



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto
STUDIJŲ PROGRAMOS „TEISĖS PSICHOLOGIJA“ *“(valstybinis kodas – 621S19001, 6211JX076)”*
VERTINIMO IŠVADOS

EVALUATION REPORT
OF “LEGAL PSYCHOLOGY” *(state code - 621S19001, 6211JX076)*
STUDY PROGRAMME
at Mykolas Romeris University

Review’ team:

- 1. Dr. Terence Clifford-Amos (team leader),** *academic,*
- 2. Dr. Lilia Psalta,** *academic,*
- 3. Dr. Barbara Smorczewska,** *academic,*
- 4. Mr Gintaras Chomentauskas,** *academic, representative of social partner,*
- 5. Ms Ona Mačiulytė,** *students’ representative.*

Evaluation coordinator –

Ms Ieva Batėnaitė

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Teisės psichologija</i>
Valstybinis kodas	621S19001, (6211JX076)
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), iššestinė (3)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos magistras (Socialinių mokslų magistras)
Studijų programos įregistravimo data	1998-06-25 , Įsak. Nr. 1023

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Legal Psychology</i>
State code	621S19001, (6211JX076)
Study area	Social Sciences
Group of 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 ECTS
Degree and (or) professional qualifications awarded	Master of Psychology (Master of Social Science)
Date of registration of the study programme	25 th June, 1998, No 1023

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION.....	4
1.1. Background of the evaluation process	4
1.2. General	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes	6
2.2. Curriculum design.....	8
2.3. Teaching staff.....	12
2.4. Facilities and learning resources	14
2.5. Study process and students' performance assessment.....	16
2.6. Programme management.....	19
2.7. Examples of excellence	20
III. RECOMMENDATIONS	22
IV. SUMMARY.....	23
V. GENERAL ASSESSMENT	25

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.	Master thesis 2012/2014/2015/2016
2.	Document of Internationalisation.

3.	Example of a Teachers Certificate, verifying successful professional development.
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1.3. Background of the HEI/Faculty/Study field/ Additional information

The programme of *Legal Psychology* has been evaluated by national experts of the Lithuanian Centre for Quality Assessment in Higher three times: in 2003, 2006 and 2014. In 2006 the study programme was accredited unconditionally by Order No ISAK-705 of 18 June 2007 [Official Journal No 47-1828, 2007]. In April 2013 Lithuanian Psychological Association performed evaluation of all Lithuanian university level curriculum in Psychology seeking to verify their correspondence to the Minimal Standards for Education and Training of Psychologists described in European Qualification Standard for Psychologists (EuroPsy). *Legal Psychology* at Mykolas Romeris University (hereafter – MRU) quantitatively (ECTS) and qualitative (content) was assessed positively, and some general recommendations were provided.

The last evaluation international evaluation was in 2014 when the programme was given a 3 year accreditation. Almost all recommendations of the experts were taken into account and the programme was updated. Actions implemented for the improvement of the programme with regard to experts' team recommendations are presented in paragraph 2.6.4. of the SER.

The programme meets the legal requirements as set out in Order No V-826 and with the Descriptor of the Study Fields of Psychology approved by Order No. V-923, of the Minister of Education and Science of the Republic of Lithuania 27 August 2015. This Descriptor regulates general and special requirements of the study programmes of the field of Psychology and the structure of professional competences developed by the Master study programmes in the field of Psychology.

1.4. The Review Team

The Review Team was completed according *Description of expert's recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 24-25th October, 2017.

1. **Dr. Terence Clifford-Amos** (team leader) - International Higher Education Consultant, lecturer, researcher and senior administrator, visiting scholar at l' Université Catholique de Lille, France (United Kingdom).
2. **Dr. Lilia Psalta** - course Leader at the MSs in Forensic Psychology and a lecturer at the University of Central Lancashire, (Cyprus since 2015) (Cyprus).
3. **Dr. Barbara Smorczewska** - Assistant Professor at School of Management, University of Silesia in Katowice (Poland).
4. **Mr Gintaras Chomentauskas** - President of the Center for Human Studies (Lithuania).
5. **Ms Ona Mačiulytė** - Student of Lithuanian University of Educational Sciences - study programme *Developmental Psychology*, (Lithuania).

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes for the study programme *Legal Psychology* are clear, and well defined towards the preparation and training of professionals in the field. Graduates are equipped with expertise in psychology, law and criminology, and also the practical skills of psychological assessment, counselling, mediation and psychological intervention. Competences gained equip graduates to discharge their skills across a range of case work, including psychological issues pertaining to the police, courts, correctional institutions, and the military. [SER, 2.1, p.6] There are 5 generic competences, from which are distilled the programme learning outcomes in research, reflection and analysis, leadership, methodologies, report writing, psychological intervention, ethical conduct, reflection and assessment of interventions. [SER, 2.1, pp.6-7] There are 16 compulsory study subjects in the curriculum including the Master thesis and Internship. There are two optional courses. The programme is either full-time of two years, of four semesters, or three years part-time of six semesters. [SER, 2.1, p.10]

There is a detailed description of every course unit (i.e. its aims, outcomes, learning and assessment methods) available on the MRU website: https://stdb.mruni.eu/studiju_programos_aprasas.php?id=8507&l=en (full-time studies) and https://stdb.mruni.eu/studiju_programos_aprasas.php?id=8515&l=en (part-time studies). Compe-

tences and learning outcomes are available at the website https://stdb.mruni.eu/pdf_programos_aprasas.php?id=8507&l=en.

