialists in the specialty “Psychology/ master’s level” has academic and applied orientation, in particular with regard to working with the staff of organizations, with a person who is in extreme and crisis situations. OP Psychology (II-d level) is aimed at training psychologists, researchers and teachers for higher education institutions.”

The SER further states that the focus of the Programme is the formation and development

- “of professional competence for carrying out teaching, research and practical activity in the field of psychology;
- training for solving complex and special tasks in the system of education, administrative and support services;
- of skills for providing social assistance in public and non-governmental organizations, scientific-research and other institutions, providing psychological services to individuals and organizations.”

The Programme document (‘Education Programme – Psychology’) contains a brief ‘Mission’ statement:

“Training professionals, who are able to design, develop and implement psychological interventions meeting the needs of an individual, group or organisation and corresponding to their defined goals, necessary in their professional area employing research-based methods and ability to evaluate effectiveness of their practice, employing science-based methods.”

However, this publically available Programme Document does not have a detailed statement on the Programme Aims.

It is clear to the Review Panel that the Programme Aims to produce professional psychologists who can work in a variety of settings, including education (pedagogy), social services and clinical settings. However, the Review Panel found the statements of Programme Aims / Focus / Mission to be rather general and cursory and suggest a more exact and specific statement would bring greater clarity to prospective students. For example, part of the Programme ‘Purpose’ stated in the SER is to train “teachers for higher education institutions”. However, students complete only six compulsory ECTS in this domain (‘Pedagogy and Psychology in Higher Education’, 3 ECTS; ‘Methods of teaching in Higher Education’, 3 ECTS), so it cannot be considered a central aim of this MA programme.

The Learning Outcomes are comprehensively detailed in the Programme Document (‘Education Programme – Psychology’), including general learning outcomes, and professional competencies. They include the Learning Outcomes one would expect for a professional qualification in psychology.

Nevertheless, not all Learning Outcomes are reflected in the syllabus outlined in the Programme document. For example, one of the stated General Learning Outcomes is “ability to communicate in a foreign language”. However, the language of instruction is Ukrainian, and there is no foreign language module listed among the core compulsory modules.

Also, the Review Panel have seen in the Programme ‘Purpose’ statement in the SER that specialists in this field should be able, *inter alia*, to work “with a person who is in extreme and crisis situations”. Notwithstanding that ‘crisis situations’ is rather vague, the module ‘Psychological assistance and social work in crisis situations’ is listed only as an elective module. Thus, the Review Panel would expect any ability specifically mentioned in the Programme Aims (or Focus, or Mission) statement to be a compulsory part of the Programme.

- *the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market*

The Programme meets the national standards and regulations for training specialists in the field “Social and political sciences”, speciality ‘Psychology’ (master). It has been accredited by a certificate of the Ministry of Education and Science of Ukraine, which is valid until June 2023.

Programme design does not appear to have been benchmarked to any external / international source. The Review Panel acknowledges the considerable variation in the curricula for professional psychology qualifications internationally. The ‘Framework and minimal standards for the education and training of psychologists’ developed by EuroPsy is an initiative to bring greater standardisation to the training of psychologists across Europe. Whilst there are other models internationally, it is a useful benchmark in the European context, which aims to protect the public, and also facilitates the professional recognition and mobility of graduates.

There is little evidence in the SER regarding labour market analysis prior to developing this Programme. The Review Panel asked for additional information regarding the market research. The University provided information in the additional documents that in the first half of 2016, a survey was conducted in educational institutions (schools) on the issue “The need for employees of psychological qualifications”. The survey showed that more than 20% of educational institutions have a shortage/lack of psychologists. At the beginning of 2016, together with the Transcarpathian regional employment center, vacancies were monitored for psychologists.

During the site visit, the University and social partners referred to a high demand for graduates of these programmes (both BA and MA), and the 20% vacancy rate for public sector psychology posts in the region (which remain unfilled due to high emigration rate of graduates; and the trend for graduating psychologists to go into private practice rather than public posts).

- *the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered*

The Programme Aims are consistent with standards for psychology programmes at this level. This Masters Programme in psychology aims to produce professionals who can work in a variety of educational, social services and clinical settings. The workload of students (120 ECTS, over one year and ten months) is appropriate for this Programme.

