Centre for Quality Assessment in Higher Education (SKVC)

EVALUATION REPORT

OF FIRST CYCLE STUDY PROGRAMME

"PSYCHOLOGY"

STUDY PROGRAMME

at Carpathian Augustine Voloshyn University

Ukraine

Review team:
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2. **Dr. Natalija Norvilė,** *academic /representative of social partners'*
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Studijų kokybės vertinimo centras

Title of the study programme	*Psychology*
Study field	Social and behavioural sciences
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time – 3 year and 10 months
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Psychology

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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 Ongoing Study Programmes of Foreign Higher Education Institutions,** approved by Order No V-7 of 20 February 2015 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[1]; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of an external evaluation report of the study programme a decision to accredit study programme may be taken. The evaluation of the programme can be either **positive** or **negative**.

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.	Ukrainian legislation
2.	The University submitted a variety of additional documents before the site visit, including - Examples of Rector's Orders - Examples of staff publications - Questionnaires for Students - Questionnaires for Employers - Detail of library resources - Example of a Master's thesis - Employers' report - Overview of the University, history and staff & student profile

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[1] The site-visit was organized via online technologies due to force-majeure circumstances (an epidemic situation)

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

Augustine Voloshyn Carpathian University is a legal successor of the Ukrainian Divinity Academy, which started its educational activity in February 2002, as a private, higher education establishment offering programmes in Divinity/Theology, Sacred (Church) Music, Art, Jurisprudence, and International Affairs.

From 2004-2005, the Academy introduced secular education and started training students in Philosophy, Law (Jurisprudence), Economy and Enterprise (speciality: Finance), Computer Science, Psychology and Philology (English Language and Literature, German Language and Literature).

Today, the University offers a wide range of programmes, licenced by the Ministry of Education and Science of Ukraine. These are:

- Law (Junior Specialist / Bachelor / Master Degree); 07 Management: 072 Finance, Banking and Insurance (Junior Specialist / Bachelor / Master Degree);
- Psychology (Bachelor / Master Degree);
- Philosophy (Bachelor Degree);
- Theology (Bachelor / Master / Ph Degree).

The University structure is:

- Faculty of Humanities and Economics (3 departments-Jurisprudence and Canon Law, Psychology, Pedagogy and Social Work, Theology, Philosophy and Humanities, Management, Finance and IT);
- Uzhgorod Humanities and Economics Professional College;
- Institute of International Education;
- Research institutes (Philosophies, theology and analytics, Practical psychology, rehabilitation and inclusion, Political management and marketing research, History of Ukrainian national liberation movement, Center for Research on State-Building Problems).

The University is located in three main buildings. An academic temple, a clerical-educational complex, a youth hostel, sports centre, two medical offices and three canteens.

More than 80% of the University staff have an academic degree and 53% are Doctors of Science and professors.

Currently, there are 47 whole-time academic staff and 17 part-time staff, with 578 full-time students and 614 part-time students (total 1192 students).

1.4. The Review team

The Review team was completed according to *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI using online technologies was conducted by the team on 28 April 2020.

Dr. Kevin Lalor (team leader), *Head of Department of Social Sciences, Technological University Dublin (TU Dublin), Ireland.*

Dr. Natalija Norvilė, *Lecturer at Institute of Psychology, Mykolas Romeris University, Expert psychologist at consulting agency Addelse, Lithuania.*

Ms. Marija Vasilevska, *bachelor student in political studies at Ss. Cyril and Methodius University in Skopje, Macedonia.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objective(s) and intended fields of learning outcomes shall be assessed in accordance with the following criteria:

- *the programme aims and learning outcomes are well defined, clear and publicly accessible*

The Programme Aims ('purpose') are clearly defined in Section 1 of the SER. The SER details the Programme Aims ('purpose') as:

"The purpose of the educational program: 1) providing professional education in the field of psychology and psychological counseling to understand the psychological processes and behavior of a person; 2) training in the application of psychological principles, knowledge, models and methods for psychological counseling (family, professional, vocational, pedagogical, etc.) based on science and professional ethics; 3) teaching methods and techniques of psychological counseling on human behavior in conflict and crisis situations."

These Programme Aims are also reflected in the 'Education program (Psychology)' document, where it is stated that the Programme focus is "Counseling and / or correction of behavior in complex and / or crisis life situations that require the help of a psychologist".

