STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

MYKOLO ROMERIO UNIVERSITETO

STUDIJŲ PROGRAMOS *TEISĖS PSICHOLOGIJA (valstybinis kodas - 621S19001)*

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *LEGAL PSYCHOLOGY (state code - 621S19001)*

STUDY PROGRAMME

at MYKOLAS ROMERIS UNIVERSITY

1. **Prof. Hab. Dr. Reinhold Stipsits (team leader)** *academic,*

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Teisės psichologija*
Valstybinis kodas	621S19001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), ištęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos magistras
Studijų programos įregistravimo data	1998-06-25

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Legal Psychology*
State code	621S19001
Study area	Social Sciences
Study field	Psychology
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2), part-time (3)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of psychology
Date of registration of the study programme	1998-06-25

CONTENTS

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. No additional documents have been provided by the HEI before, during and/or after the site-visit.

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

Mykolas Romeris University (hereafter – *MRU*) describes itself as a modern and dynamic European university teaching more than17,000 students a year. It offers more than 100 different study programmes, with 76 of these being at Master's level (from the Self Evaluation Report, p 4). Hence, the Legal Psychology Masters is embedded in an academic culture of the University that include research in humanities such as: Psychology, Law, Social Policy and Social Work. It is also of note that the University has spent a lot of great deal of resource into developing doctoral studies, in for example, psychology and law. It is reported in the SER report (p6) that there have been previous external evaluations of programme by SKVC experts in both 2003 and 2006. Annex 5 of the SER report provides some details of the experts' 2006 report, where it is noted that the programme had clear, realistic and feasible aims, that the academic staff were suitably qualified, and were actively involved in scientific activities, and that the final master's theses of the programme were interesting and appropriate to the programme. The report also mentioned some problems with the programme in terms. Negative aspects of the programme would appear to be differences between the full versus the part-time programme, not enough specialised information regarding the law aspect of the course, and what the course was teaching, in terms inculcating professional competencies was different from what the students and social partners expected. The most recent accreditation was by the Lithuanian Psychological Association in 2013, which assessed the programme against EuroPsy criteria where it was found to meet these criteria.

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 *1st October, 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. **Assoc. prof. 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

Overall, the expert team rated this area of the MRU Legal psychology Masters programme as 'good', in that overall evidence was provided that the programme aims and learning outcomes are well-defined, and publicly accessible via the MRU website. This decision was based on the MRU Self Evaluation Report (SER), and other documents, including examination of web-based materials, and through interviews with senior management, staff running the programme, and current and former students. The team also notes that the learning outcomes of the course set out in the SER clearly indicate student-oriented education and are formulated appropriately.

As for general observations, the programme started in 1998, with revisions being carried out in accordance with various international academic and legal requirements such as the Dublin Descriptors (2004), and the European Qualifications Framework and National Qualifications Framework Project (2007). Changes have also been made in line with the main guidelines developed by the EuroPsy model for the European Diploma in Psychology. Further, as noted in the Curriculum Design section of the SER document (p13), the curriculum itself was updated in 2009, according to both European qualification standards for psychologists, and the Lithuanian Qualifications Framework in 2009. While, both feedback and evaluations from SKVC and the Lithuanian Psychology Association in 2013 have also been taken into account. Therefore, the programme has shown clear development and progression through its 16-year history.

The programme indicates that it is aimed to contribute to the training of professionals and researchers in the forensic psychology field. Obviously a lot of thought has gone into designing the programme, in terms of designing the learning outcomes and the aims of the programme itself. As the SER document notes that the master's qualification should be able to lead to the ability to work in forensic settings such as: prisons, probation services, courts, police, victims groups and so forth (but see comments below). The SER document also indicates that MRU values the course in terms of its 'societal' as well as it academic value.

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One of the slight reservations noted by the team was the name of the programme itself; in that the title of the programme (i.e., 'Master in Legal Psychology') is somewhat narrow given the potential market the qualification is aimed at. Therefore there is an incompatibility in terms of individuals having a 'Legal psychology' qualification when what they acre actually being taught throughout the curriculum is aspects of criminology and forensic psychology, with some aspects of law.