Both the aims and learning outcomes (programme and module), which address psychological expertise, cognitive domains in learning, personal and professional development, ethical dimensions, professional systems, qualitative skills, communication and psychological understanding appropriate to the understanding of the broad canvas of *Legal Psychology* self-development and the skills required for responsiveness appropriate to the field and beyond, are appropriately focused and interfaced in the respective modular subject areas. [SER, Annexes 1&2]

Legal Psychology complies with appropriate recommendations and regulations, including a priority direction of the Lithuanian Innovation Strategy for the Year 2010– 2020, the Republic of Lithuania Law on Higher Education and Research, with the general requirements for Master studies, and is compliant with the renewed mission and the strategy of MRU, also with the Statute of Mykolas Romeris University (approved by the Seimas of the Republic of Lithuania on September 26, 2012, Resolution No. XI-2233), and the order of study, approved by MRU's Senate in 2008 October 7 Resolution No. 1SN-13. [SER, 2.1, p.8] There is a demand for legal psychologists in Lithuania. Psychologists are important to the work of probation officers in assessing of criminal risk and across a range of psychological services to the community, where they relate to various facets of the law. The Lithuanian military also finds relevance in the professional world of *Legal Psychology*. [SER, 2.1, p.9]

The University has a mission to create ‘the culture and the state of a democratic society’ by developing a skilled community, towards the promotion of sustainable development of organizations and communities. It seeks to open ways to foster personal and professional success ‘for every member of our community’. Although this is a laudable, but manifestly difficult objective, seeking to become a provider and leader in producing the best-qualified professionals in the country is part of the University’s determined mission in partnership with ‘the public, business partners and alumni’. Towards this universal goal for Lithuania, the programme, *Legal Psychology* makes a contribution. [SER, 1, p.4]

Specialised psychological and interdisciplinary subjects form the programme. The outcome of this is that academic and practical research, investigation and assessment, counselling and mediation, debriefing and separate techniques of psychotherapy, as appropriate with groups such as officers,

offenders, victims or representatives of other risk groups, including immigrants and drug dependents, for example, are developed to high levels. Graduates are able to continue in academic work towards a doctoral qualification and, or, operate in scientific and professional settings. The programme objectives and intended learning outcomes are academically broad and of particular professional orientation to allow for flexibility between both requirements and cultures. [SER, 2.1, p.6]

For the future, the programme should reach out as much as possible to the vulnerable and those in legal power, though there is already a good mission to help various people subject to the law.

The programme objectives and intended learning outcomes are adequately situated at Level 7 of the European and Lithuanian Qualifications Frameworks and therefore correspond to the advanced and higher-learning required for second-cycle studies. Learning outcomes are illustrated by teachers at the start of the session.

There is solid and reliable compatibility between learning outcomes, content and the second-cycle qualification at Level 7.

2.2. Curriculum design

The 2 years' Master programme of *Legal Psychology* (full-time) is implemented by the Institute of Psychology and the current programme study plan was approved by MRU Senate Resolution (No. 1SN-40) in 9th May 2016 [SER, 2.1, p. 6] following a two year break in recruitment owing to shortage of students. [SER, 2.2, p.16]

The programme meets national and institutional legal requirements for Master studies in terms of volume of ECTS credits, which are 120. The programme is composed of 16 compulsory modules and one elective chosen by students from two options during the second semester. [https://stdb.mruni.eu/studiju_programos_aprasas.php?id=8507&l=en].

Face-to-face work such as lectures, consultations, seminars, training exercises and laboratory work make 23,5% and independent individual work of student 76,5% of the total workload of the curriculum. The subjects in the field of studies provide more than 60 credits as core subjects. The knowledge and skills acquired during the first-stage University studies form the base for the Master programme, which are the competences of Bachelors of Psychology admitted to the *Legal Psychology* programme. [SER 2.2, pp.10-11] The programme is concludes with the Master thesis defense requirements, which are set by the Institute of Psychology in accordance with general University

requirements for the final Master theses, and guidelines for research provided in EuroPsy Regulations. [SER, 2.2.p.15] The Master degree enables graduates to continue their studies in doctoral degree studies, or to choose non-formal studies (e.g. in psychotherapy). Career paths include practical work in the state or public institutions in the justice system, police institutions, correctional settings and military institutions. The Review Team learned that students sometimes import new knowledge and methodologies.

The *Legal Psychology* Master programme is also offered in the form of a 3 year part-time programme. In principle, the curriculum of part-time studies is the same as full-time and independent individual work is around 86,7%. Currently the part-time mode is not recruiting.

