



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

MYKOLO ROMERIO UNIVERSITETO
**STUDIJŲ PROGRAMOS *PSICHOLOGIJA* (*valstybinis kodas -*
612S10004)**
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *PSYCHOLOGY* (*state code - 612S10004*)
STUDY PROGRAMME
at MYKOLAS ROMERIS UNIVERSITY

1. **Prof. Hab. Dr. Reinhold Stipsits (team leader)** *academic,*
2. **Prof. Dr. Anthony R. Beech,** *academic,*
3. **Prof. Dr. Mati Heidmets,** *academic*
4. **Dr. Kevin Lalor,** *academic*
5. **Assoc. Prof. Dalia Nasvytienė,** *academic,*
6. **Mirela I. Bilc,** *students' representative.*

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Psichologija</i>
Valstybinis kodas	612S10004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos bakalauras
Studijų programos įregistravimo data	06.03.2006

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Psychology</i>
State code	612S10004
Study area	Social Sciences
Study field	Psychology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3,5 years)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Psychology bachelor
Date of registration of the study programme	06.03.2006

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The Centre for Quality Assessment in Higher Education

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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	Student’s BA thesis
2	Copies of the staff member’s publications

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

Mykolas Romeris University (hereinafter referred to as MRU) is a public institution of the Republic of Lithuania. The university was established in 1990 by Seimas of the Republic of

Lithuania, it was registered on 22 December 1997. Currently the University offers more than 100 study programmes (Bachelor, Master, and Doctoral programmes, also joint-degree programmes). The number of students in the University is about 17 000. The University has 5 faculties - Faculty of Social Technologies, Faculty of Economics and Finance Management, Faculty of Politics and Management, Faculty of Law, Faculty of Public Security. Also the University's structure includes Centre of Academic Affairs, Research Centre, Communication and Marketing Centre, Property Management, Service Sale Centre, IT Centre, Project Health and Sport Centre, Francophone Study Centre, Asian Centre.

The Bachelor's Study Programme in Psychology (hereinafter referred to as BPsy) is run by the Institute of Psychology, which belongs to the Faculty of Social Technologies. The Programme was started in 2006, being registered after a positive evaluation by the Centre for Quality Assessment in Higher Education. In 2009 the Programme was accredited till 2014, without any external evaluation. Currently there are 467 students enrolled in the Bachelor's Programme in Psychology. The duration of the full-time BPsy studies is 3.5 years (7 semesters) and the overall scope of the programme is 210 ECTS credits. The BPsy is taught either in Lithuanian or in English.

During 2006-2014 the BPsy has twice passed an external evaluation. The first evaluation was carried out under the project "Modernization of Bachelor Level Study Programs at Mykolas Romeris University", funded by EU Human Resources Development programme. The experts presented a set of recommendations for programme improvement and the general evaluation of the programme was positive. The second evaluation was performed by the Lithuanian Psychologists Association in 2013 to verify the Programme met the Minimal Standards for Education and Training of Psychologists described in the European Qualification Standard for Psychologists. The recommendations of evaluations were taken into account and the Programme was updated.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on *30th September, 2014*.

- 1. Prof. Hab. Dr. Reinhold Stipsits (team leader), University of Vienna, Austria;**
- 2. Prof. Dr. Anthony R. Beech, University of Birmingham, United Kingdom;**
- 3. Prof. Dr. Mati Heidmets, University of Tallinn, Estonia;**
- 4. Dr. Kevin Lalor, Dublin Institute of Technology, Ireland;**
- 5. Assoc. prof. Dalia Nasvytienė, Lithuanian University of Educational Sciences, Lithuania;**
- 6. Mirela I. Bilc, student of Babes-Bolyai University study programme Psychology, Romania.**

II. PROGRAMME ANALYSIS

2.1. *Programme aims and learning outcomes*

The undergraduate Psychology programme at Mykolas Romeris University aims to “*educate psychologists, having basic psychological knowledge and skills which are necessary to continue further studies oriented toward practical application or science. ... Bachelors of psychology are acquainted with main psychological theories and techniques in psychology and are able to apply psychological knowledge in scientific and ethical way in different contexts.*” In spite of some unclear wordings (i.e., “*the program prepares narrow profile (?) specialists, namely psychologists*”), the program aims and learning outcomes (hereafter – LO) are generally in compliance with legal acts of Lithuania, meet Lithuanian requirements and European standards and are consistent with the type and level of studies and qualifications offered.

