



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**LCC TARPTAUTINIO UNIVERSITETO**  
**STUDIJŲ PROGRAMOS *PSICHOLOGIJA* (*valstybinis kodas - 612S10006*)**

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *PSYCHOLOGY* (*state code - 612S10006*)**  
**STUDY PROGRAMME**  
**at LCC INTERNATIONAL UNIVERSITY**

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<b><i>Psichologija</i></b>
Valstybinis kodas	612S10006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos bakalauras
Studijų programos įregistravimo data	2009-08-17

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<b><i>Psychology</i></b>
State code	612S10006
Study area	Social Sciences
Study field	Psychology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Psychology bachelor
Date of registration of the study programme	2009-08-17

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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 (hereafter – SER) 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. Self-evaluation report and annexes have been provided by the HEI. None of the additional documents were provided.

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

LCC International University (LCC) is a Christian, liberal arts university located in Klaipeda, Lithuania. LCC was founded in 1991 and was the first private institution of higher education in Lithuania, established during a period of time when there were no clear regulations for private institutions. (SER p.1)

The institution can be seen as a forerunner within the “market” of HEI. The first Master programme started in 2008. The Bachelor programme in Psychology provides a basic education according to the expressed distinctiveness of the institution.

The model is committed to: Liberal Arts, a Christian orientation, Internationality, Western oriented, Relational between teaching staff and student bodies, Philanthropic.

The schedule follows strictly the American calendar of school year, with a fall and a spring term. The current evaluation is the first after the study programme received its initial recognition in 2008.

Overall, it should be noted that LCC is a small university with a total of around 600 students, and also has to face the general decrease of population in Lithuania. However, the number of students in the Psychology programme has increased from, 6% to 13,7% (Fall 2008 to Fall 2012) (SER. p.25).

### **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 *29th 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,** *Tallinn University, 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 LCC International University Psychology programme has four programme aims, each supported by specific 'Programme Learning Outcomes' (hereinafter – LO). According to the SER (p.3) the programme LO are, in turn, supported by course specific learning outcomes. The LCC President established a group of staff, plus one representative of the students, to cooperate on the data gathering and creating of the SER. Within the SER the topic of LO is given special attention. The team of experts were informed by the group responsible for the SER report that there has been a shift from regulations to LO over the period of 2004 to 2013. The report notes that the programme LO are evaluated on an ongoing basis. The content of the LO and the measures to evaluate the LO, were deemed to be appropriate by the expert team. The team of experts also noted an awareness by LCC to conduct the BA programme in accordance with Lithuanian national requirements (as expressed in the Statute for Psychology Studies enacted by the Lithuanian Ministry of Education and Science), and an ongoing review of the task to keep LO to practicable standards. From the SER, and the impression gained from the interview with senior and course members of staff, the team of experts would note that the issue of LO has reached the level of awareness of individual course instructors, and students (as a group) cooperate to ensure an acceptable level of student competence in terms of knowledge of the subject matter, attainment of practical skills, and satisfactory preparation for further study.

The faculty members of the Psychology programme meet after the end of each academic year to review the programme and discuss necessary programme modifications, which are adapted if considered necessary. The team of experts appreciates these modifications as a strategic move in order to keep the LO up-to-date.

The team of experts considers the Liberal arts education model as valuable. It is well defined, clear and publicly accessible via the LCC homepage and a link. Although the programme aims and learning outcomes are generally consistent with the type and level of studies and qualifications offered, there are extra LO and study components beyond the field of psychology. The SER (p.6/7) lists some which are beyond the field of psychology, such as Lithuanian Language, History of the World, Introduction to Theology, Bible I, II, Moral Philosophy. The expert team acknowledges these additional subject areas are consistent with the University's Liberal Arts ethos.

The programme is also in compliance with the EuroPsy criteria for First Cycle Psychology Programmes and, as such, meets the academic and professional requirements for Psychology study programmes.