2.2. Curriculum design

The expert team rated the curriculum design of the course as 'good' for the following reasons. In general the curriculum design meets legal requirements for Master's studies. The team were pleased to observe that there was little repetition in the content of the programme as indicated by the general set of competencies and putatively achievable outcomes in Table 2.1 of the SER document.

It is noted in Table 2.1 (p8) of the self-evaluation report, that the programme also aims to develop students' competencies to plan and carry out research, using qualitative and quantitative methods, to identify theoretical and practical issues in forensic psychology, to communicate with various groups in a professional manner, and to encourage the professional development of the students themselves, to provide overviews of psychological interventions appropriate to the area in question. The self-evaluation report outlines a set of generic competencies to the programme learning outcomes, and all these seems appropriate to the area of forensic/legal psychology. The programme lectures and other aspects of the course, such as tutorials are conducted in Lithuanian, and separate courses are provided in English for Erasmus students. It is also of note that the programme shares some modules the Business Psychology MSc and Social Psychology MSc at the University (i.e., Scientific Research methodology and Data Analysis methods). While, there a number of modules that are, unsurprisingly, specific to the programme. These modules would appear to be consistent with the type (criminological) and level (masters) of the programme. Further, the content of the modules are appropriate to qualification, with staff appearing to keep with current knowledge and practice of legal/criminological psychology. It is also of note that the programme offers internships, which is valuable addition to such a post-graduate degree related to the field.

The scope of the programme is sufficient to ensure learning outcomes and provides a good route to professional in the field of criminological/forensic psychology. Specifically, the design of the curriculum, indicates that the mapping the generic competencies inculcated through the programme itself (as outlined in the MRU SER document) indicate that a great deal of thought has been given to the programme providing the skills, and professional requirements, to work in the criminological/legal field in Lithuania as a psychologist. The content of the programme consists of 120 credits, and usefully can be taken over two-years full time, or three-years part-time, for those needing to work to support themselves through the course, with the topics/subjects covered being spread appropriately across the modules of course, as indicated in Table 2.1 (p8) of the SER document, which indicates how the programme learning outcomes of the course map onto the generic competencies needed to work in the legal field in Lithuania.

Examination of the mapping of the five generic competencies needed to work in the field, are in the most part what would be expected to work in this area, covering: research (generic competency, 1), reflective practice (generic competency, 2); communication (generic competency 3); formulation (generic competency 4); (treatment generic competency 5); and the team was also in particular pleased to see that reflective practice (as indicated in generic competency 2) is seen as an important part of the learning outcomes of the course. Although the expert team would note this order of generic competencies is perhaps be different from what might be expected in that it would perhaps make more logical sense for the following sequence: formulation (generic competency 4); treatment (generic competency 5); communication (generic competency 3); research (generic competency, 1), and reflective practice (generic make sense to us in terms of skills-based learning, all informed by the ability of the student reflect (generic competency 2) upon what they have learned, in terms of what they have done, how they would do it differently again in the future etc. As for specific modules again these appear to be to appropriate to the teaching of legal/forensic psychology. Further, the expert team were impressed that a 'Crisis and Trauma' module is included in the programme.

2.3. Teaching staff

The expert team would suggest that both the staff numbers and their qualifications, and MRUs recruitment processes, and 'qualification improvement system' of the University are appropriate. In that, as noted in the SER document associated with the course, that staff are employed in accordance with national Lithuanian laws and MRUs legal acts. Further, teachers are evaluated, in terms of their performance, every five years. This observation suggests to the team that

staffing meets both legal and academic requirements. The staff-student ratio appears very good at the present time, given the small numbers on the programme. As for specific numbers of academics, the staff compliment, related to the Legal Psychology Master's programme, consists of 14 individuals (3 professors, 6 associate professors, 2 lecturers with doctorates, and 3 lecturers working towards a doctorate). In the opinion of the expert team the employment of individuals with such qualifications are appropriate to achieve the learning outcomes associated with the course.