The aims and learning outcomes are publicly accessible at the MRU homepage. During the site visit staff members, students and alumni were in general aware of the aims and outcomes and structure of the programme and were able to discuss its content and further development.

The name of the programme, learning outcomes and qualifications offered are compatible with each other. However, the fact that the Institute of Psychology is a part of the Faculty of Social Technologies creates some confusion. *Social technologies* are internationally not widely used as a denominator of the academic branch or study field, and its relations with Psychology are therefore unclear. For instance “Social Sciences” might be internationally more understandable.

The programme and its LO are periodically updated. The last update was done two years ago. There is a special subcommittee in the Institution, whose responsibility is to monitor the study quality including the relationship between the subjects taught and the LO of the programme. According to the impression gained from the meetings, the LO are known by the individual course instructors and students.

Unfortunately, the Self-Evaluation report did not include any comparisons of the MRU BPsy programme with other undergraduate psychology study programmes in Lithuania. The only comparison is a statement that this programme differs from other Lithuanian undergraduate study programmes in terms of length. Undergraduate psychology programmes in other Lithuanian universities are delivered over 8 semesters (4 years) and cover 240 ECTS, whereas the BPsy at MRU is delivered over 7 semesters (3.5 years) and covers 210 ECTS. Some more detailed analysis of the similarities and differences of this programme would have been useful to evaluate the strengths and weaknesses of this programme in a wider context.

Clear positioning of the MRU Psychology programme in the Lithuanian public and academic landscape should address the question “why it is worth studying Psychology, especially in MRU?”. This is especially important in the current context, where the number of applicants is decreasing (due to demographic reasons), competition between universities remains high and “... *the employment possibilities for undergraduate psychologists as independent practitioners are*

limited”, as the SER indicates. The expert team would welcome a clearer strategy from the University as to the positioning of its Psychology programme in the wider Lithuanian academic landscape and branding it for future applicants.

2.2. Curriculum design

The BPsy programme curriculum meets Lithuanian legal requirements. The duration of the full-time BPsy programme is 3.5 years (7 semesters) and the overall scope of the programme is 210 ECTS credits (consisting of 5670 hours). Each semester consists of 30 ECTS and no more than 6 subjects are studied per semester. The Psychology study programme consists of 2411 contact hours (43% of the total), and 3529 hours of independent work (57% of the total). The structure, content and consistency of the programme are consistent with the learning outcomes of the programme and legal documents.

The programme follows the recommendations of the EuroPsy – Framework and Minimal Standards for Education and Training of Psychologists, as described in European Qualification Standard for Psychologists. The learning outcomes of the programme are in-line with EuroPsy regulations. It is of note that the new Lithuanian Standards for Education of Psychologists will be implemented in 2014.

The curriculum is periodically analyzed and updated to reflect the latest achievements in psychological science. The role of students, alumni and social partners seem to be relatively minor in creating and developing the curriculum. During the team’s interviews with the students, alumni and social partners it was told that these groups opinions are solicited but final decisions regarding any curriculum changes are in the end made by the university staff and administration.

The content of the programme reflects contemporary knowledge in the field of Psychology. It is organized according to the Framework and Minimal Standards for Education and Training of Psychologists described in the European Qualification Standard for Psychologist (EuroPsy 2013) and includes five curriculum components: orientation, theoretical courses and skills training in psychology, academic skills, methodology and non-psychology theory. These components are well-balanced and reflect contemporary knowledge in the field of Psychology. For further development of the programme, adding some interdisciplinary courses integrating psychology with its neighbour disciplines might be considered (for example, gender theory, critical thinking).

The Psychology study programme includes two parallel “streams”, in Lithuanian and in English. This is a policy of the University as well as a policy of the Institute to enter the international market to attract international students and enhance the long-term viability of the programme. This is not to be an easy task, and the number of students admitted to the English stream has typically been quite low (10-15). Also, according to the opinion of a number of students, not all the teaching staff, involved in the ‘English stream’ have sufficient language competence to actually teach in English. To ensure the quality of teaching in the English stream more efforts should be made to improve the language proficiency of the staff as well as to find appropriate (English speaking) places for students’ practice.

It is of note that the programme provides little choice for students, as there are few elective courses. According to the students, they can choose no more than 10-15% of what they study and there is no possibility to take any courses from other programmes in MRU or from other universities in Lithuania. The expert team suggests that more optional courses be available to students, including from other MRU programmes and other Lithuanian universities. MRU psychology students and graduates desired more cooperation and exchange both within MRU and with other universities.

The overall feedback of students, graduates and social partners regarding the content of the programme was positive.