As noted above, some Learning Outcomes are not clearly aligned to the syllabus, and this is further addressed in the part of recommendations.

- *the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other*

The content (curriculum) and associated Learning Outcomes are appropriate for a professional postgraduate (Masters) qualification in psychology.

2.2. Curriculum design

The field of the programme structure shall be assessed in accordance with the following criteria:

- *study subjects and/or modules are spread evenly, their themes are not repetitive*

The study subjects are spread evenly and coherently across the four semesters of the Programme, their themes are not repetitive and no more than eight study subjects are introduced during a semester. Students study the disciplines according to the structural-logical scheme, which takes into account the mastering of their professional competences: from basic fundamental to specific, applied, practical. For example, “Higher education pedagogy and psychology” in the 2nd semester, then “Teaching methodology in higher education” in the 3rd semester; or “Anthropogenesis” in the 1st semester followed by “Ethno-psychology” in the 4th semester.

- *the content of the subjects and/or modules is consistent with the type and level of the studies*

The Programme consists of two components: compulsory subjects and elective subjects. Compulsory subjects are either general (e.g. Research Methodology, Intellectual Property Law etc.; 12 ECTS and 360 study hours) or specialised psychology modules (e.g. Psychogenetics, Psychology of mass behaviour, Psychology of traumatic situations, Decision-making theory etc.; 75 ECTS and 2250 study hours). Compulsory components of the educational program are aimed at providing general and special (professional) competencies as defined in the Ukrainian Higher Education Standard. The number of credits satisfies national legal requirements, which state that at least 30% of the total amount of credits should be allocated to general and special (professional) competences in the specialty (as defined by the Ukrainian Higher Education Descriptor). Also, a master’s degree programme must include at least 30 percent of research (scientific) content. The Programme satisfies this requirement.

Elective subjects include modules focussed on professional and practical aspects of psychology (e.g. Psychological assistance and social work in crisis situations, The psychological counseling practice, Career Psychology etc.; 24 ECTS and 720 study hours). Students can also select modules not related to psychology (9 ECTS and 270 study hours). This part of the Programme supports the students’ understanding of the interdisciplinary aspect of psychological science, and is consistent with the legal requirements for Master study programmes in Psychology (at least 25% elective disciplines). Students usually choose one specialty and one non-specialty subject per semester. These disciplines are included in the student individual plan and after that the disciplines become mandatory for the student. This is an individual student learning path.

The studies of each subject are completed with an evaluation of the student's knowledge and skills (using exams, tests and / or course thesis).

After evaluating three Master's theses provided by the University and following the discussion of the Review Panel with teaching staff and students, the Review Panel recommends that there be a greater focus on advanced statistical methods in the Programme curriculum. It is recommended by EuroPsy regulations that Masters level curriculum in psychology include research methods and skills such as advanced research design; basic and advanced multivariate statistics, including ANOVA; multiple regression analysis, factor analysis; qualitative research design, including advanced interviewing, use of questionnaires, and qualitative data analysis. The Review Panel did not see evidence of such advanced statistical techniques in the theses that have been examined.

Keeping in mind the highlighted recommendations, the content of subjects is consistent with the type and level of the studies.

- *the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes*

The content and methods of the subjects/modules are appropriate and matched to the achievement of the Programme's Learning Outcomes. The methods of teaching and fostering successful learning in this Programme are varied, ranging from psychological assessment reports, case studies, presentation of reports, and practice logs.

A cumulative assessment system is used. Its components enable checking the level of achievement of the Learning Outcomes of a study subject or module. The examination usually constitutes only part of the overall assessment, while other assessment methods include essays, written research reports, individual or group projects. Teachers provide students with feedback on the progress achieved and efforts exerted.

- *the scope of the programme is sufficient to ensure learning outcomes*

The scope of the MA study programme "Psychology" is 120 ECTS and is sufficient to ensure the achievement of the Learning Outcomes and provides a good route to a career as a professional in the field of psychology, including research associate (psychology), psychologist, or teacher in a higher education institution.