The Review Panel is of the view that the stated focus and specialisation on counselling as an 'Aim' of the Programme is reflected in the 'List of educational program components' in Section

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2 of the 'Education program (Psychology)' document. Core counselling related modules make up over 50 ECTS, including:

- Psychodiagnosis, 8 ECTS
- The basics of psychotherapy, 5 ECTS
- Clinical psychology, 6 ECTS
- Psychopathology, 4 ECTS
- Psychological counselling, 11 ECTS
- Theory and practice of psycho-training, 7 ECTS
- Psychological correction, 5 ECTS
- Methods of psychological examination / expertise, 3 ECTS

With regard to Learning Outcomes, the SER details 27 LOs ('results of training'). Many of these are standard and as one would expect, and are reflected in the curriculum, including

- Understand the nature and patterns of mental phenomena, psychological structure of personality, theory of personality, conditions for his/her development and formation;
- Be able to use new knowledge and developments in practical activities;
- To be able to work out scientific sources and up-to-date world-class achievements of theoretical nature on his [sic] own
- Use theoretical knowledge, methods of psychodiagnosis, correction, counselling in practical work, to process obtained empirical data by statistical methods.

However, some Learning Outcomes do not appear to be reflected in the syllabus, or are phrased in too vague and general a way, and it is not clear how students will attain this knowledge, for example,

- Be able to support the work of staff in order to achieve desired result of work and meet its needs;
- Identify individual-typological features of an individual;
- Be able to carry out educational work to unite a team;
- Provide advisory assistance in manufacturing activities;
- Optimize socio-psychological climate in organizations;
- Provide psychological assistance in extreme situations;
- To organize and carry out rehabilitation measures of psychological protection for citizens in crisis situations;
- Ensure the functioning of a system of psychological services that provide assistance to the population.

Finally, the SER envisions that, having met these Learning Outcomes, graduates will operate at a high / senior setting in psychological settings, including 'specialist on social work'; 'Head of (creative) section'; 'Consultant-psychologist'; Professional consultant.

These graduate destinations seem to be too senior for a Bachelors graduate. The Review Panel requested additional information on this point and the response from the University stated

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"According to the legislation of Ukraine BA psychologist may hold positions that ***do not require in-depth*** professional knowledge, complex research work and are focussed mainly on the stereotype tasks of the activity".

The Programme Aims and the Learning Outcomes are publically available in the 'Education program (Psychology)' document.

- *the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market*

Section 1(3) of the SER states "Goals and results of training in the Educational Program "Psychology (Bachelor)" meet the requirements of the National Qualification Framework <…> specialty 053 'Psychology' served as the basis for the development of the educational program."

There is little evidence in the SER regarding labour market analysis prior to developing this Programme. The Review Panel asked for additional information regarding the market research. The University provided information in the additional documents that in the first half of 2016, a survey was conducted in educational institutions (schools) on the issue "The need for employees of psychological qualifications". The survey showed that more than 20% of educational institutions have a shortage/lack of psychologists. At the beginning of 2016, together with the Transcarpathian regional employment center, vacancies were monitored for psychologists.

During the site visit, the University and social partners referred to a high demand for graduates of these Pprogrammes (both BA and MA), and the 20% vacancy rate for public sector psychology posts in the region (which remain unfilled due to high emigration rate of graduates; and the trend for graduating psychologists to go into private practice rather than public posts).

The University should include the social partners more frequently in the review of study programmes in order to check the market needs in terms of qualifications, professional requirements to the profession and to know what is needed in the labor market.

- *the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered*

The Programme Aims are consistent with standards for psychology programmes at this level (note the Review Panel recommendation that some subject material be changed from elective to mandatory). The workload of students (240 ECTS, made up of contact hours and independent learning) is appropriate for this Programme.
As noted above, some Learning Outcomes are phrased too vaguely, and this is further addressed in one of the recommendations.

- *the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other*

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The content (curriculum) and Learning Outcomes cover all the main disciplines of psychology, consistent with the Programme name, Bachelor in Psychology. The theoretical sophistication of material increases incrementally across the four years of the Programme. Consistent with Ukrainian law, 25% of modules taken by students are electives, and students can select from a range of psychology and non-psychology subject areas.

2.2. Curriculum design

The field of the programme structure shall be assessed in accordance with the following criteria:

- *study subjects and/or modules are spread evenly, their themes are not repetitive*

The study subjects are spread evenly and coherently across the eight semesters of the Programme, their themes are not repetitive; no more than eight study subjects are introduced during a semester. Students study the disciplines according to the structural-logical scheme, which takes into account the mastering of their professional competences: from basic fundamental to specific, applied, practical. For example, "General psychology" in the 1st- 2nd semesters, then "Age psychology" in the 3rd semester, continued with "Pedagogical psychology" in the 4th semester.