The expert team was informed by the management about the lack of psychologists in the western Lithuanian area. This opinion has been supported by social partners and employers during the site visit. It is stated in the SER (p.28) that there is a high demand for psychologists in the Western part of Lithuania as a study from the Labour and Social Research Institute has demonstrated that psychologists are the most sought after employees in the regions of Klaipeda, Taurage, Utena and Marijampole. This opinion reflects the result of a study of Arunas Pocius (mentioned in SER, in various paragraphs on p. 28). European policies, such as the Lisbon strategy, the Bologna and Copenhagen declarations and the National Long-Term development Strategy as well as Lithuanian policies state that various human services are crucial for improving the quality of life and meeting the goal of sustainable development and having safe, flexible and psychologically sound citizens. In addition to the need for specialists in the field of

psychology, the SER refers to a study from Viktoras Justickis in 2011 which states that psychological services are in demand in the field of management.

Therefore, given these facts, the programme appears to address public needs and the needs of the labour market. It stands as a valuable and distinct provider of an educational programme in the field of psychology in the area.

The distinctiveness of the programme is mainly described under the term “Liberal Arts”. The response from administrative staff and the faculty of the Psychology programme is good as there seems to be an effective model of a broad “general education” implemented into the basics and traditional field of psychology. However, the expert team can add that there is no expressive tradition of depth psychology to be found. Psychoanalysis practically does not exist in the curriculum (n.b., this comment takes into account that Psychoanalysis is not seen as a core subject in many university programmes of Psychology). Nevertheless, it would be also a valuable field of knowledge, under the umbrella of Liberal Arts.

Students, alumni, and social partners are less involved in the development and formulation of LOs than would seem appropriate. The expert team would suggest including more than one student representative for that task. The expert group would also suggest engaging with Alumni and social partners on a formal level to discuss intended LO. The implementation of LO seems to be a top down strategy, an effective instrument of steering a curriculum.

In general the spirituality in Psychology at LCC is seen as a strong value added to the programme and makes a significant distinction from other universities in the country. This conviction has been clearly expressed in meetings with management and teaching staff, and was confirmed by social partners. The team of experts would like to mention the serious commitment in voluntary work that can be seen as proof of this.

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

The curriculum of Psychology study programme meets legal requirements. The duration of the full-time Psychology programme is four-years and the overall scope of the programme is 240 ECTS credits. The content of the programme reflects the contemporary knowledge in the field of Psychology and adds subjects from the field of liberal arts such as Bible studies, academic writing, public speaking and moral philosophy.

The liberal arts focus of the programme allows students a wide educational experience to complement their psychological studies.

The programme subjects and modules are spread evenly and the content is appropriate for the achievement of the intended learning outcomes. However, the topic of *Child abuse and neglect* does not appear to be mentioned in any module. The expert team notes it is referenced in some areas, but recommends it should be explicitly included in the syllabus, and included in an appropriate module. The expert team would see “Abnormal Psychology” or Clinical Psychology as appropriate. Specifically, psychology students should have an understanding of prevalence and sequelae of child abuse and neglect.

Major fields of Psychology are covered in the content of the curriculum. It is recommended by the team of experts to reflect also the relation of Psychology to its neighbour disciplines from

education and to political sciences, or to sociology or to gender theory at the same level as to the Christian orientation of the LCC University.

According the SER (p.7) the LCC Psychology programme was evaluated by the Lithuanian Psychological Association for compliance with EuroPSy requirements in May 2013. Not all requirements were met at this stage so that for a number of courses faculty met and approved curricular changes in special reference to research methods. Changes have happened since, and the team of experts would like to mention that methods of empirical research, and methods of assessment expressed in the modules can be called adequate.

Given the fact that most of the graduates of the programme go into clinical fields (as indicated by student representatives during the visit), it seems that there is a request to emphasize the curriculum in the direction of Clinical Psychology. The expert team would suggest offering this course as an elective. However, the overall feedback of graduates as regards the content of the programme has been satisfying.

During the site visits expert team met students who expressed the wish for more electives. Now they can choose between five electives in the field of Psychology. The SER mentions a change in electives, and notes that students may enrol in any combination of psychology electives and/or general electives to satisfy their elective course requirements. This option is appreciated by the team of experts and can be seen as an example of student centred attitude. However, the experts would suggest that it would be useful to increase the number of electives offered to students.