It is also worthy of note that the Programme offers two internships, which is a valuable addition to this Programme. Pedagogical practice / vocational guidance is performed in the 2nd semester (4 ECTS, 120 hours) and pre-diploma practice in the 4th semester (4 ECTS, 120 hours). Pedagogical practice prepares the students for teaching psychological disciplines, which is one of the main areas of their future professional activity (although note our comments elsewhere that few ECTS are allocated to this area of study, in spite of its prominence in the Programme's Aim

/ Mission). The purpose of pedagogical practice is the deep mastery of the skills necessary for teaching psychological disciplines in institutions of higher education. The purpose of the second practicum ('pre-diploma practice') is to collect and process empirical material for the Master's thesis; statistically study this material; and to give a theoretical interpretation of the data obtained.

In the Review Panel's opinion, the duration of the student practicum is rather short relating to programmes with professional qualifications in other countries in, for example, psychology, social work, and occupational therapy. The Review Panel recommend it is increased significantly (time could be found by reducing the high volume of student contact hours). The Review Panel acknowledges the regulation from the Ministry of Education and Sciences regarding student placement length. Steps towards changing this regulation could commence with a review of psychology practicum durations (and associated health professions) elsewhere in Ukraine and in other countries. Of note is the norm of a three month (15 ECTS) placement stipulated for 2nd stage (Masters) curricula in the EuroPsy regulations.²

The study of the second cycle ends with Master's thesis defence. Upon completion of the thesis, the student should demonstrate an ability to analyze the chosen topic, evaluate research and work performed by other researchers, autonomously study and conduct empirical research on the selected topic, analyze primary or secondary data, and clearly and reasonably formulate their own research findings. The thesis is defended in a public meeting of the Commission on final diploma work and is evaluated in accordance with the criteria that are communicated to students in advance.

- *the content of the programme reflects the latest achievements in science, art and technologies*

The Programme reflects the latest achievements in social sciences. The literature used in most of the study courses is relevant to the content and is up to date – starting from newest editions to textbooks published 5-7 years ago. However it is worth noting that all reading lists are provided in Ukrainian and Russian languages only, suggesting little focus on books and scientific papers in the English language. The Review Panel would encourage teaching staff to ensure that at least 25% of sources are international, to ensure exposure to research and developments in the wider psychological community, particularly those in the English language.

The Programme is reviewed at least once every two years. Teachers working on this MA Programme regularly update reading lists, refine units of the course, and add new information to the content of their modules. During the site visit, both students and graduates expressed their satisfaction with their studies, and academic staff faced no restrictions in ordering the most up to date texts for the library.

² <http://www.europsy-efpa.eu/sites/default/files/uploads/EuroPsy%20Regulations%20July%202011.pdf>

2.3. Teaching staff

The teaching staff shall be evaluated according to the following criteria:

- *the qualifications of the teaching staff are adequate to ensure learning outcomes*

The teaching staff have qualifications appropriate to the delivery of their respective modules on the Programme. Of the ten lecturers delivering psychology modules on the MA Programme (seven full-time and three part-time), seven have doctoral qualifications and the remaining three are described as ‘candidates of sciences, associate professors’ (2) and ‘without scientific degrees/titles’ (1). A further three full time staff (all who hold doctoral qualifications) provide teaching in Theology, Law and Management/Finance.

- *the number of the teaching staff is adequate to ensure learning outcomes*

The cohort of 13 lecturers is adequate to ensure the Learning Outcomes on the MA Programme, and is in line with norms elsewhere.

- *teaching staff turnover is able to ensure an adequate provision of the programme*

Staff composition is stable, with little turnover. Senior Management confirmed that in the last 15 years, there has been little turnover of staff.

During the site visit, the Senior Management Team informed the Review Panel that the number of staff has increased during this period.

- *the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme*

Staff reported the University provides a range of staff training and development supports, including

- a good working space
- support towards upgrading qualifications
- part payment of publication fees
- support towards attending national and international conferences.

When the Review Panel sought information about supports available to staff specifically to increase their research productivity, it was pointed out that there is a Rector’s Order that provides financial and academic incentives for staff to write a textbook or monograph.

These staff training and development supports are in line with good practice elsewhere.

- *the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed*

The SER detailed staff involvement in research and publications and noted that between 2016 and 2020 “the department published: 65 scientific articles (including foreign professional publications), 48 reports at international and all-Ukrainian scientific conferences.”

The Review Panel requested additional information/narrative on the profile of staff publications, including profiles in Google Scholar, h-indexes etc. In reply, it was noted that few teachers have such publications and bibliometric profiles. Additional details of the publication activity of two staff were provided – this profiled some national publications and conference proceedings.

