STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
**STUDIJŲ PROGRAMOS *PSICHOLOGIJA (valstybinis kodas –
612S10003, 6121JX065)*
VERTINIMO IŠVADOS**
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**EVALUATION REPORT
OF *PSYCHOLOGY* (*state code - 612S10003, 6121JX065*)
STUDY PROGRAMME**
at Klaipėda University

Experts' team:

1. **Prof. John Clibbens (team leader)** *academic*,

2. **Dr. Kevin Lalor,** *academic,*

3. **Dr. Kalypso Iordanou,** *academic,*

4. **Ms. Natalija Norvilė,** *social partner,*

5. **Miss Julija Stanaitytė,** *students' representative.*

Evaluation coordinator -

Miss Lina Malaiškaitė

Vilnius
2017

Studijų programos pavadinimas	*Psichologija*
Valstybinis kodas	612S10003 (6121JX065)*
Studijų sritis (studijų krypčių grupė)*	Socialiniai mokslai (*Socialiniai*
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), ištęstinė (5,5)
Studijų programos apimtis kreditais	240 ECTC
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos bakalauras (*Socialinių mokslų bakalauras*)*
Studijų programos įregistravimo data	2001-05-20

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

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Psychology*
State code	612S10003 (6121JX065)*
Study area (Group of study field)*	Social Sciences (*Social Sciences*)*
Study field	Psychology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4), part-time (5.5)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Social Sciences (*Social Sciences*)*
Date of registration of the study programme	20th April, 2001

* 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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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

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).

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
2.	Regulations of study programme committee

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

Klaipėda University (hereinafter: KU), founded in 1991, is the scientific and cultural centre of the region of Western Lithuania with the population of around 470,000. The University is governed by the Council and the Senate. The University activity is organised by the Rector, Vice-Rectors, and the Rectorate. The University consists of four faculties (those of the Humanities and Education Sciences, of Marine Engineering and Natural Sciences, of Social Sciences, and of Health Sciences), two institutes (of Continuous Studies and of Baltic Region

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History and Archaeology), and the Academy of Arts. KU has over 500 members of the academic staff and a student population of 4,500. It offers studies in all three cycles (undergraduate, graduate, and doctoral).

The *Psychology* study programme is implemented by the Department of Psychology of the Faculty of Humanities and Education Sciences (hereinafter: FHES). The Faculty is administered by the Faculty Council, the Dean, and the Vice-Deans for Studies and for Development and International Relations, and the Dean's Office. The Faculty implements study programmes in all three cycles in the area of humanities and social sciences. The structure of the FHES, the administration of its divisions, the academic and scientific competences of the academic staff, the interrelationships in the academic community and the international cooperation, and close relationships with social partners create the necessary prerequisites for the quality implementation of study programmes.

The Psychology study programme has been implemented at KU since 2001. The last international evaluation of Psychology study programme took place in 2011.

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 *9ᵗʰ November, 2017.*

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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

From the documents supplied to the team and the meetings it was clear that the programme objectives and learning outcomes are well-defined and publicly available. The programme aims and outcomes are listed in the SER and in annexes supplied to the visiting team. They are clearly set out and consistent with the Lithuanian national Qualifications Framework for first-cycle Psychology programs. The expert team had an opinion that they are fully consistent with wider European standards and expectations too.

The Programme aims and learning outcomes also appear to be in line with the needs of the country and the labour market. The SER sets out some of the challenges facing the country and the need for qualified Psychologists at both a national and regional level. Some of these issues include bullying in schools, problems of mental illnesses and disorders, suicide, and issues associated with an ageing population. There is a particular problem of a lack of professionally qualified psychologists in Western Lithuania, meaning that the employability prospects of graduates from the programme are good. There appear to be effective processes for ensuring the relevance of the programme and, as a first-cycle qualification; it provides an excellent basis for further study in Psychology.