- *the content of the subjects and/or modules is consistent with the type and level of the studies*

The Programme consists of two components: compulsory subjects and elective subjects. Compulsory subjects are of general education field (e.g. History of Ukrainian culture, Philosophy etc.; 12 ECTS and 360 study hours) and subjects of professional and practical educational field (e.g. History of psychology, Educational psychology, Social Psychology, Clinical Psychology, Psychological Counselling etc.; 168 ECTS and 5040 study hours). These courses provide a possibility of acquiring knowledge about the basic principles, structure and methodology of psychology, the history of the development of psychology and current problems within the confines of the main subfields of psychology. The number of credits satisfies national legal requirements, stating that at least 120 credits should ensure the acquisition of general and special (professional) competences in the specialty defined by Ukrainian Higher Education Descriptor, but no more than 75% of total number of credits.

Elective subjects are of professional and practical educational field (e.g. Psychology of organizations, Psychology of sport, Personality psychology etc.; 42 ECTS and 1260 study hours) and subjects of free choice of students (not related to psychology) (18 ECTS and 540 study hours). This part of the course supports the students' understanding of interdisciplinary aspects of psychological science and is consistent with the legal requirements for Bachelor study programmes in Psychology (at least 25% selective disciplines). Students usually choose one specialty and one non-specialty subject per semester. These disciplines are included in the

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student individual plan and after that the disciplines become mandatory for the student. This is an individual student learning path and in the Review Panel opinion there is room for improvement of this practice. Specifically, the Review Panel recommends the inclusion of personality psychology, child psychology and experimental psychology to the curriculum as mandatory modules, rather than electives, in order to better ensure the achievement of the Learning Outcomes of the Programme.

The studies of each subject are completed with an evaluation of the student's knowledge and skills (using exams, tests and / or continuous assessment).

Additionally, the Review Panel recommends a greater focus on descriptive statistical methods in the Programme curriculum. It is recommended by EuroPsy regulations that a Bachelor level curriculum includes both methodology knowledge (introduction to methods: e.g. experimental methods; qualitative and quantitative methods) and skills (experimental practice, methodological & statistical practice, data acquisition training, qualitative analysis).

- *the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes*

The content and methods of the subjects/modules are appropriate and matched to the achievement of Programme learning outcomes. The methods of teaching and fostering successful learning in this Programme are diverse, ranging from lectures, seminars and discussions to reflection, psychological assessment reports, case studies, presentation of reports and practice logs.

A cumulative assessment system is used. Its components enable checking the level of achievement of the Learning Outcomes of a study subject or module. The examination usually constitutes only part of the cumulative assessment, while other parts may include an essay, written research report, individual or group project, etc. During studies teachers provide students with feedback on the progress achieved and efforts exerted.

- *the scope of the programme is sufficient to ensure learning outcomes*

The scope of the Programme is 240 ECTS, and is in line with the national legal requirements for Bachelor studies, and international norms. The scope of the Programme is sufficient to ensure the achievement of the Learning Outcomes and provides a good route to further studies at Masters level or work as a psychologist in positions that do not require in-depth professional knowledge, in accordance with Ukrainian legislation.

It is also of note that the Programme offers two internships, which is a valuable addition to this Programme, allowing students to observe and participate in the application of theory to practice in live placement settings, with structured supervision and associated assessment by the work place supervisor and University tutor. Training practice is performed in the 4th semester (6

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ECTS, 180 hours) and an internship in the 8th semester (6 ECTS, 180 hours). The purpose of the internship is to develop the practical skills of students in psychodiagnostic and psychological counseling. During the course, students develop skills in the following activities: conducting psychodiagnostics of the personality and studying a particular psychological problem; conducting individual consultation of a situational nature; holding a group consultation on a specific issue; family consultation; conducting career counseling, etc.

In the Review Panel's opinion, the duration of the student practicum is too short relating to programmes with professional qualifications in other countries in, for example, psychology, social work, and occupational therapy. Therefore, the Panel recommend it is increased significantly (time could be found by reducing the high volume of student contact hours). The Review Panel acknowledges the regulation from the Ministry of Education and Sciences regarding student placement length. Steps towards changing this regulation could commence with a review of psychology practicum durations (and associated health professions) elsewhere in Ukraine and in other countries.