The subjects of study are taught in consistent manner to achieve a balance between theoretical and practical issues. The first group of subjects is intended for development of skills to perform scientific research work in the field of *Legal Psychology*. This group covers 6 subjects: Scientific Research Methodology in Psychology Research, Data Analysis Methods in Psychological Research, Master Thesis. These make 37,5% of the whole programme. The second group of study subjects, composed by such disciplines as Legal Psychology, Psychology of Crisis and Trauma, Penitentiary Psychology, Psychology of Criminal Behaviour, Psychopathology of Personality and Victimology, is aimed to deepen explanatory knowledge of human behaviour, psychological problems in the justice system and methods for their solving. The overall volume of this subjects' cluster makes 30% of the whole amount of the curriculum. [Annex 1 & SER 2.2, p.12]

The third group of study subjects gives students an opportunity to develop practical skills necessary for the psychologist working in legal setting – interventional skills, such assessment, interviewing and counselling, mediating. The subjects: Psychological Assessment of Personality, Mediation in Psychology Practice, Training in Forensic Psychology, Cognitive-Behavioral Psychotherapy, Training in Psychological Counselling and Internship make 32,5% of the whole programme. [Annex 1 & SER 2.2, p.12].

The Review Team assessed that the subjects or topics are unique in the study duration, but to be consistent with preparing the graduates to practice *Legal Psychology*, the Master Course should include more modules with Legal content as mandatory. Teachers suggested, and students agreed, that *Mediation in Psychology Practice* could be a mandatory course as it was until 2015, rather than an elective. Students support this change as being necessary for their future work practice, as the ability to analyze critically and lead the process of mediation is considered vital. Both teachers and

students value interactive teaching and there is a high degree of satisfaction with teaching standards.

The content of subjects allows discussion of a strong range of professional psychological work in the legal system within the *Legal Psychology* study programme. The specifics and level of modules' content provide specialized interdisciplinary knowledge, and enable the development of practical skills with applications appropriate to targeted groups such as officers, recruits or professionals in the military, offenders, victims or representatives of other risk groups, thus confirming, at the same time, level 7 of EQF and the LQF.

The content of the modules enable students to reach both general and specific intended learning outcomes of *Legal Psychology* programme through the use of the modern didactic techniques and methods, while in contact hours: interactive lectures, guest lectures, individual and group discussions, problem-oriented learning and training, essays, group and individual project work, independent literature review, role-playing exercises, presentations and case studies provide variety. Students' independent work is supported by consultations included in study plan and computer-mediated contact. [SER 2.2, p.10]. The extensive theoretical background of Forensic and Legal Psychology also provides a similar emphasis on consolidating practical skills. Overall, the sequencing of modules follows the main aim of the programme to deepen the students' knowledge and equip their future professional competences in the field. Students especially highlighted some distinctive qualities such as the flexibility to adjust timetables to meet their needs, since most of them are working and studying at the same time. Also, the students cited the teachers' accessibility for academic support purposes.

Alumni suggested that the university might consider increasing the contact hours of assessment test practice, since this was one of the skills required for their working environment. Alumni members also stated the need for more practice hours in qualitative methods, rather than the strong emphasis on quantitative methodology. Although qualitative and quantitative methodologies are present in the study programme, and students practice both type of methods while conducting their own research during their Master thesis, the intensification of qualitative methods teaching is worth further consideration. Test practice and qualitative methodologies were seen as being vital to the working environment. The University rightly responded to this, by illustrating the fact that there has been a remarkable increase in the scope of qualitative research in Master theses. During three previous academic years (2012-2014), 7 theses based on qualitative research have been defended, and from the beginning of the current academic year, 7 such topics were offered. Taking into account the relatively small student groups, this number accounts for about 50% of all topics.

Learning outcomes concerning practical experience are achieved during the 10 weeks internship (awarded by 15 credits), guided by two supervisors (from the University and the practice provider/institution). The Internship ends with a comprehensive report that allows for reflection on performance and experience. Concerning the quality and quantity of internships, both students and social partners mentioned that the length of placement was satisfactory since most of the modules included in the second year have a variety of practical aspects (i.e. Psychological Assessment of Personality, Mediation in Psychology Practice, Training in Forensic Psychology, Cognitive-Behavioural Psychotherapy). [SER, 2.2, p.12] However, others called for greater length. The Review Team recommends that the programme team considers the amalgamation of the 3rd Semester 'interventional skills' [SER, 2.2, p.13] with the 4th semester 'internship experience'. In this way, students will be able to reflect directly on the learning outcomes of their modules together with real-time practice. There is also the possibility that the programme management should consider extending the period of internship from a semester-long module (i.e. 4th semester) to a year-long module (i.e. starting from 3rd Semester onwards). This would be pleasing to students. Notwithstanding this interest, the Review Team learned that supplementary practice is now available for both first-and second-cycle students as and when they are free from studies, or during studies, provided that it is compatible with studies. The additional practice may be arranged within Lithuanian or foreign enterprises, institutions or organizations according to the nature of studies.

The Review Team recognizes that the scope of the programme is sufficient to ensure that the learning outcomes are supported, and the curriculum provides good academic and professional support for the professional preparation of students in the field of criminological/forensic psychology. In particular, the Review Team acknowledges that many competences, i.e. academic skills, professional practice in the field of forensic and criminal psychology are inculcated in the overall programme indicated in the Self-Evaluation Report of the MRU.

The Review Team, in interview, noted the clear enthusiasm from the various stakeholders in the field of *Legal Psychology*, so their input and support is vital both to programme planning and the evaluative feedback process. They have a strong belief in this programme. The content of the programme is sufficient to ensure that didactic and practical skills needed for the completion of the course.