The programme appears to be in accord with the mission of the university, set out in the introduction to the SER, which emphasizes the importance of working with social partners to ensure the quality and relevance of the programme. It was clear during meetings that the programme is highly valued by senior management and seen as important to the university. One area that could be improved is the limited scope for staff mobility – if this were expanded it could broaden the staff experience and feed back into improving the programme.

The programme objectives and learning outcomes, as set out in the documents provided (and listed above), are appropriate to academic and professional requirements, in that they cover the core areas of psychology as well as introducing the ways in which these can be applied by professional psychologists as well as appropriate research methods and ethical considerations. They are also appropriate to the level of study, given that this is a first cycle programme. Given the statements above, the title of the programme, learning outcomes, content and qualification can be seen to be well-tuned: the content of the programme is consistent with what would be expected of a Bachelor's degree in Psychology, providing the academic basis for further professional study.

2.2 Curriculum design

The Department of Psychology is in the Faculty of Humanities and Education Sciences. It offers a four year full-time Bachelor of Psychology (240 ECTS) and a part-time programme delivered over 5.5 years. 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.

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The curriculum contains all the main domains of psychology, and subjects are distributed appropriately across the four years of the Programme. The students' psychological knowledge is incrementally increased, across the core fields of psychological theory, research, ethics and application to practice. Individual course learning outcomes are systematically aligned to the Programme learning Outcomes.

In addition to core psychology subjects, students complete some non-psychology subjects which they can choose from an adequate selection. This is a valuable part of the Programme and, across a four year Programme, it is appropriate that students have the opportunity to study disciplines beyond psychology. For the most part, students appreciated the value of these opportunities. In addition, students complete two practicums (in Term 3 and Term 8). Overall, the result is a well-designed and solid curriculum that enables students to meet the Programme learning outcomes.

There is evidence of regular and systematic monitoring and review of Programme Learning Outcomes and syllabus. The course content is updated every two years and reviewed by an Attestation Committee.

In addition, the Programme Committee and The Head of Department conduct a review of Programme Learning Outcomes each year and reading lists are also renewed each year, which was evident in the Library. Indeed, a particular strength of this Programme was the contemporary resources available in the library.

The overall impression is of a well-designed curriculum, which is kept under close and careful review by faculty and management to ensure it is contemporary and aligned to the programme learning outcomes.

2.3 Teaching staff

Klaipėda University staff teaching at the psychology BA programme consists of 25 staff members, including 13 PhDs in Social Sciences (Psychology), 1 PhD holder in Physical Sciences, and 11 who have no research degree but possess sufficient practical, academic, and project work experience. Out of 25 programme teachers, 13 works full-time and 7 part-time, 4 teachers belong to other Departments of KU, and 1 is a visiting professor. The staff-student ratio is 1:12 which is appropriate. Regarding the qualifications of the staff, only 56%, 14 out of the 25 staff members, hold PhD degrees. The percentage of staff members who hold PhD degrees is quite small and does not comply with the requirements of the Lithuanian legislation.

The distribution by age groups is as follows: 25-30 years (2 members); 30-45 years (7 members); 46-60 years (9 members); and over 61 years (7 members). The department has quite a low turnover rate. In the last 5 years only one full-time young teacher, specialised in clinical psychology, has joined the teaching staff, while 3 other teachers were employed part-time. The low turnover, in combination with the fact that almost one third (28%) of the staff is over the age of 61, suggests that in the following years there will be a need for new appointments. The staff also underlined the need to hire young staff members. Still, the qualifications and age

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composition of teachers are adequate to ensure the learning outcomes of the program are met by students.

During the meetings with senior management, the evaluation team and staff members, all were open, and very honest in describing the financial problems they are facing which affect the staff's opportunities for professional development. For example, the senior management team informed us that the only source for funding staff's professional development is Lithuania's Research Council. The university itself does not allocate any funds for supporting the professional development of staff members. Furthermore, they explained that staff members are given the right to apply for funding through the Lithuania's Research Council every five years, in activities such as ERASMUS programme or attending conferences. However, the last time when staff member applied for professional development was 10 years ago.