The study of the first cycle ends with the final certification. Certification takes the form of a final comprehensive qualification exam in the following disciplines: 1) General psychology, 2) Social psychology, 3) Age psychology, 4) Psychological counseling. During the exam students must demonstrate the level of knowledge, ability and understanding acquired during eight semesters. The final exam allows an evaluation of the achievement of the Learning Outcomes defined by the Higher Education Descriptor and the Programme.

Currently, this BA Programme has no final thesis. In 2019, the Programme was revised in line with the Higher Education Standard on specialty 053 "Psychology", the first (bachelor) level of higher education (MES of Ukraine Order No. 565 of 24.04.2019). In accordance with the new standard, the professional competences, programme learning outcomes and forms of certification were specified. These requirements are compulsory for students who have been enrolled to the Psychology (Bachelor) Programme starting from 2019. Therefore, the first students to defend their Bachelor theses will be only in 2023.

- *the content of the programme reflects the latest achievements in science, art and technologies*

The Programme reflects the latest achievements in social sciences. The literature used in most of the study courses is relevant to the content and is up to date, starting from newest editions to textbooks published 5-7 years ago. However it is worth noting that all reading lists provided to the Review Panel were in Ukrainian and Russian languages only, suggesting less attention to the newest books and scientific papers in English. The Review Panel would encourage teaching staff to add at least 20 percent of study literature in English.

The Programme is reviewed at least once every two years. Teachers working on the Programme regularly update the list of literature, refine units of the course, and add new information to the

content of the study subject. Both students and graduates during the visit expressed their satisfaction with their studies, and academic staff faced no restrictions in ordering the most up to date texts for the library.

2.3. Teaching staff

The teaching staff shall be evaluated according to the following criteria:

- *the qualifications of the teaching staff are adequate to ensure learning outcomes*

The teaching staff have qualifications appropriate to the delivery of their respective modules on the Programme. Specifically, of the ten staff teaching psychology modules (six full-time and four part-time), nine have doctoral qualifications in psychology. Staff referred to the support available from the University to upgrade their qualifications (by payment of fees), indicating a commitment to maximising qualifications for those staff who are recruited whilst not yet having a doctoral level qualification. Two additional staff deliver modules in 'Theology, philosophy and humanities' and 'Jurisprudence and canon law' and both hold doctoral qualifications.

- *the number of the teaching staff is adequate to ensure learning outcomes*

The size and composition of the teaching team is appropriate. Of the ten staff teaching psychology on the Programme, seven are Professors and three are Associate Professors. The vast majority (85%) of hours are delivered by permanent staff. Two additional staff teach elective modules in Theology and Law. This staff cohort compares well with profiles elsewhere.

- *teaching staff turnover is able to ensure an adequate provision of the programme*

Staff composition is stable, with little turnover. Senior management confirmed that in the last 15 years, there has been little turnover of staff.

During the site visit, the Senior Management Team informed the Review Panel that the number of staff has increased during this period.

- *the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme*

Staff reported the University provides a range of staff training and development supports, including
- a good working space
- support towards upgrading qualifications
- part payment of publication fees
- support towards attending national and international conferences.

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These staff training and development supports are in line with good practice elsewhere.

- *the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed*

The SER detailed staff involvement in research and publications and noted that between 2016 and 2020 "the department published: 65 scientific articles (including foreign professional publications), 48 reports at international and all-Ukrainian scientific conferences."

The Review Panel requested additional information/narrative on the profile of staff publications, including profiles in Google Scholar, h-indexes etc. In reply, it was noted that few teachers have such publications and bibliometric profiles. Additional details of the publication activity of two staff were provided – this profiled some national publications and conference proceedings.

The Review Panel saw no evidence of peer-reviewed publications in international outlets. The University website does not appear to profile staff research/publication activities and neither staff nor the University appear to have a presence in, for example, Google Scholar. Therefore, the research and publication profile of the staff can be considered low.

2.4. Facilities and learning resources

Facilities and learning resources shall be evaluated according to the following criteria:

- *the premises for studies are adequate both in their size and quality*

The Review Panel was provided with comprehensive photographs of the premises, including library, laboratory, teaching rooms, corridors, canteen, gyms, outdoor spaces etc. The University has: 45 academic classrooms; a large assembly hall, 120 seats; a small assembly hall, 70 seats; two computer classes; research laboratories and a chapel. The premises appear adequate in size and quality.