It is clear from the SER that staff recruitment tends to be directed toward recruiting young researchers with doctoral degrees, as indicated by the fact over a third (35.7%) of the staff complement are under 40, while only a 14% are over 60. Again the expert team would note that the relatively young team of academics here provides the potential for dynamic forward facing course. This is also indicated by the perceived enthusiasm of staff. Staff turnover seems reasonable over the last three year (31% [2010 – 2012]; 2011 – 2012 [14%]; and 36% [2012-2103]; which in the opinion of the visiting team not appear to be a threat to the smooth running of the programme. It is noted in the SER that 16 members of staff in 2012-2103 have actively involved in Erasmus and other programmes (e.g., visits to Italy, USA and Sweden), which indicates a good level of professional development.

Examination of the academic profiles of the staff associated with the programme, suggest that there is considerable scope for a wider number of staff to be more research active, and hence to publish more scholarly work.

Although there is clearly resources that have been put into student development (i.e., excellent library resources, space for students, lab space/equipment), the lack of office space, for example, for staff is a clear impediment to individuals carrying out, and writing up high level research paper, that would be expected of staff involved in post-graduate teaching. To the expert team this hardly creates the conditions for the professional development of the teaching staff necessary for the provision of the psychology programmes at MRU. This observation explains why the expert team rated this area of the evaluation to be satisfactory. We would strongly note that this, 'score' is not in any way something that should reflect upon staff but is more to do with the lack of a clear environment (as noted above) that would encourage professional development.

2.4. Facilities and learning resources

As team we noted that the general level of resources were good. The construction and size of the library meets the highest requirements for effective individual and group learning. The library stock provides the students with adequate teaching materials. The flexible and student-oriented activities of library allows the students to use 21 most popular databases related to psychology, which include more than 14 thousand eBooks and 1000 scientific journals as well as Interlibrary loans. There is excellent access to the library (20 hours per day, the availability of books and journals printed in English or Lithuanian is also very good. These are to be used in the library, with unauthorized removal of books being protected by a radio frequency (RFID) security system. Electronic resources in terms of databases and electronic access to journals were also noted to be good. The site visit indicated to the expert team that MRU has placed considerable investment in upgrading technologies used for teaching, improving computer networks and expanding funds for teaching materials across the psychology field in general. The University also provides user-friendly services for all students and employees (including Eduroam and Moodle).

The facilities in the Psychology laboratory provide excellent opportunities for students to develop the skills of particular methods of scientific research. The laboratory has special room designed for observation equipped with special audio-video equipment, which records activities in the room from different angles by using several cameras. This allows for the conducting of: focus groups, group discussions, and practicing individual consultations with the possibility of a later review of the process.

The University seems to provide an adequate academic, social, financial and psychological support for the students. Further, from the visit the students appear well informed about mobility programmes. Hence, this part of the programme was rated as good, because of these excellent facilities and support for students. The resources in terms of accommodation, for example, were also observed to be excellent for students.

However, access to statistical software could be improved with only a few computers containing the statistical analysis software – the Statistical Package for Social Sciences (SPSS) and this was a relatively old version 17 of the programme as the latest version (updated annually) of this programme is SPSS 22 in 2014. Also, as noted elsewhere, there is a considerable imbalance between the teaching space (different types of auditoriums) and the space allocated to the

teachers. The expert team would note that 40+ lecturers are expected to work in just two small rooms; this the team would note is hardly conducive to excellent practice within the University. Also, just one administrator supports the Legal Psychology master courses. The expert team suggest that this system provides little support for staff, or for students, and hence the expert team strongly recommends that the number of administrators should be increased across the Psychology undergraduate and postgraduate programmes.