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

The expert team was impressed with the high commitment of the teaching staff. There is evidence of strong support for new teaching staff, including orientation, classroom visits and meetings with the Head of Department. A very good feedback system for teachers and staff is consistently practiced. A system of peer evaluation has been firmly established. Teachers can attend each other's courses and feedback their colleagues, and as reported during site visit, they actually do so. Also, the management is strongly involved (as the departmental chair can attend courses and provide feedback to teachers).

The expert team did note a high level of rotation of academic staff. The expert team would recommend to employ more full time teachers. There is a small cohort of full-time academic staff for this programme (5 persons). This is complemented by frequent input from visitors and part-time lecturers. The expert team was told students find this somewhat frustrating, but also did benefit from the variety. As mentioned in the SER "the North American employment market for psychology faculty is currently quite favourable, resulting in LCC facing significant challenges in recruiting psychology faculty..." and continuous to say "Recruiting local psychology faculty is equally difficult." (p.15). LCC seems to be aware and has hired a former faculty member at PhD level to take care of the challenge to recruit qualified staff. There is also a group of four teachers who have served at LCC for between three to ten years. If these group could be seen as the "backbone" of the teaching body, there still remains the task to find some balance of the body with the "extremities" of new staff.

The student/teacher ratio is 12.7 students per faculty member (SER p.14) and can be seen as appropriate. The teaching staff is encouraged and supported by the current faculty to earn doctoral degrees in the respective fields of the study programme.



The research activities of the teaching staff are expressed in the SER (p. 11-14) and has to be commented in the light of the teaching load at LCC (24 units per semester = equals 4 full courses as indicated by the teaching staff). In addition, teaching staff serve in standing and *ad hoc* committees. It is noted by the team of experts that there is a reasonable number of publications in Lithuanian produced by teaching staff, there is also a reasonable number of publications in international journals in English. The participation of staff at international conferences in the US, in Europe and as well as conferences in Lithuania seems to be widely supported by the management. All teaching staff members appear to take advantage of the opportunity to publish in English, however, the number of highly-ranked peer reviewed journals could be increased. However, it is clear that LCC staff has had its main focus on teaching and hence less so on research. This is something that the senior management should be mindful of, in terms of striking the right balance between research and teaching. The focus on research could be probably increased by more exchange within also the Lithuanian Psychological Association, and in cooperation with other universities in Lithuania. More than 50% of psychology courses have been taught by an individual who holds a doctoral degree.

The faculty is keen to strengthen the academic ranks with full Professors or Associate Professors as there is a junior faculty in the rank of Assistant Professor. (SER p.15)

Nevertheless the Statute for Psychology Studies states that psychology programme faculty should have psychology degrees. Therefore, there is still room to improve, nevertheless the team of experts recognises the expertise of teaching staff, and are particularly impressed with the counselling and social work groups. The meeting with teaching staff was particularly valuable and gave reasons to confirm their expertise also in close neighbour fields.

The advantage of LCC seems to be that there is a good chance for expatriates to teach at the university, as there are well-established contacts with universities in the US and Canada.

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

The LCC site offers a generous environment for classroom teaching, online resources and even housing for the students. Taking into account the total number of students at LCC (around 600, but variable over the years), the area and the facilities can be termed at least generous if not grandiose.

The campus system provides a very impressive learning environment. Library and accessibility of online resources would appear to be excellent. For example, there is wide, open-access to useful databases as well as international journals. Academic life with books hands-on support in the library is excellent. The library ambience is very inviting, and there is also a student support centre to support academic writing. The opening hours of the library seem to be sufficient for the needs of students, and faculty (Monday – Thursday 8.00 – 20.00, Friday 8.00 – 18.00 Saturday 10.00 -18.00, with the library being closed on Sunday). Hence, facilities can be called outstanding, given this level of library support, no complaints expressed by staff and students during the team's visit. Textbooks are available for students for personal use and free of charge. But the team of experts noted furthermore, the module 'Introduction to Psychology' lists a 'required textbook', which is nearly 10-years old (i.e., it was published in 2005). This core textbook should be updated to something more recent.