- *the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality*

Staff and students were satisfied with the number and quality of computer equipment and during the site visit confirmed 'it is enough' and 'we are happy'. The Review Panel notes, however, some machines are as old as eight years and note the common convention in higher education that computers more than five years old are obsolete.

The Psychology Laboratory contains some paper based tests on, *inter alia*, memory, cognition, attention and personality (for example, the Lüscher test). It also contains video recording equipment.

The Review Panel did not see evidence of any physical equipment to conduct experiments appropriate for undergraduate psychology students. While the range of such equipment (and the cost) varies hugely internationally, relatively simple devices for measuring, for example, physiological arousal (galvanic skin response) eye tracking and reaction times can expose students to a wide range of research and experimental applications. This should be a priority development initiative for the University.

- *the higher education institution has adequate arrangements for students' practice*

Students complete 240 hours (8 ECTS) on placement. Generally, the University selects placements for students, but students also have the facility to choose their own placements.

The University has a formal agreement (contract) with each placement agency. The annexes to the SER contained details of 5 agencies with which the University has agreements for 4 week student placements, including 'Uzhgorod district center of social services for family, children and youth', 'Transcarpathian Regional Center for Social and Psychological Assistance', and 'Transcarpathian regional narcological dispensary'.

Each student is allocated a Practice Supervisor (an employee of one of the organisations listed above) who observes the work of the student in practice; and supervises the work on the Practice Report. At the end of the placement, performance is monitored by a meeting ('public defence') involving the manager of the agency, the supervisor, the lecturer and the student. Also, the student completes a report on his/her placement experience.

During the site visit, academic staff would value more practical activities for students: that is, more practical and diagnostic experience than observational experience, including in clinical and forensic (police) settings. However, they felt constrained by the law (regulation) governing placement duration. Senior Management, also, expressed a desire for longer practice placements for students.

- *teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible*

The Review Panel is of the view that the Library holdings are adequate and to the satisfaction of staff and students. The Library subscribes to 11 psychology journals (primarily in Ukrainian language). It has approximately 70 digital books. It also has 300 titles of psychology textbooks, and 4,500 books in the discipline of psychology.

Students can access a number of free online databases, including Academic OneFile and Encyclopedia Britannica. Students can access PsycINFO, SSCI and SocIndex via an agreement with the Uzhgorod Regional Scientific library.

Staff reported that they can request any new books they need and the library will purchase them. Also, the University has an arrangement with the Transcarpathian Regional Scientific Library in Uzhhorod city, to which students have access.

2.5. Study process and students' performance assessment

The process of studies and assessment thereof shall be carried out in accordance with the following criteria:

- *the admission requirements are well-founded*

The Admission requirements are clearly explained in the SER. The University is following the legal acts, orders, and letters of the Ministry of Education and Science of Ukraine. Applicants must have finished secondary education (standard level). Also, they "must have Certificates of External independent testing in the following subjects: a) Ukrainian language and literature; b) Mathematics; c) Biology or Foreign language." Alternatively, the University will conduct an entrance examination in the same subjects.

In addition, "applicants can be admitted in the respective program if they have graduated from medical schools, have primary medical education and have studied in other institutions of higher education in a related specialty and have relevant documents"- as pointed out in the SER. Finally, admission is on a competitive basis.

The number of applicants has decreased dramatically in recent years. As pointed out by the staff, on the Panel`s meeting with them, five years ago the competition was four applicants for one place. Nowadays the number of applicants is smaller. The academic staff and the Senior Management Team are aware of the situation, which they attribute to the bad economic situation in the country, the demographic situation, and the high level of migration. However, there are some measures taken by the University to address this situation, including decreasing the cost of tuition, working with the social partners, providing additional specialization, and providing mobility opportunities for the students. In addition, as stated in the SER, the University organizes advertising and promotional activities, such as social media promotion, and website promotion.

Finally, the students that the Review Panel met shared that they have chosen this University because it is close to their homes, based on recommendations and positive feedback. The same reasons for choosing this University were pointed out by the Alumni the Panel met.

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- *the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes*

The total amount of ECTS credits for the Programme is 240, of which the elective courses are 60 credits, and 12 credits are the practical training as explained in the SER. In addition, the students can have free courses that are covering 7,5% of the Programme.

In general, the education Programme provides both general competences and professional competences, as pointed out in the SER.

The Review Panel is of the view that the hours for practical training are low even though they are in line with the national legal requirements. The Panel thinks that the University should find a way to increase these hours so that the students obtain more practical knowledge.