2.3. Teaching staff

There are 45 staff members participating in the programme, including 4 professors and 10 associate professors. About 42% of staff members have a scientific degree (PhD) and about 50% are working on a part time basis. Approximately two-thirds of the teachers are younger than 40-years which indicates a good potential for the future. The legal requirement that at least half of the subjects in the study field be taught by scientists (researchers who have a PhD) is met. Also the Lithuanian legal requirements in terms of qualifications and experience are met.

The SER does not provide any information about staff turnover, but during the interviews the expert team still got an impression that the turnover rate is quite high. Several key persons administrating the programme have been employed recently.

Also the criteria for staff recruitment remained unclear. The self-evaluation report states that: *“Qualifications of the teachers are verified during the employment procedures. After the competent instructors are selected, their pedagogical, scientific and practical qualifications are proven during periodical (periodicity is five years) competitive occupation of an academic position at the University”*. However, it was not easy for the expert panel to ascertain what is meant by “competitive occupation”. International publications as a main criterion were mentioned, but at the same time there are professors of Psychology at MRU who only publish in Lithuanian.

Annex 10 of the SER provides information about staff participation in national and international research projects. However, it was not always clear what roles they occupied (for example, Principal Investigator, or other), nor the overall scale/budget of these projects. During the site visit the expert team was not able to clarify the amount of money the Institute spends on research. We got an impression that in the majority of international projects, MRU staff are acting not as project leaders but mainly partners.

International exchange is expanding but still the number of incoming teachers exceeds by a factor of two the number of outgoing teachers. There was no exact data in SER (Annex 11) about the duration of the international exchange visits, still during the meetings with the staff but

the expert team got the impression that there are few MRU staff members who are invited to foreign universities to deliver a whole course; so that shorter visits (including conferences, seminars, workshops etc.) are the norm.

Publishing in international peer-reviewed journals is relatively low. Staff CVs are dominated by conference abstracts and proceedings, published primarily in Lithuanian. The staff has as its focus a teaching role, and less focussed on research. The expert team would encourage the Institute and the University to support staff to increase publications in international journals; for example, assistance in writing project applications; workshops on academic writing; and research finance supports.

Taking into account that almost half of staff are lecturing in both the Lithuanian and English 'streams' of the programme, the English language skills of some lecturers need to be improved. As students mentioned during the meeting with the team, sometimes the content of the lectures are not easily understandable. In fact it is of note how much better the students' command of the English language was compared to some teaching staff.

The staff members we met during the site visit were motivated and enthusiastic and put great effort into the programme's development and improvement. At the same time more support from the senior management of the MRU for the professional development of the staff is encouraged, especially promoting staff long-term mobility, preparing grant applications and participation in joint research projects.

2.4. Facilities and learning resources

Teaching and study facilities are very good. There are several auditoriums with about 200 seats (3 auditoriums) and seminar-rooms (10 rooms). All the auditoriums are equipped with Microsoft Win 7, Microsoft Office 2010, Open Office and have access to the Internet. Some auditoria are designed and equipped especially for the Psychology study programme.

There is a Psychology laboratory established in 2008. The laboratory has sections for psychophysiological measurement with five separate cabins. Laboratory equipment allows measurement of heart rate, blood pressure, electrocardiography, electroencephalography, electromyography, electrooculography, electro dermal response and electro dynamometry. Another section of the PsyLab is used for Communication Skills Training, Observation and Survey Skills Training, Psychological Counseling and Training in Group Guidance.

The university library is a modern academic unit that gives access to a wide range of printed and electronic publications, and also provides other services which makes the use of resources easy and effective. Students have access to 14 reading rooms with open book funds, and more than 500 work places. This includes 140 work places with computers in these reading rooms. In the library funds there are more than 800 publications related to psychology. Additionally, the library subscribes to 14 different periodicals related to psychology. Twice a year a survey of the needs of academic personnel is carried out and according to the results the library funds are

supplemented with the necessary resources. During 2012 and 2013 years more than 350 new psychology books were acquired.

Generally, the library satisfies students' needs both in terms of books, and online resources. The opening hours of the library are sufficient for the needs of students and faculty and the library has also established a student support centre for academic writing. The university has WiFi which is accessible in all of the buildings of the University and student residences.

The expert team was very impressed with the study facilities and especially with the MRU Library. Surprisingly, in spite of the very good facilities, there is a severe shortage of office space for academic staff members of the Institute of Psychology. Two small rooms for 40+ academic staff is not sufficient to allow efficient work practices. Experts would recommend an individual workplace for each full-time staff member of the Institute. As MRU have been able, during recent years, to create a really modern environment for students, the next step should be to do the same for the staff's everyday working environments.