There is a room for improvement as far as laboratory facilities are concerned. This does not seem to be a top priority of investment by LCC relative to other resources. Hence, the team of experts would like to encourage the faculty to consider improvement of laboratory facilities, and further

suggestion would be to establish a psychophysiology lab. Hence, LCC senior management should consider improving laboratory facilities in general.

Students expressed appreciation for close contact to teacher and also noted the benefit from the use of Moodle as a helpful tool as regards the academic experience. Reading assignments are provided via electronic material. The SER states (p. 20) that some teachers in rapidly changing fields (e.g., neuroscience) have already eliminated their use of textbooks and have developed course reading lists on recent academic journal articles, and other documents, via databases and the world wide web. The expert team sees this move as very positive and innovative.

Finally, the team notes that there are adequate arrangements for students to study and to enjoy what they have to do, and this would seem adequate to achieve the necessary learning outcomes for the course, although the level of assessment can be regarded as onerous. The expert team noted as expressed from students, it is not without a great effort to gain good grades.

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

The admission requirements are clearly expressed and are based on English proficiency, high school grades for the previous three years prior to the student applying, and interview. The language requirement for entry is waived for a small number of named countries. While a number of English-speaking countries are excluded from this admission requirement. It is of note, that citizens of countries, where English is not a native language, might be native English speakers by virtue of heritage, parent's country of origin etc. hence, the expert team would suggest that the admission criteria should be rewritten to recognise native English speakers outside of the small number of countries named.

LCC provides student centred learning and has established a useful system to follow up on students' performance both at an individual level (e.g., academic contracts), and also at the university level (through the Student Success Centre). The expert team noted possibilities for well-differentiated practical placements in the labour market. As a feedback from social partners, LCC students seem to differentiate through their wide world-view and tolerance.

The expert team noted observed that there have been difficulties in matching individual interests with practicum locations (as mentioned by students), therefore, the expert team would like to recommend that LCC management spend more time on sorting this out, by 'planning' along way ahead.

Students reported that it was "very encouraging" to meet with personal advisers. During the second year every student is assigned a permanent faculty advisor from among the psychology programme faculty. Students with special academic needs are given special personal support. Advising meetings are scheduled at least once a semester, but students reported advisers would be available more often if needed. They also observed that they felt supported in their ideas, and were encouraged to engage in voluntary work, such as working with children at social risk or at an orphanage. Also the organization of a practicum in a school with special needs has been reported as very valuable, to this institution, as well as the students themselves.

Another valuable experience for students has been to learn from an "anti-trafficking week" about conditions in a women's shelter. Students' papers reflect these topics, and team noted that these are generally well written with a good command of English. It is of note that the mobility of students could be increased, although according to student reports from the teams meeting with

them, that those who engaged in ERASMUS had no problems, and found they were well equipped in language and field competence also for abroad. The Netherlands seem to be the favoured place for students to go abroad, as well as Denmark and the UK. It would be important to further stress collaboration with other universities from Lithuania as in national exchanges, short time mobility periods.

Overall, the LCC has signed 16 such bilateral agreements for students, as well as faculty exchange, and twelve agreements in nine countries are currently active (as mentioned in the SER p. 27). LCC is also engaged in SALT (Study Abroad Lithuania), a study abroad programme which encourages North American students to become global citizens, and connect them with European universities. According to the SER (p.27) over the past five years, thirty-two psychology students enrolled in North American study programs attended the LCC. This activity can be viewed as being very positive, in that opens up the Lithuanian possibilities to the world. The summer programme has gained special attention and has been highly appreciated and has been described as being of excellent quality by students in the meeting with the visiting team.

The expert team commends the practice of using an external reader for students' projects. It would be advisable that this be extended to a sample of all final year work, to produce consistency across the cohorts.

The marking rubric should provide a clearer breakdown of feedback on the various levels around the category of 'not sufficient to pass'. As at the moment, the overall rubric is rather simple for the variety of assessments on the programmes, and hence more complex criteria should be available as to provide useful feedback in the way that students can improve/shape-up their work. Hence, a number of marking rubrics for different assignments may be required to capture the full range of student feedback. All student work should be submitted with a student number, not a student name, to facilitate blind marking.