The Programme is updated on a regular level. As the Panel learned from the academic staff and the students, both feel that the Programme is updated.

The schedule is suitable for the students, and during the meeting with the Panel, they pointed out that they are satisfied with the educational process.

The Review Panel is of the view that the study process ensures an adequate provision of the Programme and the achievement of the learning outcomes.

- *students are encouraged to participate in research, artistic and experimental development activities*

The Review Panel noted from both teachers and students that the students are encouraged to participate in research, artistic and experimental development activities.

As reported in the SER, the University provides different opportunities for students to participate in research and experimental development. The University cooperates with their partner Universities from the Transcarpathian region and with a number of Research Institutes where students can conduct questionnaires, surveys, and other practical work and conduct experimental development.

The students and the academic staff that the Review Panel met pointed out that there are opportunities for the students to participate in research and experimental development. The students shared with the Panel that their research and experimental development is highly encouraged and motivated by the Senior Management and their professors. The same conclusion was pointed out in the meeting with the graduates (alumni). In addition to this, it was noted that the students are encouraged and are included in their professors' research work.

The conclusion is that there are opportunities for students to participate in research and experimental work, but not widespread evidence of specific usage of those opportunities. The Review Panel did not get any specific numbers or list of joint research activities between the students and professors.

- *students have opportunities to participate in student mobility programmes*

Students have opportunities to participate in student mobility programmes (although few students take this opportunity). As reported in the SER, and confirmed during the meetings with the staff and Senior Management, the University values internationalization of its programmes and wishes to increase opportunities for student mobility.

The SER noted some international agreements with Higher Education Institutions from Poland and Switzerland. However, the number of students that are using these opportunities is very low. As the Review Panel learned from the additional information received from the University, only nine students used mobility opportunities since 2015. When asked by the Review Panel, students answered that they are informed of the opportunities for mobility. Also, the academic staff also pointed out that they would like the students to use more mobility opportunities.

The University did not provide information regarding incoming mobility students.

The Review Panel is of the opinion that the University should work on further motivating students and broadening their opportunities for mobility.

- *the higher education institution ensures an adequate level of academic and social support*

The University provides a high level of academic and social support to students, including:
  - methodological support;
  - educational support;
  - sport and wellness services;
  - financial support (discounts of tuitions and other);
  - housing, and
  - medical support.

The University also provides financial support for students coming from   poor backgrounds, for students` participation in conferences, training, roundtables, and other academic events. The Review Panel found this to be a positive feature of the University's culture, and would like to commend this to the University. The Panel is of the opinion that this may be one of the reasons why students choose this University.

In addition, the students receive support for publishing their articles in the University`s and other journals. Moreover, the students are involved in public activities organized on a regional level.

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The students receive high support from the academic staff, as the Review Panel saw. The Panel would recommend the University to continue with the good practice in this regard and to always find ways to enhance these opportunities for the students.

The contact hours provide opportunities for consultations between the staff and the students. According to the SER and the additional documents sent by the University, the contact hours with a teacher are 30 hours per week in each semester. Specifically, contact hours cannot be less than 33%.

As the students shared with the Review Panel, they can contact their professors anytime. In general, students are highly satisfied with the support that they receive from their professors. The graduates (alumni) confirmed this.

The students are organized in student bodies and have their representatives in the University's governing bodies (Academic Council). As they shared with the Panel, they cooperated on all levels with the University management, and realize joint activities. Among the other things, the students can speak openly in cases where they have noticed that the replacement of academic staff is needed.

- *the assessment system of students' performance is clear, adequate and publicly available*

The assessment process is clear and publicly available. The system for assessment, as reported in the SER, contains two parts: assessment of current knowledge and examination. Different methods are used for assessment such as case studies and others.

The information for the assessments is publicly available, as the Review Panel found out during the site visit.

There are criteria for knowledge and skills assessment of students` covering the knowledge levels, evaluation system and indicators of student`s knowledge and skills. They were sent to the Panel for a review.

If the students are not satisfied with their assessment results they can appeal the process.

- *professional activities of the majority of graduates meets the programme providers' expectations*

The University does not have a formal system for following their graduates. However, the Review Panel learned from the meetings with the students, alumni, and the staff that there is a strong non-formal process through which the academic staff give strong support and are following their graduates in their employment settings after they finish their studies. The students shared with the Panel that their professors give them advice, recommendations, and other educational and professional support even after they finish their studies.