The Review Panel saw no evidence of peer-reviewed publications in international outlets. The University website does not appear to profile staff research/publication activities and neither staff nor the University appear to have a presence in, for example, Google Scholar.

Therefore, the research and publication profile of the staff can be considered low (notwithstanding the considerable evidence of conference presentations and proceedings).

2.4. Facilities and learning resources

Facilities and learning resources shall be evaluated according to the following criteria:

- *the premises for studies are adequate both in their size and quality*

The Review Panel was provided with comprehensive photographs of the premises, including library, laboratory, teaching rooms, corridors, canteen, gyms, outdoor spaces etc. The University has: 45 academic classrooms; a large assembly hall, 120 seats; a small assembly hall, 70 seats; two computer classes; research laboratories and a chapel. The premises appear adequate in size and quality.

- *the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality*

Staff and students were satisfied with the number and quality of computer equipment and during the site visit confirmed ‘it is enough’ and ‘we are happy’. The Review Panel notes, however, some machines are as old as eight years and note the common convention in higher education that computers more than five years old are obsolete.

The Psychology Laboratory contains some paper based tests on, *inter alia*, memory, cognition, attention and personality (for example, the Lüscher test). It also contains video recording equipment.

The Review Panel did not see evidence of any physical equipment to conduct experiments appropriate for undergraduate psychology students. While the range of such equipment (and the cost) varies hugely internationally, relatively simple devices for measuring, for example, physiological arousal (galvanic skin response) eye tracking and reaction times can expose students to a wide range of research and experimental applications. The Review Panel is on the view that this should be a priority development initiative for the University.

- *the higher education institution has adequate arrangements for students' practice*

The Programme includes two practice placements of 120 hours (4 ECTS) each, which meets the national standards and regulations.

As detailed in the SER, the first placement is 'pedagogical or vocational guidance', the objective of which is "to deepen pedagogical skills (for students who plan to work as teachers in higher educational institute) or skills in psychological counseling and vocational guidance (for students who plan to work as a psychologist). However, it is not clear to the Review Panel how a 120 hour placement could provide foundational skills in two such diverse areas of professional activity (university teaching and counselling).

The second placement is 'pre-diploma practice', the objective of which is to "to deepen and consolidate the skills of scientific research, work with scientific literature, the generation of scientific texts and its proper realization."

The Annexes to the SER show that formal agreements are in place with a number of agencies for students placements, including:

- Uzhgorod district center of social services for family, children and youth;
 - Transcarpathian Regional Center for Social and Psychological Assistance;
 - Transcarpathian Regional Center for Social and Labor Rehabilitation and Vocational Orientation;
 - Transcarpathian regional narcological dispensary.
- *teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.*

The Review Panel is of the view that the Library holdings are adequate and to the satisfaction of staff and students. The Library subscribes to 11 psychology journals (primarily in Ukrainian language). It has approximately 70 digital books. It also has 300 titles of psychology textbooks, and 4,500 books in the discipline of psychology.

Students can access a number of free online databases, including Academic OneFile and Encyclopedia Britannica. Students can access PsycINFO, SSCI and SocIndex via an agreement with the Uzhgorod Regional Scientific library.

Staff reported that they can request any new books they need and the library will purchase them. Also, the University has an arrangement with the Transcarpathian Regional Scientific Library in Uzhhorod city, to which students have access.

2.5. Study process and students' performance assessment

The process of studies and assessment thereof shall be carried out in accordance with the following criteria:

- *the admission requirements are well-founded*

The process for students' admission is in accordance with the legal acts, orders, and letters from the Ministry of Education and Science of Ukraine. The University does not have any other additional requirements regarding the knowledge and skills of an applicant, as reported in the SER. The admission process is publicly announced on the University's website not later than three months before the admission process is expected to start. As stated in the SER, and as the Review Panel learned during the visit, admission to the Programme is on a competitive basis. The representatives from the Senior Management Team and the teaching staff that the Panel met expressed concerns regarding the declining number of students applying to enrol in the Programme. As noted in the SER, applications for admission decreased from 30 in 2015 to 12 in 2019.

The academic staff and the Senior Management Team are aware of the situation, which they attribute to the bad economic situation in the country, the demographic situation, and the high level of migration. However, they are undertaking measures to mitigate this risk. These include promotional activities, reducing the admission fee, and giving financial subsidies for students who enrol in the Programme.