During the meeting with the teaching staff, staff was asked about the support they need to increase their research productivity and they suggested that more funds should be given for supporting them to attend conferences and publishing. They acknowledged it is an issue for them because of the current economic situation of both the university and the country. The university's financial problems has also affected their ability to get sabbaticals, because there aren't enough teachers to replace those who are on sabbatical.

The amount of international exchange is low - during the last 5 years only 4 staff members participated in an international exchange programme. There were a number of visitors in the programme, but the alumni reported that they didn't have the opportunity to attend guest lectures from visiting professors, although they would like to have this opportunity. The KU staff members' participation in international scholarly exchange should be strengthened.

Most of the staff members are participating in research projects and publish their work. However, the majority of the staff's research output is in local journals. As they have underlined, more opportunities for professional development and for sabbaticals would help the staff members to publish more papers, especially in international journals.

The expert team applauds the University's efforts in increasing the number of staff with PhD qualification. We are glad to hear that another faculty member has successfully defended her PhD after our evaluation meeting. However, please note that expert decision was based on the evidence we had available at the time of the evaluation. Actions that took place after the evaluation meeting, fall out of the scope of the present evaluation and will be taken under consideration by the next one.

2.4 Facilities and learning resources

Since 2016, the Psychology undergraduate study programme has been implemented in the Faculty of Humanities and Education Sciences of KU (S. Nėries 5). Currently, the Faculty has 23 well-equipped classrooms with 770 workplaces. Lectures for large groups are given in three classrooms: 208 (100 seats), 204 (130 seats), and 220 (72 seats). Other classrooms can seat 20 to

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30 students. The main lectures and classes take place in Classrooms 237, 238, 240, and 241, that were overhauled and had new equipment installed in 2013. The building is not fully adjusted for the disabled people in wheelchairs, e.g. some rooms on the higher floors are not accessible.

Lab of Psychophysiology (Room 238) is used for classes on psychophysiological measurement. In the Lab of Psychological Counselling (Rooms 240-241), practical classes of psychological counselling are given. In the Methodological Lab of the Department of Psychology (Room 236), scientific and methodological literature and methodologies of psychological assessment are stored and lent to students. The expert team would suggest purchasing more methodologies (e.g. various test batteries) that could be used for learning process as well as for writing Bachelor thesis or for the internship.

In the Faculty premises, students and teachers can use a Wi-Fi connection. 11 classrooms are equipped with stationary multimedia, 4 classrooms (112, 114, 204, and 213) have interactive boards (Promethean ActivBoard with Internet access). In two computer labs, Room 205 (14 seats) and 304 (8 seats), students can use the SPSS 22.0 and AMOS 22.0 software whose licenses are annually reviewed. During the visit the Department of Psychology held 1 SPSS license (there were 35 licenses in the University in total). As SER team informed, starting from 2018 January 1 there are 11 licenses in the Department, and the expert team highly appreciates this change. The Review team encourages the senior management of the Faculty to continue purchasing additional SPSS software licenses, as the current number is comparatively low.

The Lab of Psychophysiology (Room 238) has the software installed for measurement of pulse, blood pressure, respiration, skin temperature, plethysmograms, encephalograms (EEG), electromyography (EMG), and galvanic reactions. The workplaces of the Lab are adapted for individual training tests.

The Lab of Psychological Counselling (Rooms 240/241) have single-vision glasses and stationary and mobile video equipment. The system applied for psychological counselling trainings consists of 5 rooms joined with audio and video connections: a Lab of Group Counselling, three Labs of Individual Counselling, and a Lab of Counselling Observation. In the latter, via the single-vision glass, one can directly observe the Lab of Group Counselling, while from the mobile video sources; one can observe counselling labs and simultaneously make audio-visual recordings of individual and group counselling labs.