2.5. Study process and students' performance assessment

460 students are enrolled in the Bachelor's study programme in Psychology. The number of admitted students have decreased during recent years - 168 students were admitted in 2011, compared to 141 in 2012 and 92 in 2013.

Students are studying in state financed, or in personally financed, study places. The expert team notes that a dramatic decrease of state-funded student places, from 54 in 2009 to 6 in 2013, is a real worry. This situation has arisen due to the Ministry of Education dramatically reducing the state financing of the programme. This situation dictates the need for the senior management of MRU to have more strategic steering, as well as better branding, of the programme and to clearly present this model to the Lithuanian academic community and to political bodies.

There are two parallel streams, in that the programme is taught in either Lithuanian or English. The number of students admitted into the English stream has been quite small, 9 in 2013, 17 in 2012 and 15 in 2011. To have two parallel streams is certainly a quite expensive practice. As MRU staff explained, the aim is to attract students from abroad, which is important taking into consideration the drastic decrease of the Lithuanian population. At the same time it also means providing adequate resources to ensure the quality of the English stream. As previously mentioned, not all teachers have sufficient linguistic skills to work in the English 'stream' of the programme.

Students were happy with the organization of the programme and with the academic and social support especially from the staff members. They also noted the 'student centered' atmosphere in the university. There are seven students with special needs (with visual impairment, physical impairment) studying in BPsy and MRU is trying to offer a necessary support for them.

Teaching materials for every subject (presentations, materials and requirements for seminars etc.) are presented in *Moodle* environment. The grading principles are presented in the description of each subject unit and are available on the website of MRU. Each teacher allocates consultation hours for students (4 hours full time teacher and 2 hours part time teacher per week) at fixed time and place.

The assessment system of student's performance is clear and publicly available. Students are satisfied with the feedback they get after examination. At the same time, the dropout rate was observed to be very high. During 2012 when 141 new psychology students were admitted, 86 students dropped out for various reasons – poor academic performance, financial reasons etc. It was explained by the representatives of administration as the university's policy not to have very strict admission requirements. Still, the expert panel suggests strong efforts be made to reduce the dropout rate. After all, a very high proportion of early leavers means wasted time and energy for both teachers and departing students.

Students involvement in research projects, carried out by the staff members, is still quite low. According to the SER (Annex 15) only 3 psychology students out of 460 are participating in some project. International exchange of students is moderate (about 10 incoming and outgoing students in recent years). During the interviews students expressed a wish to have more possibilities for international exchange.

There is an established student financial support system in MRU, including scholarships and tuition fee reductions. Students were positive about this system and argued for widening its target groups. Also, students may use the Psychological Service, which operates at the University. However relatively few psychology students are asking for psychological help.

2.6. Programme management

MRU have established an internal study quality assurance system including Senate, Rectorate, Study Quality Assurance Committee, Centre of Academic Affairs, Faculty of Social Technologies, Institute of Psychology and sub-committee of BPsy, the latter is responsible for the quality of Psychology study programme implementation.

The sub-committee of BPsy is playing the central role in ensuring the quality of the BPsy program, this committee is approved by the Dean of Faculty of Social Technologies and includes 10 members, including 2 members from social partners (from Vilnius university and from Vilnius Family Psychology centre), and 2 members as students' representatives. This committee submits every spring a set of recommendations for improvement to the curricula and the organization of the study process. Also the sub – committee constantly initiates discussions with the teachers and analyses material and informational resources for the programme, analyses and makes annual refinements in the content of BPsy, collects feedback from the students (at the end of every semester) and contacts with alumni (once a year) and social partners of the study program. According to the SER, the outcomes of various internal and external evaluations of the programme are used while updating and developing the program, However, the expert team got

the impression that maybe too many duties are assigned to the sub-committee. Other actors in the aforementioned quality system of MRU should participate more in the development of the programme, especially the senior management of MRU, representatives of which the expert team unfortunately didn't meet during the site visit.

A clear student feedback system has been established. The University's Academic Affairs Centre together with the Students' Union carry out students' polls about the quality of the University study programs, and on the teaching quality of each study subject (all students are surveyed 2 times a year at the end of each semester). Data received from the polls is made available on the University website. The results of the student surveys show that students are generally satisfied with the teaching process (up to 85% evaluate the performance of teaching staff as very good or good).