2.5. Study process and students' performance assessment

The self-evaluation report has provided sufficient information on all the criteria in this section, and therefore the admission criteria are clear. The study process at MRU is complex, in terms of the number and content of modules but from the description of the programme, and the fact that this is a post-graduate masters programme these appear to be appropriate to the visiting team. It is clear from interviews with current and previous students that they feel that they have an adequate level of academic, plus a wider level of support. Also, as noted in the Curriculum design section of this report, all teachers adhere to the procedure, principles and the criteria of the assessment of study outcomes established at MRU. The central policy ensures uniform, transparent and publicly available description of study assessment process and grading system. Students have an access to the internal database where they can find the descriptions of all course units, containing detail information about assessment methods and criteria. The team teachers' capacity for taking students' feedback into account and flexibility to implement changes accordingly, as noted in meetings with them. The expert team would also note the staff's flexibility to adjust timetables in order to meet students' needs, initiative to join the tutoring system that was recently created and implemented in MRU.

Students' final thesis and course work, were generally found to be of high quality, with the work graded appropriately. From the information gained from students, projects were assigned appropriately to staff.

Students are encouraged to take part in student mobility programme like Erasmus, and it was clear from the interviews with students that several had thought about this opportunity, but as noted from the SER report (p30) 'only one student had taken advantage of the Erasmus programme in the five year review period of the SER. Professional activities of the majority of graduates meet the programme providers' and external expectations. However, as noted from the

interviews with social partners, it would be beneficial if students would had a better understanding of how the real work field looks like, especially about the strict criteria they have to meet for working in prisons. Such, criteria is obviously dependent upon the work place environment, but would typically include personal safety, the dress code for working in associated environments and confidentiality of client data. Therefore, this aspect should be stressed during the admission process of the course. But taking all these points together this aspect of the course was rated as 'good'.

2.6. Programme management

Overall, the expert team notes that decisions regarding the responsibilities for running the programme are clearly delineated. Information and data on the implementation of the programme are discussed in meetings and taken into account through this process. As far as the expert team could gather, seniors managers seem to be willing to take on board comments as indicated by what the staff and students said in their meetings with the visiting team. External partners appear to have a heavy investment in the programme through offering internships (i.e., prison and probation services), although external partners would welcome more direct input into the programme (such as providing teaching etc.). The expert team suggest that this would be useful addition and would strengthen the programme. The team recommends that there could be more involvement from students in running the programme, in terms of student representation on course boards, and their associated meetings.

However, programme quality depends on the balance between the short-term and the long-term vision for the programme, and the senior management's view and level of support as regarding these programmes. The expert team were unclear how this is handled, in that managers and teachers may be well aware of strategic plans for the whole university but less clearly articulated specific plans for the further development of the programme in meetings with them. In that senior management did not communicate any sense of strategic direction and vision, in our conversations with them, for the programme that the expert team might have expected for these flagship courses, hence, this why this aspect of the programme has been rated as satisfactory by the expert team. Although we would note that it was briefly mentioned in our conversations with senior managers that the programme as whole is based on their research programme 'Justice, Security and Human Rights' (http://www.mruni.eu/en/research/research_programmes/jshr/).

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While each year senior management provide annual reports on the University's strategic direction and priorities.

Finally, the expert team notes that in the last five years 114 students have been accepted onto the programme, although the numbers have dropped due to a judgement on who is allowed to work as a psychologist in criminological settings, such that has been perceived that one must have a clinical masters to work in such environments. Therefore, this will obviously has had an impact upon the uptake of the course, and is obviously something that senior management need to address.

III. RECOMMENDATIONS

1. Consider rebranding the course, for example by changing the name to 'Legal and Criminological Psychology'.

   2. Given that some of the modules of the course are offered to Erasmus students in English the expert team would recommend that more of the modules could be offered to students in English, this could make the course more attractive to both Lithuanian students, and students from abroad. This would also bring this masters programme inline with the UG Psychology programme where the course is offered in Lithuanian and English.

3. It would be advisable to seek more input into the course from social partners, as there is clearly enthusiasm for this from these stakeholders. Here, some lectures could be provided, for example, by those working in prisons on topics such as Risk assessment of sex offenders, violent offenders etc.