The Department of Psychology has a system NOLDUS (The Observer Mobile, The Pocket Observer) with the software The Observer Video-Pro 5.0. By means of it, one can record the actions of the investigated in video records and automatically perform the statistical analysis of repetitive elements of a respective action/motion.

For the introductory practice of the Psychology undergraduate study programme, agreements were signed with 6 institutions: Klaipėda City Pedagogical-Psychological Service, PEI Klaipėda Mental Health Centre, Personnel Selection and Training Company UAB Akrisida, Klaipėda Smeltė Progymnasium, Emotional Support Service Jaunimo linija [Youth Line], and Klaipėda Social and Psychological Assistance Centre Pagalbos moterims linija [Assistance to Women

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Line]. For the training practice, agreements were signed with 18 schools of the city of Klaipėda and 7 schools of the district of Klaipėda. Each of those institutions employs qualified psychologists complying with the requirements for practice mentors. Students are also encouraged to volunteer in various institutions (e.g. Probation Service, helplines etc.). The university mentioned that students are introduced to educational, clinical and organizational psychology areas during the introductory practice, however that was not confirmed by students or alumni during the visit - they mentioned only educational psychology.

The Library of the Faculty of Humanities and Education Sciences is the most modern one at Klaipėda University. The University provides access for several databases in psychology: Academic Search Complete, PsycARTICLES, ERIC, Education Research Complete, Education, Medline, SocINDEX with Full-Text, ScienceDirect, SpringerLink, Taylor & Francis, Sage Journals Online, Wiley Online Library. All the databases are accessible not only from the computers in the University network, but also from home. The opportunity is provided by a connection through the remote access server EzProxy. Students, teachers and researchers can use bibliographic information management tool Refworks that helps to collect information, to cite, and to draw lists of literature by different citation styles.

As mentioned in SER, the KU Library funds provide more than 450 000 copies of scientific and methodological literature. On average, the Library gets about $\sim 10,000$ copies of new publications per year. The main textbooks are in Lithuanian, Russian and English. As students noted the number of textbooks for mandatory reading is enough and the main literature can be found easily.

To ensure access to studies for students with special needs, in the KU Central Library and its subdivisions, specialized equipment has been installed (such software as EasyConverter and WintalkerVoice, AWS 14 for Windows, Super Nova Magnifier etc.), designed for students with movement disorders, the blind, visually impaired, those with dyslexia, and others.

2.5 Study process and students' performance assessment

Admission requirements are well – founded, consistent and transparent. Entrance process is organized by national institution LAMA BPO. Even though students can enter the programme with a score lower than 2, number of admitted students in 2016 is rather small. Just 10 students, including just 1 state-funded, were accepted to the programme. Even though programme managers have some plans for attracting more students, these entrance numbers should be one of the key areas to be concerned about.

Organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes. At the beginning of the first year there is a meeting with students where they get all information they need. For each course teachers present the purpose, learning outcomes, assessment strategy. Teachers usually provide information by e-mail or it is provided on Moodle. During the visit, students highlighted that each year they have meetings with teachers where they could give feedback to teachers about their course. In

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addition, students are very positive about the information they get from teachers, managers and administrators.

Students are encouraged to take part in scientific, artistic or applied science activities. Teachers involve students to do research together. Students mentioned that teachers suggest that they become involved in research and help with the projects teachers make. On the other hand, according to the SER (p. 28), and during meeting with students, it was clear that the number of students who are involved in scientific activities is rather small, so programme managers should develop a strategy to involve and encourage students to do more research work.

Students are provided conditions to take part in mobility programs. Unfortunately, students are not tending to use opportunities to go abroad for studies or internships very actively. According to the SER (p. 27), in 2015- 2016 just 3 students went abroad for studies. Students and administration highlighted that the main reason for not using mobility opportunities usually is fear of losing state- funding places, jobs. A positive aspect about mobility is that the programme receives more international students, so there is a chance to internationalize the programme more to be attractive for foreigners.