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The students and the alumni that the Panel met were satisfied with the Programme and they shared that the Programme is or has met their expectations. On the other side, the social partners pointed out that they are very happy to employ graduates from this Programme. The only issue that the social partners pointed out is that the graduates from this University do need more practice and practical hours in their study Programme so that they can be better prepared for their working obligations.

2.6. Programme management

Programme management should be evaluated according to the following criteria:

- *responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated*

There is a clear management structure, whereby the Department Head reports to the Dean, who reports to the vice-Rector, who reports to the Rector.

The Head of the Department of Psychology, Pedagogy and Social Work holds monthly staff meetings with lecturers who teach on the Bachelor of Psychology.

Monitoring of the Programme also takes place by lecturers sitting in on each other's lessons; and mentoring of younger staff by more senior colleagues.

The students are involved in the governing bodies, as the Review Panel learned during the site visit. They are represented through their student bodies.

- *information and data on the implementation of the programme are regularly collected and analysed*

The Review Panel was provided with additional information about student retention. Student intake is 40, and typically retention across the four years of the Programme is 90%. Students who leave the Programme, for reasons of health, family or military service, are replaced by others with equivalent ECTS.

There was considerable evidence of anecdotal information about the destination of graduates (which include progression to the MA in Psychology programme; employment as psychologists 'that do not require in-depth professional knowledge'; and employment as teachers within the University), but this information does not appear to be systematically collected on an annual basis.

The University provided the Review Panel with the employers' and students' surveys. The students` surveys are clear, easy to follow, and as the Panel learned, the students are completing them online. The professors receive feedback from students` surveys. However, there was no information shared on the frequency of the surveys. The employers' surveys are simple, and the University is using them in order to collect information when students went to conduct practice or internship in social partner`s offices. The Review Panel was not informed about any other methods of data collection, except the surveys.

- *the outcomes of internal and external evaluations of the programme are used for the improvement of the programme*

The Bachelors in Psychology is subject to regular external review. It was evaluated externally by the Ministry of Education and Science of Ukraine in 2009, 2014 and 2019. The recommendations arising from these reports are addressed by way of a Rector's Order, which (1) defines a list of remedial actions, (2) appoints responsible persons and (3) sets deadlines and report dates.

Internally, the Programme is reviewed every two years, including updating of reading lists and introduction of new material. A self-assessment group was established for the Bachelors in Psychology in September 2019.

- *the evaluation and improvement processes involve stakeholders*

There appears to be close contact with placement providers regarding all aspects of the student practicum. However, the Review Panel did not see evidence that either students or external stakeholders are involved in the two-yearly internal review of the Programme.

The planned review of the Programme for the end of 2019-2002, does include a questionnaire to survey employers. Also, the Panel were sent as additional information a questionnaire for students, seeking their feedback on, *inter alia*, the curriculum, the placement and overall satisfaction with the Programme.

With regard to the regular external reviews of the programme conducted by the Ministry of Education and Science, there is not a particular section in the report on consultation with stakeholders (although the Panel note one such review concludes "the professional activity of most graduates satisfies the employers").

- *the internal quality assurance measures are effective and efficient*

The internal quality assurance methods primarily consist of a biennial review by staff involved with the Programme (including updates to reading lists and syllabus content). There does not appear to be a formal process for students, staff, stakeholders (for example, placement agencies) to input to this process.

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That said, staff and students reported during the site visit that they had sufficient opportunity to contribute suggestions for the content of the Programme.

2.7. Examples of excellence*

* if there are any to be shared as a good practice
Core definition: Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.
Explanatory context Excellence enshrines one meaning of quality: a traditional view that associates quality with the exceptional.

The Review Panel note the following areas of excellence:

- The high levels of academic, mentoring and professional support offered by staff, highlighted by both students and graduates.
- Financial assistance for students, including attendance at conferences.
- The opportunities for students to undertake two practicums to develop their practical psychological skills in a workplace.

III. RECOMMENDATIONS

In no particular order:

1. That the University develops a Quality Enhancement Handbook to govern annual internal reviews of programmes, incorporating feedback from students, staff, social partners and other stakeholders, with such reports and action plans presented annually to Academic Council, and associated actions.