4. Although students or social partners did not mention this, the visiting team thought that the length of placements at 10 weeks is comparatively short, in that not much can be realistically achieved in this short space of time. Hence, the visiting team suggests that management should consider lengthening the time period of these important internships.

5. Seek more input/collaborations with other universities in Lithuania and elsewhere.

6. Encourage staff to carry out more research, in order to generate income and facilitate grant income to the university.

7. Consider purchasing a newer version of SPSS for data analysis purposes, this should be made more freely available to the students, than the current system.

8. It would be recommended to further strengthen collaboration with alumni through more formalized structures such as an alumni society. Alumni are a valuable resource for the study programme both in terms of extending practice locations, but also for peer-learning experiences.

9. It would be important for the staff to publish more in the area of criminological/legal psychology.

10. It is recommended that the implementation of some fairly straightforward measures, such as the increase of office space (to ameliorate the fact that there are only two shared offices for the entire psychology staff at MRU) would be a useful encouragement for staff to devote more time to research activities.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

The expert team would note the high regard in which current, and former students, as well as external partners of the programme hold the teaching staff. The expert team were impressed with the internships, and the general level of support for the students by the staff, and the facilities for students.

Members of the visiting team were also impressed by the faculty's initiative in organizing the Annual Law Psychology Conference and further encourage staff and students to further develop this event. Some of the possible ways to do that would be to invite international experts as keynote speakers and also international students, publishing all the presentations in a conference booklet, cooperate with other similar programs in joining efforts for a high-quality scientific event. The expert team commend teachers' flexibility to adjust timetables in order to meet students' needs. Plus, the expert team appreciate teachers' capacity for taking students' feedback into account and flexibility to implement changes accordingly.

V. SUMMARY

Positive aspects of the programme

This is a well thought-through programme that has many positive attributes as outlined above. Overall the expert team would note that the members of staff attached to the programme are welcoming. The expert team would also note the high regard in which current, and former students, and external partners of the programme hold the teaching staff. It is also worth noting that the students the expert team saw were extremely positive about the working relationships with teaching staff. Hence, in the expert team's opinion, the teaching staff value according to the student body in Legal Psychology masters is good. The expert team would also note that as general point the level of detail of the SER that the ten-member team produced is impressive.

Negative aspects of the programme

The expert team feels that the Legal Psychology masters programme could be better supported by senior members of the University, not least in arguing for more space for the teaching staff. It would also be beneficial to further clarify and incorporate in the strategic plan the market value

of this study programme in terms of how valuable, and useful it is, as training for working in the legal/forensic/criminological field. Given that this is a master programme, and keeping abreast of current thinking, research in the area of forensic/legal psychology, the level of research output as indicated by the level of publications indicated in the SER is below the level it should be for staff running this level of programme.

VI. GENERAL ASSESSMENT

The study programme LEGAL PSYCHOLOGY (state code – 621S19001) at MYKOLAS ROMERIS 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	3
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	**16**

*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
	Dr. Kevin Lalor
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Studijų kokybės vertinimo centras

MYKOLO ROMERIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *TEISĖS PSICHOLOGIJA* (VALSTYBINIS KODAS – 621S19001) 2014-11-03 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-510 IŠRAŠAS

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Teisės psichologija* (valstybinis kodas – 621S19001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	16

* 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 programos aspektai

Kaip apibūdinta anksčiau, tai gerai apgalvota programa, turinti daug teigiamų aspektų. Apskritai ekspertų grupė pažymi, kad programoje dirbantis pedagoginis personalas yra aukštos kvalifikacijos, ir atkreipė dėmesį į tai, kad programos pedagoginį personalą gerai vertina esami ir buvę studentai bei išorės partneriai. Taip pat verta paminėti, kad, kiek ekspertų grupei teko pastebėti, studentai yra ypač patenkinti dalykiniais santykiais su pedagoginiu personalu. Taigi, ekspertų grupės nuomone, Teisės psichologijos magistro studijų programoje dėsto tikrai kompetentingas pedagoginis personalas. Beje, ekspertų grupė taip pat pažymi, kad dešimties narių grupė parengė tikrai itin išsamią savianalizės suvestinę (SS).