Teachers should should monitor word length in theses, use the full range of marks and shift large tabulation to appendices. The content of the programme, and the resuscitated programme itself, continue to develop in the latest academic and technological achievements in the field.

However, in support of the future of this programme, the Review Team suggests the possible advantages of rebranding the name of the programme from *Legal Psychology* to 'Legal and Forensic Psychology', since most of the modules included at the curriculum, reflect a more Forensic direction rather than purely Legal. Notwithstanding, if the University insists in keeping its original name, then more legal/law content needs to be present, together with the inclusion of Mediation as a compulsory module. During interview, one senior staff member very strongly called for 'more law'. The Review Team makes this latter point for the possible benefit of future recruitment and more definitive direction, as noted above by a highly experienced senior lecturer, lawyer. This issue concerning course title was also visited by the Review Team of 2014.

It is very much to the credit of the programme team to recognize that because of the shortage of students and non-implementation of the programme between 2014 - 2016, and the fact that the period of its implementation (new students enrolled only from 2016) is very short, the programme therefore 'still might require some improvements'. [SER, 2.2, p. 16] In the light of these comments, and the comments about the programme title, and law content immediately above, the Review Team believes that the programme should undergo a period of further reflection towards any necessary changes that might be made towards a profitable future.

2.3. Teaching staff

It is required by law, that no less than 80% of the teaching staff shall have advanced degrees. MRU in SER, Annex 2 presents a list of teaching staff of 15 lecturers, of whom 13 hold doctoral degree and 2 do not. All of them have profound teaching in university experience. The staff team is multi-disciplinary and they are professionals from four different fields: Psychology, Law, Biomedicine and Mathematics.

In general the teaching staff are highly qualified and experienced. Seven of them are professors, 4 assoc. professors, 2 lecturers (with PhD degrees), and 2 lecturers. The Order No V-826 of 3 June 2010 of the Minister for Education and Science of the Republic of Lithuania requires that the quali-

fications of the teaching and research staff shall be appropriate to the attainment of the study targets. If a Master degree study programme is of a practical nature (as it is in this case), the teaching staff shall be required to have experience in practical work. Though the teaching staff have close relationships with organizations and social partners that apply *Legal Psychology*, both alumni and students expressed their wish that teaching staff should bring even greater practice to their teaching profiles. The number of teaching staff, at 15 and their spread of academic and professional skills, is adequate to ensure learning outcomes for the entire student body attending the programme. It was noted in meeting with teaching staff, that good innovatory teaching support specialists from the Department of Education assist teachers to implement the programme.

The professors and the academic staff of the Institute of Psychology actively participate in the Erasmus (staff mobility programme) and other exchange programmes. For example, they have delivered lectures for students and provided workshops in many countries including Sweden, Netherlands, Estonia and Spain Understandably however, as the Programme was suspended from 2014-2016, owing to lack of students, incoming mobility at the moment does not figure strongly. [SER, 2.3, p.18]. Knowing, that similar programmes in the world are attracting more and more interest, this situation is receiving urgent attention by the programme management in order to maintain the breadth of academic study.

In the SER, it is acknowledged that Teachers of *Legal Psychology* programme actively participate in research and applied projects, and other scientific activities. [SER, 2.3, p.17] This helps to upgrade their professional knowledge and also transfer it to students. Over the period of 2008-2013 the staff of the programme have led and participated in 8 international and 5 national scientific and applied research projects. [SER, 2.3, p.17] In close cooperation with social partners (e.g., Prison Department under the Ministry of Justice of the Republic of Lithuania) the teachers of the programme have been involved in applied projects related to the adaptation and validation of important risk-assessment instruments for different types of criminality and different risk groups, for example: OASYS (Offender Assessment System), YPI (Youth Psychopathy Inventory), PCL-R, PCL-SV (Psychopathy CheckList-Screen Version), SARA (Spousal Assault Risk Assessment), B-SAFER (Brief Spousal Assault Form for the Evaluation of Risk). [SER, 2.3, p.17]

Overall, the highly-qualified and experienced programme staff demonstrate quite a wealth of academic and professional enterprise and are gradually re-building their strong profile in a re-energised programme.

2.4. Facilities and learning resources

The Review Team found that the general level of resources is exceptional. They are pleasing to students. The construction and size of the library meet the highest requirements for effective individual and group learning. The prevalent use of the newest information technologies during the whole study process is strengthened by the spacious infrastructure of the library with long working hours and a large selection of sitting and working space areas. [SER, 2.4, pp. 19-20]. The availability of a large number and different types of auditoria is also very beneficial during the study process. The Psychology Laboratory has improved the conditions for lecturers to plan and conduct their research in the Psychology laboratory and provide excellent opportunities for students to develop the skills of particular methods of scientific research. [SER, 2.4, p. 20]. The Review Team found that MRU is well-organized in placing 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 has also placed particular importance on the use of friendly facilities for students with learning and mobility disabilities as well as impairments (i.e. hearing and visual).

The Review Team recommends that the University might recognize the possibility of having open doors at the various student facilities, rather than students requiring permission of access. According to the Senior Team, this was due to previous thief incidences. The Review Team suggests the use of cameras in the corridors to stop these incidences rather than securing all facilities doors. By doing so, the MRU will acquire a further improved and effective academic environment for the students.