- *the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes*

The educational process is organized in accordance with the national regulatory system. The academic staff use lessons, individual study, practical training, and assessment as forms for organizing the educational process, as reported in the SER.

The students and the Alumni that the Review Panel met during the site visit shared that they are satisfied with the education and study process. As noted in the SER, the educational Programme provides general competences and professional competences. Students conduct their studies according to the structural logical scheme, meaning that the study process takes into account the mastering of their competences. They form their own individual learning trajectory, facilitated by being allowed to select free elective courses which consist of 7,5 % of the ECTS credits on the Programme. The practical training is only 4 ECTS credits or only 3,3 % of the academic hours. Compulsory modules constitute 87 ECTS credits or 72,5% of all academic hours. The

remaining 27,5% of academic hours (33 ECTS credits) are made up of elective subjects. As reported in the SER, the students have two types of practice: pedagogical or vocational practice (choice of the student) and pre-diploma practice.

The University has a system for following the students when they go on practice. However, as noted elsewhere in this report, the Review Panel is of the opinion that the number of practical hours should be increased.

As the Review Panel learned from the meetings with the students and the academic staff, the Programme is reviewed and revised every two years. The students and the staff think that the Programme is updated regularly enough, including all required changes connected with the profession.

The schedule and all other information required by students is easily and publically accessible for all the students.

- *students are encouraged to participate in research, artistic and experimental development activities*

The Review Panel learned that the Senior Management and academic staff understand the importance of encouraging students to participate in research, artistic and experimental development activities. Moreover, they support students to participate in such activity both morally and financially. Students have the opportunity to attend many different conferences, seminars, and project. In addition, the University includes the students in three international projects carrying out educational and research work. Also, academic staff work actively to identify different social and civic programmes in which the students can participate and contribute to society.

- *students have opportunities to participate in student mobility programmes*

Students have opportunities to participate in student mobility programmes (although few students take this opportunity). As reported in the SER, and confirmed during the meetings with the staff and Senior Management, the University values internationalization of its programmes and wishes to increase opportunities for student mobility.

Currently the University has international agreements with institutions in Poland and Switzerland. In addition to this, as pointed out in the SER, students can also go on academic mobility summer language schools, IT courses and programming. Also, the SER notes that students can participate in three on-going international projects (German-Dutch-Ukrainian project on monitoring refugee and migrant problems; Swiss / transcarpathian volunteer project for persons with disabilities; a harm reduction programme for drug users).

The students that the Review Panel met were familiar with these opportunities. However, not many of them are using them. The academic staff, among the other things, highlighted that they would like to see more students using mobility opportunities and going to European countries. Thus, the Review Panel is of the opinion that the University should work on further motivating students and broadening their opportunities for mobility.

Finally, the Panel did not receive numbers of outgoing and incoming students for Masters students.

- *the higher education institution ensures an adequate level of academic and social support*

The University provides a good level of academic and social support for the students. The Review Panel observed that both the students and Alumni are highly satisfied with the academic and social support that they receive from the University.

Academic support, in most cases, is being provided by the academic staff. Students are actively motivated to engage in research work. The Panel was impressed to learn that academic staff are happy to include students in their research work, although the Review Panel did not see details of specific results and/or outcomes from this cooperation.

Moreover, the University supports students to participate in conferences, training, round tables, and different forms of engagement that will enhance academic knowledge. In addition, students can publish their work in the University's own publications. In some cases, students even receive financial support for realization of academic activities.

The University also provides medical, sport and wellness, and housing support.

The students are organized in student bodies or associations and their representatives are included in the governing bodies of the University, including Academic Council. Also, the students can speak openly in cases where they have noticed that the replacement of academic staff is needed.

- *the assessment system of students' performance is clear, adequate and publicly available*

The norms for assessment of students' knowledge are regulated in the "Regulations on the control and evaluation of students' knowledge". The assessment process is divided into two parts – the assessment of current control and the assessment of examination control, as pointed out in the SER.

A document provided on our request for additional information (*Criteria for knowledge and skill assessment of students*) explains the knowledge levels, evaluation system and indicators of students' knowledge and skills. The final certification is carried out in the form of a comprehensive exam and defence of the Master's diploma work. This assesses the achievement

of the Learning Outcomes defined by the Higher Education Standard and the Psychology (master's level) educational programme.