The SER indicates that the feedback from social partners is received "*during personal meetings, participation in conferences and official ceremonies (diploma awarding or academic year opening ceremonies) and round table discussions*", which suggests that there is not any formal and regular system of communication and exchange with social partners established. Absence of regular exchange systems was also confirmed during the meetings with the alumni and representatives of social partners. Although alumni were generally positive about their associations with the university, a more formal link via an alumni network (psychology alumni network, association etc.) should be considered, including regular meetings with the staff and also with the final year students, who would benefit from meeting with alumni and learning of their achievements.

Although the student centred learning is a strong component of the study process in MRU, it is less obvious in the official mechanisms how it is possible for students to participate in the decision-making processes of the course, therefore the expert team would recommend that a student representation mechanism is established with at least one elected student representative (by the appropriate student cohort) for each study year as a member of the Institute's main decision-making body.

RECOMMENDATIONS

1. The expert team suggests that branding in the Lithuanian academic landscape would be useful for the programme. There are currently six universities in Lithuania providing Bachelor level education in Psychology, and to be successful in such a competitive environment clearer positioning is needed. It is not enough to differ from other similar programmes by simply having a shorter programme than others (in this case 3.5 years). A clear articulation of the substantial advantages of the MRU psychology programme is needed, this should be accompanied by a clear USP (unique selling point) for the programme;
2. More cooperation and exchange between the MRU psychology programmes should be encouraged. For instance English speaking students on the 'Lithuanian language stream' should be facilitated in taking some of the modules in the 'English language stream'. This will provide them with a degree of choice, and also improve their language skills, which will be useful upon graduation. Also, where teacher proficiency allows, one or more modules on the 'main' Lithuanian stream could be delivered in English;
3. More cooperation and exchange between MRU and other Lithuanian universities should be also encouraged, this could include: staff exchange, encouraging students to take courses from another university, joint research projects, and as a future idea, more joint-study programs;
4. There is a psychology students association in MRU, but as concluded from the interviews, it's not very visible, and it can be further enhanced with support from the administrative staff and more recruitment of volunteers;
5. As alumni are very positive and enthusiastic about their associations with the university, a more formal link via an alumni association should be considered. Alumni are a valuable resource for the study programme both in terms of extending practice locations, but also for peer-learning experiences. Final year students in particular would benefit from meeting with alumni and learning of their achievements. Current students, alumni and social partners all felt this would be a positive development and would enhance the progression / employment prospects of graduates;
6. It may be worth considering revising the nomenclature of the unit in which the Psychology programme is located. The present usage of 'Faculty of Social Technologies' is not widely used internationally as a denominator of an academic branch or study field, and its relations with Psychology are unclear.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)*

A really good staff-student relation model exists at the Institute of Psychology of MRU. There is a good organizational culture, which appears to be satisfactory and mutually enriching for both students and staff. Students and alumni praised the approachability of staff, the guidance and support they received, and prompt feedback on written work.

V. SUMMARY

The main **positive aspects** of the programme are:

- a young enthusiastic staff;
- highly motivated students;
- a good climate, with student-centered attitudes;
- risk taking while introducing parallel programme in English;
- a very good library and study facilities for students;
- a very good psychology laboratory;
- open and cooperative social partners;
- the possibility of scope for more academic staff to be involved in research / publications, at both national and international levels;

The main **negative aspects of the programme** are:

- a dramatic decrease of state-funded students places;
- an extreme shortage of office space for staff;
- a very low level of cooperation with other Lithuanian universities. Students are not taking courses from other universities, few staff exchange, no joint research projects;
- the language skills of the staff teaching in the English version of the programme is not always at the required level;
- high dropout rate;
- working under the umbrella of “*social technologies*” which is maybe not the best way of branding psychology.

VI. GENERAL ASSESSMENT

The study programme PSYCHOLOGY (state code – 612S10004) at MYKOLAS ROMERIS UNIVERSITY is given **positive/negative** 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	3
3.	Teaching staff	3
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.