The Review Team also suggests that full-time academic and research faculty, who require a high level of privacy for working on confidential matters or meeting with students, staff and others, are allocated private spaces by the University. Post-doctoral scholars, graduate students and part-time faculty and staff could be assigned office space in shared office arrangements.

Following the visit to the University's Psychology laboratory, the Review Team found that both students and lecturers have access to modern research equipment, which allows for conducting very different types of research (experiments based on behavioural and physiological measurements, observations, interviews, surveys). The University plays a crucially important role in promoting the

research activities of students by including state-of-the-art research databases such as “PsycTESTS”, thereby allowing students to obtain access to various psychological tests and other assessment methods, as well as descriptions and information about their development and administration. The Review Team suggests that the lab is used not only for students’ training in the existing equipment, but also in running interdisciplinary research with the incorporation of various behavioural and neurophysiological measures in the field of *Legal Psychology*.

The University also provides user-friendly services for all students (including Eduroam and Moodle). The University might consider expanding the research database of doctoral dissertations and Master thesis. A policy to acquire more licenses in the use SPSS for quantitative research and software to support qualitative analysis research should be a priority.

According to the Students, the programme gives them the opportunity to perform timely practice allowing them to achieve the study outcomes of the Programme. While talking with the social partners, the Review Team found that there were a variety of practices in the field of *Legal Psychology* involving, for example, the Army, Crisis Centres and prisons. Students are involved in Research Projects, directed towards solving psychological problems emerging in the legal system, and in performing related practice-research. The Review Team found that students’ opinions regarding practice and placement were very good, and all stated that they enjoyed being involved in a variety of applied settings in the field of *Legal Psychology*. Establishing interim supervisors’ reports is a recommendation.

The Review Team found that there are a considerable number of databases available both on and off campus for students and teachers, and readers have access to 194682 publications, of which 8190 are related to Psychology. In addition to that, the library subscribes to 46 research databases, from which 15 are related to Psychology: “eBooks on EBSCOhost”, “Ebrary”, “Science Direct eBooks”, “Academic Search Complete”, “Business Source Complete”, “MEDLINE”, “MasterFILE Premier”, “PsycARTICLES”, “SocINDEX with Full Text”, “JSTOR”, “SAGE”, “SciVerse (Science Direct)”, “SpringerLink”, “Taylor and Francis”, “PsycTESTS”. [SER, 2.4, p.21] The teaching material is in line with other European institutions and students are equipped with a positive and resourceful learning environment. The library facilities ensure that both students and lecturers have access to the literature they need and the efficient use of it.

The Review Team found the overall facilities and learning resources to be outstanding and to the considerable benefit of students.

2.5. Study process and students' performance assessment

The admission requirements to the programme are clear. Only those candidates, who have a Bachelor's degree in Psychology may be admitted to study programme [SER, 2.5, p.22]. Admission procedures and requirements are well described and can be found on the website: http://www.mruni.eu/lt/busimiems_studentams/magistranturos_studijos/pt-magistranturos-studijas-rudens-semesterui/ (In Lithuanian) <http://www.mruni.eu/>

Successful studies of *Legal Psychology* requires collaboration with teachers and a lot of time and effort. Students accepted to *Legal Psychology* programme usually demonstrate a good level of knowledge and skills that enable them to achieve the intended learning outcomes successfully. During the onsite meeting, students expressed satisfaction with the flexibility of their studies, which gives them opportunity to combine their studies and work.

The study process is implemented in line with the schedules approved by the Dean [SER, 2.5, p. 24] and includes independent studies, lectures and seminars. During the lectures, students gain and broaden interdisciplinary theoretical knowledge, while in the seminars students acquire the knowledge which forms future practice. The purpose of each subject is to develop skills relevant to scientific work. Nevertheless, based on the information received during the interviews, the Review Team recommends staying closer to practice, implement more training in assessment methodology and take into account which assessment tools are commonly used by legal psychologist in practice. At the beginning of the school year, students have to choose a Master Theses topic. Master thesis defense is implemented at the end of the studies. [SER, 2.5, p. 23]

Students are provided opportunities to participate in scientific and applied science activities. They are invited to write and publish scientific articles, engage in research implemented by their teachers. Since 2012, two programme students have participated in research internships, funded by the Lithuanian Science Foundation. [SER, 2.5, p.24] During the interviews, the Review Team acknowledged that students have opportunities to implement their own research led by their lecturers, and that sometimes they are involved in research projects. Moreover, students are provided with conditions

to take part in and prepare their presentations at the *Annual Law Psychology Conference* (organized by MRU) as well as at other conferences. Almost every year, there are students, who take this opportunity. [SER, 2.5, p.24] Also, students are provided with possibilities to participate in artistic activities (singing, dancing, photography) in the MRU Aesthetic Education Centre [SER, 2.5, p. 2]. Alumni are proud and successful members in the field.

Since 2012 the number of students who participate in mobility programmes has increased. Nevertheless, although MRU has ample Erasmus agreements with other universities, there are only a few students, who have used the opportunity to participate in mobility programmes: 3 students in 2014 and 3 students in 2016. Two reasons for low participation in mobility programme have been mentioned: students' work commitments and difficulties to match up study programmes limits their possibilities to participate in the Erasmus programme. [SER, 2.55, p.24]. These reasons were also mentioned during the on-site visit.