Students and alumni were asked by the team of experts how they perceived the overtly Christian ethos" of their studies, and how relevant this was to the studies/field. Both groups underlined that no one has been forced to any faith spectrum but felt a strong commitment to humanistic values, and have learned to see themselves as valuable social players in the society. The experience of a "sense of community" is seen as a great plus at LCC from the students.

The expert team notes that the students had a lot of support in choosing their thesis topic, also they are given encouragement in applying for Erasmus scholarships. In fact students also benefit from government study stipends and also take advantage of merit based scholarships from LCC. Therefore, this system can be described as both efficient and generous.

Social support is provided by staff, and obviously the student cohort itself. Because a number of students 'live in' this set-up provides a high level of support to students.

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

The team of experts would note that the managers of the study programme have provided the framework to provide a sound running programme at LCC, and should be commended for this.

LCC University has a clear set of guidelines for making decisions regarding programmes, curriculums, policies and budgets (SER, p.29). Although quality assurance and quality culture is a part of the programme management at LCC University there is a need for strengthening the

internal QA system by creating official entities like an Internal QA Committee. This would assist programme management structures in terms of being able to follow up with the recommendations of external evaluations, as well self-evaluation procedures which are conducted on a regularly basis.

Although student-centred learning is a strong component of the study process, 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 student representative elected (by the appropriate student cohort) for each study year.

In sum the programme management seems to be very effective. The team of experts noticed the thoroughly clear set of responsibilities shown from staff. It is also noted that there has been a sense of commitment at every level. The team of experts appreciated the sincere and open minded discussion that was had with staff, throughout the visit. Every appointment was guided in a well-prepared and unobtrusive manner. The management should be commended for the nomination of the specific guides on campus, and the invited social partners the team had discussions with.

The team also notes that the management provides also a thoroughly well-organized survey system for graduates. In sum, this also contributes to the quality assurance in a satisfactory way. The team of experts acknowledges the idea of a 'lifelong learning process' and the way it is fostered. In this regard the contact to alumni is very valuable. The system of donors' furnishes proof of concept.

### III. RECOMMENDATIONS

1. The expert team would recommend recruiting more full time psychology academics on longer-term contracts, than currently is the situation at LCC.
2. To ensure continuity, modules should be run for a longer period of time, even if there is staff turnover, because at the moment there is too much change in modules, these being run based on staff's research/academic interests. Therefore, the expert team would suggest that all modules run for at least two-years, irrespective of staff turnover.
3. The expert team would suggest including also other stakeholders in the self-evaluation group.
4. The expert group would suggest to sort out a time line how often the LO are reviewed and to make sure an overall person is responsible for these activities.
5. The expert team would suggest that students have more choice in the electives offered in the course.
6. The laboratory facilities need definite improvement. The expert team noted that one poorly equipped laboratory is not enough. In order to expand laboratory facilities the team suggests that the faculty should consider the establishment of a psychophysiology lab.
7. The module "Introduction to Psychology" lists a "required textbook", which dates to 2005. This is in dire need of updating.
8. Student representatives should be included on both programme management and Quality Assurance committees.
9. The expert team suggests that the senior management should encourage more cooperation and exchange between LCC staff and staff at other Lithuanian universities with similar research/teaching interests.
10. The expert team strongly recommends that there should be blind marking of all assignments.

#### IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

- The liberal arts focus of the programme allows students a wide educational experience to complement their psychological studies.
- There appears to be a good collegiate atmosphere for students.
- There is evidence of strong support for new teaching staff and a strong cohesion among staff.
- There appears to be good employment prospects for those who have completed this degree.

## V. SUMMARY

### **Positive aspects:**

The management and the organizers of the programme in Psychology at LCC have been successful in developing a thoroughly integrated study programme. The distinctive features of its mission are firmly established and the programme the team would suggest is an overall an asset to the university. The students are often successful in continuing national/international post-graduate studies. Students take advantage of a well-funded course, and staff through their exhibited keenness provides a raft of student centred opportunities to study.

This positivity of the programme is clearly appreciated by stakeholders and social partners. These groups explicitly noted the quality of commitment of graduates and staff members.