Grupēs vadovas: Team leader:	Prof. Hab. Dr. Reinhold Stipsits
Grupēs nariai: Team members:	Prof. Dr. Anthony R. Beech
	Prof. Dr. Mati Heidmets
	Dr. Kevin Lalor
	Assoc. Prof. Dalia Nasvytienė
	Mirela I. Bilc

**MYKOLO ROMERIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS PSICHOLOGIJA (VALSTYBINIS KODAS – 612S10004) 2014-11-03
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-509 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Psichologija* (valstybinis kodas – 612S10004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA

Pagrindiniai **teigiami programos aspektai:**

- jaunas entuziastingas kolektyvas;
- labai motyvuoti studentai;
- gera atmosfera, į studentą orientuotas požiūris;
- rizikos prisiėmimas sukuriant lygiagrečią programą anglų kalba;
- nepriekaištingai įrengta biblioteka ir puikios mokymosi sąlygos studentams;
- puikiai įrengta psichologijos laboratorija;
- atviri ir bendradarbiaujantys socialiniai partneriai;
- sudarytos geros galimybės, kad daugiau akademinio personalo narių galėtų vykdyti mokslo tiriamąją veiklą / leisti leidinius tiek šalies, tiek tarptautiniu mastu;

Pagrindiniai **neigiami programos aspektai:**

- itin smarkiai sumažėjęs valstybės finansuojamų studijų vietų skaičius;
- darbuotojams labai trūksta patalpų;
- labai menkai bendradarbiaujama su kitais Lietuvos universitetais. Studentai nesimoko pagal kitų universitetų kursus, mažai keičiamasi dėstytojais, programa ne visais atžvilgiais yra reikiamo lygio;
- dėstytojų, programos dalykus dėstančių anglų kalba, kalbos žinios ne visuomet yra reikiamo lygio;

Studijų kokybės vertinimo centras

- didelis studentų nubyrejimo lygis;
- programa vykdoma *socialinių technologijų* fakulteto aplinkoje, o tai tikriausiai nėra geriausias psichologijos, kaip dalyko, pristatymo būdas.

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III. REKOMENDACIJOS

1. Ekspertų grupės nuomone, programą reikėtų geriau pristatyti Lietuvos akademinuose sluoksniuose. Šiuo metu psichologijos bakalauro studijų programa vykdoma šešiuose Lietuvos universitetuose ir, kad būtų sėkminga, tokioje konkurencingoje aplinkoje ji turi rasti tinkamą vietą. Nepakanka išsiskirti iš kitų panašių programų vien tuo, kad ji yra trumpesnė nei kitos (šiuo atveju 3,5 metų). Būtina aiškiai parodyti esminius MRU Psichologijos programos pranašumą ir pabrėžti unikalumą.
2. Būtina plėtoti visų MRU psichologijos programų dalyvių bendradarbiavimą. Pavyzdžiui, anglų kalbą mokantys studentai turėtų būti skatinami iš lietuviškų dalykų pasirinkti kai kuriuos angliškus. Tai suteiktų jiems daugiau pasirinkimo galimybių, pagerintų kalbos įgūdžius, kurie bus naudingi baigus mokslus. Taip pat jeigu dėstytojai turi reikiamos kvalifikacijos, vienas ar keli pagrindiniai lietuviški dalykai galėtų būti dėstomi anglų kalba.
3. Taip pat reikėtų skatinti MU bendradarbiavimą ir mainus su kitais Lietuvos universitetais; MRU su kitais universitetais galėtų keistis darbuotojais, studentai turėtų būti skatinami mokytis pagal kitų universitetų kursus, vykdyti bendrus mokslinių tyrimų projektus, o ateityje – gal ir bendras studijų programas;
4. MRU veikia psichologijos studentų asociacija, tačiau iš pokalbių su studentais tapo aišku, kad šios asociacijos veikla nėra labai matoma; asociacijai praverstų administracijos parama ir daugiau prisijungiančių savanorių;
5. Universiteto alumnai aktyviai palaiko ryšius su buvusią mokykla, todėl su jais reikėtų plėtoti formalesnius ryšius per atitinkamą asociaciją. Alumnai yra vertingas studijų programos išteklius – jie gali padėti plėsti praktikos atlikimo vietų ratą ir suteikti progą pasimokyti vieniems iš kitų. Ypač būtų naudinga susitikti su alumnais ir išgirsti apie jų pasiekimus baigiamojo kurso studentams. Tiek dabartinių studentų, tiek alumnų ir socialinių partnerių nuomone, tai būtų naudinga iniciatyva, kuri palengvintų absolventų perėjimą į darbo rinką ir padidintų jų įsidarbinamumą.
6. Vertėtų peržiūrėti padalinio, kuriame vykdoma psichologijos programa, struktūrą. Tarptautiniu mastu tokia struktūra, kaip Socialinių technologijų fakultetas, nėra plačiai naudojama akademiniam padaliniui ar studijų kryptčiai įvardyti ir jo ryšys su psichologijos disciplina nėra aiškus.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)