MRU properly ensures social support for the students. Students can obtain 'scholarships, tuition fee reduction, state financial support, income tax benefits for residents of Lithuania'. Financial support distribution is regulated by the legal acts, documents of the state and by Mykolas Romeris University. [SER, 2.5, p. 25].

The University also offers support for students with special needs. The majority of University buildings, but not all of them, are adapted for students with movement disabilities. University teachers prepare their lectures according to students' special needs. [SER, 2.5, p. 25].

Students are provided with opportunities to access psychological support with the University Psychological Service. The Psychological Service offers free services, such as psychological counselling, psychological assessment, training and education. Student confidentiality is ensured. More information is accessible on the website: <http://www.mruni.eu/en/university/faculties/psichologijos-institutas/psychological-service/> (In English). [SER, 2.5, p.25]

The University also provides academic support. Students have an opportunity to consult with teachers via email, intranet system (Moodle), or have face-to-face consultations during teachers office hours. The descriptions of the subjects, requirements for the examinations and other important information for the students are posted on the Moodle intranet system. Teachers dedicate at least four

hours per week for individual consultations. All the information about academic personnel office hours and study schedules are accessible on the institution's notice board, or on the official University website:

www.mruni.eu/lt/universitetas/fakultetai/politikos_fakultetas/institutai/psichologijos_institutas/instituto_informacija (In Lithuanian). Students have the opportunity to study by individual study timetables, which have to be approved by the Dean. [SER, 2.5, p. 25].

The assessment system of study outcomes is clear and freely accessible via website: http://www.mruni.eu/mru_lt_dokumentai/centrai/akademiniu_reikalu_centras/teises_aktai/Proced_Assess_AV_12_04_2013.pdf (In English). There are many methods, such as multiple choice tests, essays, case study, analytical reviews, project methods, for assessing learning outcomes, used by the teachers to evaluate students' progress. At Mykolas Romeris University, a cumulative type of assessment is used. The final grade contains of final examination and mid-term examinations grades. The final examination usually covers 50% of the final mark. [SER, 2.5, p.23]. Clear principles and criteria for the assessment of study outcomes and the cumulative nature of assessment and variety of assessment methods provide the guidance for appropriate learning outcomes' assessment.

During the interviews, it was confirmed that professional activities of graduates meet the expectations of employers. According to them, graduates of *Legal Psychology* programme are 'well prepared'. There is no precise information on how many graduates and how quickly they are usually employed after their studies. Nevertheless, University staff mentioned that most graduates had been recruited, and some students already work in the field of *Legal Psychology*.

There are 5 long-term research programmes implemented in Mykolas Romeris University. These programmes have a common priority - Social Innovations for Global Growth. All teachers participate in at least one of five long programmes. Students are encouraged to join research groups and take part in the programme: "Justice, Security and Human Rights" which is directly related to *Legal Psychology*. [SER., 2.5.4, p. 24] Furthermore, the Lithuanian Psychology Students' Association (LiPSA) in Mykolas Romeris University provides opportunities to promote the competences needed for future work and to take an active role at an international level by participating in the European Students' Associations' federation (EFPA) activities. [SER, 2.5 p. 26]

During the meetings at MRU, the Review Team noticed how the *Legal Psychology* programme corresponds to state social and future development needs. In view of the fact that too little attention is

paid to the victims in society, efforts are being made to enable graduates of *Legal Psychology* to provide the necessary assistance for the victims. In addition, according to the experience of legal Psychologists, demand for services is always increasing. As previously stated, some adjustment in course content and the title of the programme may prove beneficial to the future confidence of the programme and recruitment to it.

Meetings with teaching staff and other members of MRU community, provide important information as to how fair learning environment is ensured. Teachers use a software plagiarism checker and students are reminded of the ethical requirements during the preparation of their Master thesis.

During the meeting with students, Review Team noticed, that students are well-informed about the possibilities to appeal if they disagree with the grade awarded. Students know where they can find information about appeal procedure.

The Review Team considers that the field of Study Process and Students' Performance Assessment is good. It develops systematically and has distinctive features.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The documents: *Quality Policy Provisions for the Studies and Research* and *Regulations of the System of Internal Study Quality Assurance at MRU* contain nominated personnel and instruments which regulate the internal system of studies and quality management. The Senate, Vice-rector for Education and Academic Affairs Centre are the principal agents for management and governance. [SER, 6, p.27] A primary element of quality is the interaction between University teachers, other members of MRU staff and students and also the effectiveness of the intended learning outcomes. There is greater legal knowledge than five years ago, the Review Team learned, but little, if any, actual law content.

Information systems include students' feedback questionnaires which are also processed statistically and the data on graduates is accumulated and analyzed systematically. [SER, 6, p.27] The teachers contributing to the *Legal Psychology* programme have adopted a student-oriented approach to learning which incorporates constant feedback of learning outcomes and the quality of the programme. This culture ensures that students are encouraged and given opportunities to submit for-

mal and informal feedback on all aspects of learning and the ways in which the teaching staff can improve the student experience of the programme. [SER, 6, p.28]

General goals for the direction for the programme are established by the Programme Committee and academic coordinators are tasked with assuring the quality of the Programme. The Programme Committee revises and updates curriculum and coordinates quality assurance procedures, towards ensuring continuous improvement and development. An active dialogue is maintained with donors on the grants awarded for the enrichment of the programme.[SER, 6, p.28] The competence of the local staff is ensured by the MRU Senate's Resolution No. 1SN-554 (May, 2012). There is also an incentive system for the reward of academic staff. [SER, 6, p.28] The Review Team found the management of the programme grounded in a range of impressive external expertise and experience.