The university provides appropriate academic and social support for students. All information is provided on the University webpage, by e-mails, during courses or meetings with teachers or administration. Students can consult with teachers during their consultation hours. If there is a need for financial support, loans or dormitories, the University is ready to help by providing scholarships, loans and other help for students. It is positive that students are supported during their final project preparation process by other teachers even if they are not supervisors. For instance, students mentioned that they could consult about statistics with different teachers and it is really helpful.

The system of assessing student achievements is clear, publicly available on the faculty webpage and course descriptors. Evaluation process is usually based on final exam, group or individual projects, participation in class, mid- term exam etc. Students highlighted that they know all dates of exams and they can change it if the workload in that time is too big. Furthermore, students could ask a feedback from teachers, but alumni of the programme mentioned, that usually teachers are not actively providing feedback. In addition, it would be positive process for students to be given the feedback after every bigger task they did and programme managers should take to consideration how to implement feedback culture more active to the programme.

Professional activities of the majority of graduates correspond to the expectations of programme managers and employers. Employers noticed that the need of these graduates is very big in the region. One of social partners highlighted that psychologists are very needed in smaller cities and villages. It is very positive that students are encouraged by employers and teachers to be involved in volunteering. Nevertheless, it was mentioned that students could volunteer more and use free time to gain more experience, because bachelor studies are very general. During the studies, graduates gain very important competencies like analytical skills, tolerance, critical thinking, problem solving and etc. It could be recommended to extend to area of internships

more for example more examples in HR area, clinical psychology and etc., because now it is more focused on schools.

The programme corresponds to the state economic, social and cultural and future development needs, because majority of social partners emphasized the need of psychologist in the region. For example, it was mentioned that there are 12 vacancies for psychologist, but just 5 was filled. Psychologists are needed in schools, public institutions, non – governmental organization s and etc.

A fair learning environment is ensured for all students. Students have equal opportunities to retake the exam, make complaints and appeals, get feedback from teachers, information, social and academic support. All students are encouraged to be academically honest ensuring a fair academic environment for everyone.

Students are provided opportunities to make official complaints and lodge appeals. There is special Administration and Students' Dispute Settlement Commission which examines, for example, students' complaints about the final thesis, final marks etc.

2.6 Programme management

Responsibility for programme management at University, Faculty and Departmental level is set out quite clearly in the SER, and the expert team was able to discuss this in various meetings during the visit.

The role of Head of Department appears to be a key one, with the Head being a member of the Faculty Council and the Study programme Committee. The responsibilities of the Head and other teaching staff are clearly set out in the SER, but it was felt that more use could be made of the programme committee to support the Head: at present the impression given is that the onus falls very much on the Head of Department, more shared management responsibility could make the system more robust.

Quality assurance processes are set out in the SER document, and governed by the university Quality Guide (2014). As stated in the SER, data on student performance and progression are collected and analysed regularly. Feedback is collected from students and staff and discussed at Study programme Committee meetings to which staff, students and external stakeholders are invited. Social partners, who take students on placement, are involved in annual meetings with the university and are able to make their views on the appropriateness of the curriculum known. They are consulted about changes to the curriculum (as they confirmed in their meeting with the visiting team). One possibility to consider for the future would be to invite social partners to become members of the study committee, as is done in some other universities.

There is also an annual meeting attended by 30-40 alumni and employers (many of whom take students on placement). At this meeting external partners are invited to comment on the quality of the programme, the appropriateness of the content and its relevance for the competences acquired by graduates. It was clear from the meeting with students that they felt staff to be

friendly and receptive, and that they could talk to them about the problems they face. Social partners also made it clear, in the meeting with the expert team, that they are always consulted about changes made to the programme.