Very good facilities, (i.e., study rooms, teaching facilities, library, gym, mensa (the choice of menus in the cafeteria), and housing) were observed by the team, who also noted that these are generally well-kept.

There is easy access to journals and databases.

There is evidence of good practice demonstrated with the use of learning platforms, such as Moodle and online journals instead of expensive or outdated textbooks.

### **Concerns:**

Although the programme aims are designed in a very positive and optimistic world view, the current learning outcomes may not be sufficient orientated to the current real world market. In that the Bachelor grade does not allow independent self-employed work in the field of Psychology. It is strongly recommended that there should be more cooperation with social partners, to keep the Learning Outcomes “alive” and update to these needs as necessary. One could argue against the orientation on employment projects is a major handicap for Liberal Arts in general. Nevertheless, a solid turnover of committed teachers would be a role model for a changing society, and would take account of national or local needs of society.

The team of experts expresses some concerns about the danger of isolation within an apparently well-organized ‘island of study’. In accordance to several findings in research about the necessity of stronger relations between human services and the business world advantage of a prestigious, and original university with a small number of students could easily turn into an ‘export academy’ of qualified staff and graduates.

The American model of a university is prestigious but evokes also some concerns: The expert group acknowledges efforts to become international expresses concerns to find a good balance for local interests.

Research cooperation and publishing in peer reviewed journals generally needs to be further encouraged.

The laboratory facilities lack focus, given the observed level of LCC’s resources in general.

## VI. GENERAL ASSESSMENT

The study programme PSYCHOLOGY (state code – 612S10006) at LCC INTERNATIONAL 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	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	4
	<b>Total:</b>	<b>21</b>

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

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

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

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

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



**LCC TARPTAUTINIO UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ PROGRAMOS  
PSICHOLOGIJA (VALSTYBINIS KODAS – 612S10006) 2014-11-03 EKSPERTINIO  
VERTINIMO IŠVADŲ NR. SV4-508 IŠRAŠAS**

<...>

**VI. APIBENDRINAMASIS ĮVERTINIMAS**

LCC tarptautinio universiteto studijų programa *Psichologija* (valstybinis kodas – 612S10006) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>21</b>

\* 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**

**Teigiami aspektai:**

LCC vadovybė ir psichologijos programos organizatoriai sėkmingai sukūrė išsamią ir visapusišką studijų programą. Išskirtiniai šios studijų programos misijos bruožai yra aiškiai apibrėžti ir, programos kolektyvo nuomone, ši programa yra vertinga universiteto vykdomos veiklos dalis. Baigę šią programą studentai dažnai sėkmingai tęsia doktorantūros studijas šalies ar tarptautinėse mokslo įstaigose. Studentai pasinaudoja šios gerai finansuojamos programos teikiamomis galimybėmis, o entuziastingi dėstytojai užtikrina platų į studentus orientuotų studijų spektrą.

Šiuos teigiamus programos aspektus gerai vertina socialiniai dalininkai ir partneriai, kurie ypač pabrėžia absolventų ir pedagoginio personalo lojalumą programai.

Ekspertų grupė pabrėžė, kad sudarytos itin geros sąlygos (nepriekaištingai įrengtos auditorijos ir dėstytojų kabinetai, biblioteka, sporto salė, valgykla (geras kavinės meniu) ir patalpos yra tvarkingos.

Studentai gali lengvai naudotis žurnalais ir duomenų bazėmis.

Akivaizdžiai matoma geroji patirtis, kadangi daugiau naudojamosi tokiomis mokymosi priemonėmis, kaip Moodle ir internete skelbiama literatūra, o ne pasenusiais ir brangiais vadovėliais.