There is an alumni community, involving both alumni and social partners which allows them to contribute to the quality assurance process and learning outcomes. A further invitation extends to the Final Thesis Defense Committee, which allows their commentary on the applied relevance of the Master thesis. In the future, social partners from practical field of *Legal Psychology* will be invited to contribute to seminars for the students in some modules, which include penitentiary psychology and the practicum in forensic psychology. [SER, Table, 2.6.4]

The Review Team found the quality assurance measures effective and efficient without being obtrusive and bureaucratic. Particular mention should be made of the procedures for dealing with and supporting unsatisfactory teaching, in which a certificate of competence is required from staff members who are required to attend internal professional development in order to maintain their employment contract. The Review Team found this practice, proactive, sound and supportive.

Concerning information, principally there is the University website MRU website allocated in paragraph 16: https://stdb.mruni.eu/studiju_programos_aprasas.php?id=8507&l=en (full-time studies) and https://stdb.mruni.eu/studiju_programos_aprasas.php?id=8515&l=en (part-time studies).

2.7.Examples of excellence

Internal support for teachers who need help - the teacher-certification process.

Good mission to help various categories of people subject to the law.

III. RECOMMENDATIONS

1. Address matters concerning the title of programme and aspects of its content, including the status of the subject 'Intervention', more law and legal knowledge. [Section 2.2]
2. Establish interim supervisors' reports. [Section 2.4]
3. Establish more training in assessment methodology. [Section 2.5]
4. Involve alumni and social partners more in seminars and professional input. [Section 2.6]
5. Reach out as much as possible to the vulnerable and those in legal power and stay as close to practice as possible. [Section 2.1; 2.5]
6. Monitor word length in theses, use the full range of marks and shift large tabature to appendices. [Section 2.2]
7. Where possible, provide individual office space for the academic staff. [Section 2.4]

IV. SUMMARY

In terms of knowledge, the programme aims and learning outcomes are well conceived in their cognitive, professional, technical and social domains. They have been designed and promoted by University teachers and other personnel, to various national and international guidelines and are appropriate to the European and Lithuanian Qualifications Frameworks at level 7. They are clear, and well defined towards the preparation and training of professionals in the field.

The content of the programme provoked some discussion among the Review Team and they noted that the title had been discussed by the previous review team in 2014. The current Review Team suggests the advantages rebranding the name of the programme from '*Legal Psychology*' to '*Legal and Forensic Psychology*' since most of the modules included at the curriculum, reflect more Forensic direction rather than purely Legal. Notwithstanding, if the University insists in keeping its original name, then certainly more 'Legal' (law) content needs to be present, with the inclusion of compulsory modules in Legal Psychology (i.e. Mediation). The Review Team noted that at least one senior staff member strongly called for this during interview. Equally the Review Team is keen to stress that issues concerning the programme title and law content are not matters of managerial deficiency, but rather open perspectives for debate towards the possible improvement of the programme.

In general, the teaching staff are highly qualified and experienced. Seven of them are professors, 4 assoc. professors, 2 lecturers (with PhD degrees), and 2 lecturers. Though the teaching staff have close relationships with organizations and social partners that apply *Legal Psychology*, both alumni and students expressed their wish that teaching staff should bring even greater practice to their teaching courses. Teachers of the *Legal Psychology* Programme actively participate in research and applied projects, and other scientific activities.

The Review Team found that the general level of resources is exceptional. The construction and size of the library meet the highest requirements for effective individual and group learning. The prevalent use of the newest information technologies during the whole study process is strengthened by the spacious infrastructure of the library with long working hours and a large selection of sitting and working space areas. Terms and conditions for internship practice are very good, with the possibility of negotiating supplementary practice. Other resources are pleasing and plentiful. Individual office space is a recommendation.

The Review Team found that students are motivated and proactive and happy with the study processes and support on offer to them. They rate their teachers highly, value interactive teaching and sometimes bring new knowledge and methodology. Admissions and the range of services offered are considered fair, copious and supportive both academically and socially.

The programme is competently managed, quality-assured and buoyant in its delivery. There is a good mission. Greater confidence and assurance might, however, be gained should the issues referred to in section 2 of this report be addressed - **namely the title of the programme and content**. In so many ways, currently and generally, this second-cycle programme is deserving of the appreciation it receives from students, alumni and stakeholders.