On the basis of the comments above, the quality assurance process appears to be effective. The various sources of feedback mentioned above, including surveys of academic staff and students and meetings with external partners, feed into programme development. Recommendations from the previous review have been addressed. Some have been directly addressed, such as the replacement of the term „abilities" in course outline templates with „intended learning outcomes". A recommendation to establish a single programme committee covering both undergraduate and graduate programmes was not implemented, due to an expansion in the number of programmes. Some recommendations remain as challenges for the future, including working to increase student mobility, to increase staff publication in international journals and to continue to expand physical facilities and resources to support the programme.

Results of evaluations are made publicly available in a number of places, including the university and faculty websites. As noted in the SER, the aims and the intended learning outcomes of the programme are made public in the AIKOS system (www.aikos.smm.lt) and on the KU website (http://www.ku.lt/studijos/studiju-programos/). There is also a Department of Psychology Facebook page, which give information about various events, including Study Fairs and Open days.

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III. RECOMMENDATIONS*

1. In order to meet the legal requirements at least one of the staff members who currently doesn't hold a PhD needs to get a PhD or the University should hire more staff members who hold PhD degrees.

2. The University needs to offer more opportunities for professional development for the academic staff in order to support them to conduct research and publish their work at the international level. Low levels of staff mobility, including attendance at conferences / seminars should be addressed by creating a dedicated fund, to which staff could apply for travel costs.

3. The expert team would suggest purchasing more methodologies (e.g. various test batteries) that could be used for learning process as well as for writing Bachelor thesis or for the internship.

4. It is recommended to prepare a clear strategy to attract more students to the programme, because the current low entrance numbers is a concern.

5. It is recommended to extend the fields where students can take practicums, from the present rather limited focus. For instance, students are not introduced to other areas of psychological services, e.g. organizational psychology. The programme management is encouraged to seek contacts with new social partners in this field.

6. Programme committee should support head of department more. It was felt during the meetings that more use could be made of the programme committee to support the Head: more shared management responsibility could make the system more robust.

7. Consider inviting social partners to be part of study programme committee. Now they are involved in annual meetings with the university and are able to make their views on the appropriateness of the curriculum known, however, they aren't part of the programme committee and aren't much included in making the decisions.

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IV. SUMMARY

Programme aims and learning outcomes are well-defined and publicly available. They are also geared to the needs of the country and the labour market. They are clearly set out and consistent with the Lithuanian national Qualifications Framework for first-cycle Psychology programs. Also they are appropriate to the level of study, given that this is a first cycle programme.

In summary, the curriculum contains all the main domains of psychological theory, research, ethics and application to practice. In addition to core psychology subjects, there is an adequate selection of non-psychology subjects. Furthermore, students complete two practicums. The overall impression is of a well-designed curriculum, which is kept under close and careful review by faculty and management to ensure it is contemporary and aligned to the programme learning outcomes.

Regarding the teaching staff, at least one of the staff members who do not currently hold a PhD needs to get a PhD or the University should hire more staff members who hold PhD degrees in order to meet the legal requirements. Moreover, the University needs to offer more opportunities for professional development for the academics in order to support them to conduct research and publish their work at the international level.

Students of the programme are encouraged to volunteer in various institutions (e.g. Probation Service, helplines etc.) and that is a strength of this program.

It is positive that students are involved and have opportunities to make changes to the study programme by giving feedback for teachers and managers. It would be positive for students to get feedback after every assignment. There is scope to develop a feedback culture more actively to the programme.

Quality assurance processes are well-established and there are good relationship with social partners. Feedback is collected from students and staff and discussed at Study programme Committee meetings to which staff, students and external stakeholders are invited. Social partners are involved in annual meetings with the university. They are consulted about changes to the curriculum, however university should consider for the future inviting social partners to become members of the study committee.

V. GENERAL ASSESSMENT

The study programme *Psychology* (state code – 612S10003, 6121JX065) at Klaipeda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**18**

*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:	**Prof. John Clibbens**
Grupės nariai: Team members:	**Dr. Kevin Lalor**
	Dr. Kalypso Iordanou
	Ms. Natalija Norvilė
	Miss Julija Stanaitytė

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