The University promotes academic integrity, as noted in the SER. In that regard, the University does check students' coursework for plagiarism through two different systems.

In general, the academic staff, the students, and the Alumni that the Panel met pointed out that the assessment process is fair, transparent, and clear for them.

Finally, if a student is not satisfied with his/her mark, s/he may submit an appeal.

- *professional activities of the majority of graduates meets the programme providers' expectations*

A formal system for following the master students after they finish their education does not exist. However, the Review Panel noted that academic staff and graduates maintain a close link after the students finish their studies. Graduates seek professional / career advice from their professors. The general impression the Review Panel formed was that Alumni are highly satisfied with the knowledge that the Programme provides with.

The Review Panel thinks that the process of following the students after finishing their studies should be included in the quality assurance system.

In addition, the Panel is of the opinion that the University should include Alumni of this Programme actively in the education process.

The social partners shared their impression that the Programme meets their expectations, and that they would happily employ a graduate from this Masters programme.

2.6. Programme management

Programme management should be evaluated according to the following criteria:

- *responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated*

There is a clear management structure, whereby the Department Head reports to the Dean, who reports to the vice-Rector, who reports to the Rector.

The Head of the Department of Psychology, Pedagogy and Social Work holds monthly staff meetings with lecturers who teach on the Masters of Psychology.

Monitoring of the Programme also takes place by lecturers sitting in on each other's lessons; and mentoring of younger staff by more senior colleagues.

Student representatives sit on various management / academic bodies, including Academic Council.

- *information and data on the implementation of the programme are regularly collected and analysed*

There was considerable evidence of anecdotal information about the destination of graduates, but this information does not appear to be systematically collected on an annual basis.

The Review Panel notes the plans detailed in the SER, whereby at the end of the academic year 2019-2020, "the University plans to organize a wide discussion of the Psychology (master's level) educational program with management, teachers, employers, academic community and graduates of the educational program". And further, that "The university administration is working on further development and improvement of the quality management of the university's processes of activity."

- *the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;*

The SER states that the Programme is reviewed every two years. On requesting further detail, the Review Panel received the report of a review meeting in June 2018 between the Department of Psychology, Pedagogy and Social Work, student representatives and Directors from a number of social services. Feedback on the structure and content of the Programme was collected and all recommendations were 'taken into account'.

The MA Programme was externally assessed in 2014 and the 'Assessment Report on Educational Program 'Psychology' (Master's level)' is included in the Annexes. Subsequently, a Rector's Order was issued which detailed remedial actions, persons responsible and timelines for reporting to Academic Council. The Review Panel did not see evidence of a more recent external review.

Both internal and external evaluations have taken place to improve the Programme, but these do not occur regularly or systematically.

- *the evaluation and improvement processes involve stakeholders*

The Review Panel learned that an internal review for the Master Programme conducted in 2018 included Departmental staff, students and representatives (Directors) from a number of local social services.

The report of the external review conducted in 2014 noted “the professional activity of most graduates satisfies the employers”, but it is not clear how this was ascertained.

- *the internal quality assurance measures are effective and efficient*

The internal quality assurance methods primarily consist of a biennial review by staff involved with the programme (including updates to reading lists and syllabus content). There does not appear to be a formal, regular, systematic process for students, staff, stakeholders (for example, placement agencies) to input to this process.

That said, staff and students reported during the site visit that they had sufficient opportunity to contribute suggestions for the content of the Programme.

2.7. Examples of excellence*

* if there are any to be shared as a good practice

Core definition: Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.

Explanatory context Excellence enshrines one meaning of quality: a traditional view that associates quality with the exceptional.

The Review Panel note the following areas of excellence:

- The high levels of academic, mentoring and professional support offered by staff, highlighted by both students and graduates.
- Financial assistance for students, including attendance at conferences.