V. GENERAL ASSESSMENT

The study programme *Legal Psychology* (state code – 621S19001, 6211JX076) 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	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

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

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

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

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

Grupės vadovas: Team leader:	Terence Clifford-Amos
Grupės nariai: Team members:	Lilia Psalta
	Barbara Smorczewska
	Gintaras Chomentauskas
	Ona Mačiulytė

MYKOLO ROMERIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *TEISĖS PSICHOLOGIJA* (VALSTYBINIS KODAS – 6211JX076) 2017-11-30 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-218 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Teisės psichologija* (valstybinis kodas – 6211JX076) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
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)

<...>

IV. SANTRAUKA

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai gerai suprantami kognityviniu, profesiniu, techniniu ir socialiniu aspektu. Juos parengė ir pristatė universiteto dėstytojai ir kiti darbuotojai, vadovaudamiesi įvairiomis nacionalinėmis ir tarptautinėmis gairėmis. Jie atitinka Europos ir Lietuvos kvalifikacijų sąrangos 7 lygį. Jie aiškūs ir gerai apibrėžti, jų tikslas – parengti ir ugdyti šios srities specialistus.

Programos turinys sukėlė ekspertų grupės narių diskusiją, jie pastebėjo, kad dėl pavadinimo diskutavo ir ankstesnė vertinimo grupė, atlikusi vertinimą 2014 metais. Dabartinė ekspertų grupė siūlo tikslinti studijų programos pavadinimą ir ją pavadinti ne *Teisės psichologija*, o *Teisės ir teismo psichologija*, nes dauguma į studijų turinį įtrauktų dalykų atspindi ne tik teisės, bet ir teismo kryptį. Tačiau, jei universitetas nuspręs išlaikyti pirminį pavadinimą, tuomet akivaizdu, kad turinys turi

būti daugiau orientuotas į teisę (įstatymus), įtraukiant tokius privalomus dalykus kaip *Teisės psichologija* (t. y. tarpininkavimas). Ekspertų grupė pastebėjo, kad bent jau vienas vadovaujančio personalo narys tai ypač pabrėžė per susitikimą. Ekspertų grupė nori akcentuoti, kad klausimai, susiję su studijų programos pavadinimu ir teisės turiniu, nėra vadybos trūkumas, tai greičiau atvira diskusija, kaip būtų galima patobulinti studijų programą.

Apskritai, dėstytojai labai kvalifikuoti ir patyrę. Septyni iš jų yra profesoriai, keturi – docentai, 2 – lektoriai, įgiję daktaro laipsnį, ir 2 lektoriai. Dėstytojai glaudžiai bendradarbiauja su organizacijomis ir socialiniais partneriais, kurie taiko *Teisės psichologiją*, tačiau tiek alumnai, tiek studentai išreiškė pageidavimą, kad dėstytojai į savo dėstomus dalykus turėtų įtraukti daugiau praktikos. Studijų programos *Teisės psichologija* dėstytojai aktyviai dalyvauja mokslinių tyrimų ir taikomųjų projektų bei kitoje mokslinėje veikloje.

Ekspertų grupė nustatė, kad bendras išteklių lygis išskirtinis. Bibliotekos pastatas ir dydis atitinka aukščiausius reikalavimus veiksmingam savarankiškam mokymuisi ir darbui grupėse užtikrinti. Per visą studijų laikotarpį plačiai naudojamas naujausias informacines technologijas sustiprina erdvi ilgai dirbanti bibliotekos infrastruktūra ir didelis sėdimųjų ir darbo erdvių pasirinkimas. Specialiosios praktikos sąlygos labai geros, taip pat yra galimybė derėtis dėl papildomos praktikos. Kiti ištekliai tinkami ir gausūs. Rekomenduojama skirti individualias patalpas darbui.

Ekspertų grupė nustatė, kad studentai motyvuoti, aktyvūs ir patenkinti studijų procesais ir jiems siūloma parama. Jie labai vertina savo dėstytojus, interaktyvų mokymą ir kartais pristato naujų žinių bei metodologiją. Priėmimas ir siūlomų paslaugų spektras geras, teikiama gausi ir tinkama akademinė ir socialinė pagalba.

Studijų programa kompetentingai valdoma, užtikrinama ir gerinama jos kokybė. Misią tinkama. Vis dėlto būtų galima pasiekti didesnę pasitikėjimą ir užtikrintumą, jei būtų sprendžiami šių vertinimo išvadų 2 skyriuje nurodyti klausimai, t. y. dėl studijų programos pavadinimo ir turinio. Apskritai, šiuo metu ši antrosios pakopos studijų programa nusipelno daugybės studentų, alumnų ir dalininkų pagyrų.

<...>

III. REKOMENDACIJOS

1. Apsvarstyti studijų programos pavadinimą ir turinio aspektus, įskaitant dalyko *Intervencija* statusą, suteikti daugiau įstatymų ir teisės žinių. [2.2 punktas]
2. Numatyti tarpines praktikos vadovų ataskaitas. [2.4 punktas]
3. Numatyti daugiau mokymų vertinimo metodologijos srityje. [2.5 punktas]
4. Aktyviau įtraukti alumnus ir socialinius partnerius į seminarus ir profesinį darbą. [2.6 punktas]
5. Kiek įmanoma daugiau dėmesio skirti pažeidžiamiesiems ir teisėtą galią turintiems asmenims ir numatyti kuo daugiau praktikos. [2.1, 2.5 punktai]
6. Stebėti žodžių ilgį baigiamuosiuose darbuose, naudoti ženklus ir lenteles perkelti į priedus. [2.2 punktas]
7. Jei įmanoma, akademiniam personalui suteikti individualias darbo vietas. [2.4 punktas]

<...>

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)