Neigiami programos aspektai

Ekspertų grupės nuomone, universiteto vadovai galėtų daugiau dėmesio skirti Teisės psichologijos magistro programai, bent jau suteikti daugiau patalpų pedagoginiam personalui. Būtų pravartu išsamiau išaiškinti ir strateginiame plane pabrėžti šios studijų programos rinkos vertę, ypač akcentuojant, kokia ji vertinga ir naudinga rengiant darbuotojus dirbti teisės/teismo ekspertizės/kriminologijos srityje. Atsižvelgiant į tai, kad tai yra magistro laipsnio studijų programa, siekianti neatsilikti nuo šiuolaikinio mąstymo ir mokslo pasiekimų teismo medicinos / teisės psichologijos srityje, vertinant pagal SS nurodytą publikacijų skaičių, tokio lygio dirbančio pedagoginio personalo mokslo tiriamosios veiklos rezultatai galėtų būti geresni.

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III. REKOMENDACIJOS

1. Įvertinti galimybes suteikti kursui naują įvaizdį, pavyzdžiui, pakeisti jo pavadinimą į „Teisės ir kriminologijos psichologija".

2. Žinodami, kad kai kurie kurso dalykai Erasmus mainų programos studentams dėstomi anglų kalba, ekspertų grupė rekomenduoja daugiau dalykų dėstyti anglų kalba – taip kursas taptų patrauklesnis tiek Lietuvos, tiek užsienio studentams. Tokiu būdu ši magistro laipsnio studijų programa būtų labiau suderinta su bakalauro laipsnio psichologijos studijų programa, kurios kursas dėstomas lietuvių ir anglų kalbomis.

3. Taip pat rekomenduotina raginti socialinius partnerius įnešti didesnį indėlį dėstant kurso medžiagą, kadangi šie socialiniai dalininkai akivaizdžiai rodo norą tai daryti. Kai kurias paskaitas, pavyzdžiui, apie seksualinius ar smurtinius nusikaltimus padariusius asmenis, galėtų skaityti kalėjimų darbuotojai.

4. Nors nei studentai, nei socialiniai partneriai to neminėjo, vertinimo grupės nuomone, studentų praktikai skiriamos dešimt savaičių yra palyginti trumpas laikas, nes realiai per tokį laiką nedaug ką galima pasiekti. Todėl vertinimo grupė siūlo vadovybei apsvarstyti galimybę prailginti studentų svarbiausių profesinių praktikų laiką.

5. Ieškoti galimybių gauti didesnį indėlį ir stiprinti bendradarbiavimą su universitetais Lietuvoje ir už jos ribų.

6. Būtina skatinti darbuotojus platesniu mastu vykdyti mokslo tiriamąją veiklą – taip būtų galima uždirbti lėšų, o universitetui taptų lengviau gauti dotacijas.

7. Ieškoti galimybių įsigyti naujesnę duomenų analizei reikalingą SPSS versiją, kuri turėtų būti studentams laisviau prieinama nei dabartinė.

8. Rekomenduotina toliau stiprinti bendradarbiavimą su alumnais per formalesnes struktūras, tokias kaip *alumnų draugiją*. Alumnai turi didelę reikšmę studijų programai – ji gali padėti praplėsti praktikos atlikimo vietų ratą ir suteikti progą pasimokyti vieniems iš kitų.

9. Darbuotojams labai svarbu skelbti daugiau darbų kriminologijos / teisės srityse.

10. Manoma, kad įgyvendintos kai kurios pakankamai paprastos priemonės, tokios kaip daugiau darbui skirtų patalpų (ypač atsižvelgiant į tai, kad visiems MRU psichologijos dėstytojams yra skirti tik du bendri kabinetai), paskatintų dėstytojus daugiau laiko skirti mokslo tiriamajai veiklai.

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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)

Studijų kokybės vertinimo centras