III. RECOMMENDATIONS

In no particular order:

1. The Programme Aims should be reviewed and stated more clearly and explicitly, and inserted to the Programme document ('Education Programme – psychology').
2. The Learning Outcomes should be reviewed, and be linked explicitly to compulsory and elective modules on the Programme.
3. The University should explore opportunities for aligning the curriculum to the EuroPsy 'Framework and minimal standards for the education and training of psychologists', possibly in partnership with the National Psychological Association of Ukraine (a member of 'European Federation of Psychologists' Federations').
4. By way of a *Research and Scholarship Action Plan*, the University works to promote research and scholarship activity amongst academic staff with a specific target of increasing peer-review publications in national and international journals.
5. The University should develop a *Quality Enhancement Handbook* to govern annual internal reviews of programmes, incorporating feedback from students, staff, social partners and other stakeholders, with such reports and action plans presented annually to Academic Council, and associated actions.
6. Advanced statistical methods should be taught on the Programme (including, but not limited to ANOVA; multiple regression analysis, factor analysis), and evidenced in student MA theses.
7. The duration of the student practicum is rather short, relating to professional psychology programmes in other countries. The Review Panel recommend it is increased significantly (time could be found by reducing the high volume of student contact hours). The Panel acknowledge the regulation from the Ministry of Education and Sciences regarding student placement length. Steps towards changing this regulation could commence with a review of MA psychology practicum durations elsewhere in Europe.
8. The goodwill apparent in the meeting with graduates could be harnessed by way of an MA Alumni association.
9. Academic and management staff should motivate and support students to use mobility opportunities to study abroad, in order to increase the level of the University's internationalization.
10. The Psychology Laboratory should be enhanced to contain equipment to facilitate experiments appropriate for postgraduate psychology students.

IV. SUMMARY

Main positive and negative quality aspects of each programme evaluation area

Programme aims and learning outcomes: The Programme Aims are generally stated, and could be reviewed and more concisely and explicitly stated. The Learning Outcomes are appropriate for a Masters in Psychology, but could be reviewed to remove those not explicitly linked to the curriculum / content.

Curriculum design: The Programme consists of 120 ECTS delivered across one year and 10 months. Students take a mix of compulsory and elective modules. In accordance with a directive from the Ministry of Education and Science, 25% of modules are elective.

Further, students undertake two separate practicums (of 120 hours duration each). Current regulations set by the Ministry of Education and Science limit the duration of the practicum, which the Review Panel consider to be rather short for a professional qualification in psychology.

Teaching staff: The size of the staff team and their qualifications are appropriate for the Programme. Staff turnover is low, and the majority of hours are delivered by permanent staff at associate professor and professor grade, most of whom hold doctoral qualifications. There was clear evidence of staff commitment to students' education and well-being.

There are good staff training and development opportunities for staff, including funding for attendance at national and international conferences and funding assistance in publishing their work.

A number of staff are active in publishing their work, in the University's own journal and in other national journals and in the form of conference proceedings. However, there is little evidence of publication of peer-reviewed work in international journals.

Facilities and learning resources: As evidenced in the photographs made available to the Review Panel, general teaching spaces are adequate, and most classrooms contain computers and projectors (although not all).

Library holdings are also adequate, with a mix of hard copy and electronic resources. Students and staff expressed satisfaction with their access to sufficient up-to-date scientific resources.

There is a dedicated psychology laboratory, which mainly contains paper-based tests. However, there is scope to equip this lab with equipment that would expose students to a wider range of psychology experiment opportunities.

Study process and students' performance assessment: Students are assessed by a mixture of written assignments and end of semester examinations. Assessment arrangements are clearly available to students. The Review Panel found evidence of high levels of student support, and strong levels of student involvement in teachers' own research. Agreements are in place to support student mobility abroad, and to earn 'double diploma' credits. The University is encouraged to continue to grow these opportunities for students.

Programme management: There is a clear management infrastructure supporting the Masters in Psychology. Periodic external reviews are undertaken by the Ministry of Education and Sciences. Also, internal reviews/updates are undertaken every two years.

The University is encouraged to develop an internal quality assurance process, which would include annual quality reviews of this Programme, including formal feedback from students, staff, social partners and other stakeholders. It is recommended that annual quality assurance reports are presented to the Academic Council and, subsequently, any actions required by the University be reported back to the Department of Psychology, Pedagogy and Social Work on an annual basis.

V. GENERAL ASSESSMENT

The second cycle study programme *Psychology* at Carpathian Augustine Voloshyn University is given **positive** evaluation.

Team leader: **Dr. Kevin Lalor**

Team members: **Dr. Natalija Norvilė**

Marija Vasilevska