### **Tobulintinos sritys:**

Nors programos tikslai yra suformuluoti vadovaujantis itin pozityvia pasaulėžiūra, apibrėžtieji studijų rezultatai gali būti nepakankamai orientuoti į šiuolaikinio realaus pasaulio rinkos poreikius. Bakalauro laipsnis baigusiam nesuteikia teisės užsiimti savarankiška praktika psichologijos srityje. Ypač rekomenduojama glaudžiau bendradarbiauti su socialiniais partneriais siekiant išlaikyti aktualius studijų rezultatus ir juos atnaujinti atsižvelgiant į poreikius. Galima būtų netgi teigti, kad orientacija į įsidarbinimo projektus yra apskritai viena didžiausių liberaliųjų menų kliūčių. Vis dėlto solidus entuziastingų dėstytojų kolektyvas galėtų tapti pavyzdžiu besikeičiančioje visuomenėje ir tinkamai atsižvelgti į nacionalinius ir vietinius visuomenės poreikius.

Ekspertų grupei tam tikrą nerimą kelia izoliacijos pavojus akivaizdžiai gerai organizuotoje „studijų salelėje“. Kaip buvo pabrėžta keliuose tyrimuose, kuriuose keliamas klausimas apie būtinybę stiprinti žmoniškųjų paslaugų ir verslo pasaulio ryšį, prestižinis ir originalus universitetas, turintis nedidelį studentų skaičių, gali lengvai tapti kvalifikuotų darbuotojų ir absolventų „eksporto akademija“.

Nors amerikietiškas universiteto modelis yra prestižinis, tačiau jis irgi turi susirūpinimą keliančių aspektų. Ekspertai teigiamai vertina pastangas tapti tarptautiniu universitetu, tačiau tuo pat metu ragina išlaikyti tinkamą pusiausvyrą atsižvelgiant į vietinius interesus.

Būtina toliau skatinti bendradarbiavimą mokslo tiriamosios veiklos srityje ir daugiau darbų skelbti recenzuojamuose žurnaluose.

Atsižvelgiant į bendrą LCC materialijų išteklių lygį, galima sakyti, kad laboratorijai neskiriama pakankamai dėmesio.

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### **III. REKOMENDACIJOS**

1. Ekspertų grupė rekomenduoja priimti į darbą daugiau visu etatu dirbančių psichologijos dėstytojų, sudarant su jais ilgesnės trukmės sutartis, nei dabar yra LCC universitete.
2. Siekiant užtikrinti tęstinumą, moduliai turėtų būti dėstomi ilgesnį laikotarpį, netgi ir esant nemažai darbuotojų kaitai; šiuo metu moduliai yra sudaromi ir vykdomi pagal pedagoginio personalo mokslo tiriamojo darbo / akademinės veiklos sritis ir yra pernelyg dažnai keičiami. Todėl ekspertų grupė rekomenduoja užtikrinti, kad visi moduliai būtų vykdomi ne mažiau nei dvejus metus, nepriklausomai nuo darbuotojų kaitos.
3. Ekspertų grupė rekomenduoja į savianalizės grupę įtraukti ir kitus socialinius dalininkus.
4. Taip pat rekomenduojama nustatyti studijų rezultatų peržiūros periodiškumą, ir užtikrinti, kad už šią veiklą būtų atsakingas vienas tam specialiai paskirtas asmuo.
5. Programą pasirinkusiems studentams turėtų būti siūloma daugiau pasirenkamųjų dalykų.
6. Būtina gerinti laboratorijos įrangą. Ekspertų grupė pažymi, kad vienos nepakankamai gerai įrengtos laboratorijos tikrai nepakanka. Ekspertų grupė siūlo, kad fakultetas plėsdamas laboratoriją įvertintų galimybę įsteigti psichofiziologijos laboratoriją.
7. Į modulio „Psichologijos įvadas“ privalomos literatūros sąrašą įtrauktas 2005 m. išleistas vadovėlis. Šį sąrašą būtina atnaujinti.
8. Studentų atstovai turėtų būti įtraukti tiek į programos valdymo, tiek į kokybės užtikrinimo komitetus.
9. Ekspertų grupė rekomenduoja viršesnei vadovybei skatinti bendradarbiavimą ir dėstytojų mainus tarp LCC ir kitų panašius interesus mokslo tiriamosios veiklos ir pedagoginio darbo srityje turinčių Lietuvos universitetų.

10. Ekspertų grupė ypač rekomenduoja visas studentams skiriamas užduotis vertinti anonimiškai.

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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)