2. That the Programme Learning Outcomes be reviewed so that (a) they more closely reflect the Programme Aims, (b) it is clear which part of the syllabus corresponds to each Learning Outcome and (c) the Learning Outcomes reflect graduates' preparedness for progression to postgraduate study or work in a setting where they are not required to have in-depth professional knowledge (that is, as an entry or basic grade psychologist).
   Also, a useful convention for the Bachelors Programme is to articulate subject specific Learning Outcomes, as well as generic/transferable skills (graduate attributes), such as 'reasoning', 'problem solving', 'communication', and 'self-directed learning'.

3. By way of a Research and Scholarship Action Plan, that the University promotes research and scholarship activity amongst academic staff with a specific target of increasing peer-review publications in national and international journals.

4. That personality psychology, child psychology and experimental psychology be mandatory modules, rather than electives.

5. That more time be devoted to teaching descriptive statistical methods than is currently the case.

6. The duration of the student practicum is rather short, relating to programmes with professional qualifications in other countries in, for example, psychology, social work, occupational therapy. The Review Panel recommend it is increased significantly (time could be found by reducing the high volume of student contact hours).
   The Review Panel acknowledge the regulation from the Ministry of Education and Sciences regarding student placement length. Steps towards changing this regulation could commence with a review of psychology practicum durations (and associated health professions) elsewhere in Ukraine and in other countries.

7. That the Psychology Laboratory be enhanced to contain equipment to facilitate experiments appropriate for undergraduate psychology students.

8. The goodwill apparent in the meeting with graduates could be harnessed by way of an alumni association.

9. That the University develop a formal system for following graduates, to explore whether and in what way graduate destinations meet the Programme provider's expectations.

IV. SUMMARY

Main positive and negative quality aspects of each Programme evaluation area

Programme aims and learning outcomes: The Programme Aims and Learning Outcomes are clear, coherent and appropriate for a Bachelors in Psychology.

Curriculum design: The Programme consists of 240 ECTS delivered across four years. Students take a mix of compulsory and elective modules in all the main domains of the psychological sciences. In accordance with a directive from the Ministry of Education and Science, no more than 75% of modules are compulsory.

The Review Panel are recommending certain revisions, so that core areas such as child psychology and personality psychology must be undertaken by all students. A feature of the offerings at Carpathian University is a significant range of elective theological modules.

Further, students undertake a 240 hour (8 ECTS) practicum. Current regulations set by the Ministry of Education and Science limit the duration of the practicum, which the Review Panel consider to be rather short for a professional qualification.

Teaching staff: The size of the staff team and their qualifications are appropriate. Staff turnover is low, and the majority of hours are delivered by permanent staff at associate professor and professor grade, most of whom hold doctoral qualifications. There was clear evidence of staff commitment to students' education and well-being.

There are good staff training and development opportunities for staff, including funding for attendance at national and international conferences and funding assistance in publishing their work.

A number of staff are active in publishing their work, in the University's own journal and in other national journals. However, there is less evidence of publication of peer-reviewed work in international journals.

Facilities and learning resources: As evidenced in the photographs made available to the Review Panel, general teaching spaces are adequate, and most classrooms contain computers and projectors (although not all).

Library holdings are also adequate, with a mix of hard copy and electronic resources. Students and staff expressed satisfaction with their access to sufficient up-to-date scientific resources.

There is a dedicated psychology laboratory, which mainly contains paper-based tests. However, there is scope to equip this lab with equipment that would expose students to a wider range of psychology experiment opportunities.

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Study process and students' performance assessment: Students are assessed by a mixture of written assignments and end of semester examinations. Assessment arrangements are clearly available to students. The Review Panel found evidence of high levels of student support, and strong levels of student involvement in teachers' own research. Agreements are in place to support student mobility abroad, and to earn 'double diploma' credits. The University is encouraged to continue to grow these opportunities for students.

Programme management: There is a clear management infrastructure supporting the Bachelors in Psychology. Periodic external reviews are undertaken by the Ministry of Education and Sciences. Also, internal reviews/updates are undertaken every two years.

The University is encouraged to develop an internal quality assurance process, which would include annual quality reviews of this Programme, including formal feedback from students, staff, social partners and other stakeholders. It is recommended that annual quality assurance reports are presented to the Academic Council and, subsequently, any actions required by the University be reported back to the Department of Psychology, Pedagogy and Social Work on an annual basis.

V. GENERAL ASSESSMENT

The first cycle study programme *Psychology* at Carpathian Augustine Voloshyn University is given **positive** evaluation.

Team leader: **Dr. Kevin Lalor**

Team members: **Dr. Natalija Norvilė**

                              Marija Vasilevska

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