



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
**STUDIJŲ PROGRAMOS "Mokyklinė psichologija" (valstybinis kodas -
6211JX052)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF "School Psychology" (state code - 6211JX052)
STUDY PROGRAMME
at Vytautas Magnus University**

Review' team:

1. **Prof. dr. Reinhold Stipsits (team leader),** *academic,*
2. **Dr Stephen Foster,** *academic,*
3. **Mr. Lars Lynge Nielsen,** *academic,*
4. **Mr. Andrius Jančiauskas,** *representative of social partners'*
5. **Ms. Indrė Ulevičiūtė,** *students' representative.*

Evaluation coordinator -

Ms. Marija Jonikova

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Mokyklinė psichologija
Valstybinis kodas	6211JX052
Studijų krypčių grupė	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinių mokslų magistras
Studijų programos įregistravimo data	1997-05-19 Įsakymas 565; Atnaujinta registracija: 2001-08-02, No.1187; Atnaujinta registracija: 2007-02-19, No. ISAK

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	School Psychology
State code	6211JX052
Group of study filed	Social Sciences
Study field	Psychology
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Social Sciences
Date of registration of the study programme	1997-05-19 Order 565; Renewed registration: 2001-08-02, No.1187; Renewed registration: 2007-02-19, No. ISAK – 225;

Studijų kokybės vertinimo centras

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

By the Rector's Order a working group in January 2017 provided a detailed self-evaluation report (hereafter SER), code 6211JX052.

The above-mentioned review team received the SER late in September 2017. All members of the evaluation group individually read the report and prepared draft reports. A site-visit was held at VDU on 12 October 2017.

After the visit, the review team held a meeting in which the content of the evaluation was discussed and adjusted to represent the opinion of the whole group. Discussion on stages of the evaluation report continued via e-mail among the experts and the common report has been completed and turned in as an opinion of the whole group.

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 the 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 theses

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

The second-cycle study programme of School Psychology (hereinafter the Programme) was launched in 1997 and is implemented at the Department of Theoretical Psychology (hereinafter DTP) of the Faculty of Social Sciences (hereinafter FSS) at Vytautas Magnus University (hereinafter VMU or the University). The latest registration code of the School Psychology Master's Programme is 621S18003.

VMU, established in 1922 and re-established in 1989, is a classical university of Liberal Arts based on the common beliefs and values of freedom, openness and dialogue, and orientated towards humanistic culture. Its Liberal Arts education profile, with core emphasis on studying broadly themed subjects, ensures that the studies offered at VMU are not narrow, or restricted to specialized, pre-defined subjects. It adheres to its values – to be critical and engaged, to be international and multilingual, and to promote creativity in science and arts – listed in the Mission and Vision statement. The University study and research units cover a broad spectrum of fields ranging from humanities, social sciences and arts to the fundamental sciences, environmental sciences and biotechnologies.

The status, management and structure of VMU are regulated by the Statute of the University (2012). VMU is managed by two collegial bodies, the Council and the Senate, and the separate managerial body of the Rector. The Council is a collegial management body which affirms the University's vision, mission and the strategy as well as financial issues; the Senate is a collegial body managing the academic affairs of the University. The University is headed by the Rector.

VMU has received a broad international recognition. It is a full member of the European University Association (EUA), the European Association of International Education (EAIE), and the Association for the Advancement of the Baltic Studies (AABS), and the European Distance and E-learning Network (EDEN). VMU is currently collaborating with 120 universities in 40 countries around the world as determined by bilateral agreements, has 250 LLP/Erasmus partners in 30 European countries, and is a member of the "Campus Europae" university network.

There are 13 academic divisions at VMU: 10 faculties (Faculty of Economics and Management, Faculty of Natural Sciences, Faculty of Humanities, Faculty of Informatics, Faculty of Catholic Theology, Faculty of Arts, VMU Music Academy, Faculty of Political Science and Diplomacy, Faculty of Social Sciences, and Faculty of Law), VMU Kaunas Botanical Garden, Institute of Foreign Languages, and Innovative Studies Institute. In addition, there are 6 university centres and Students Representatives Council. Administration and service functions are performed by 11 offices and 6 other units. 10 public enterprises are founded by VMU.

VMU provides 51 first-cycle programmes (5 study programmes are implemented in English), 58 second-cycle programs (22 study programmes in English), integrated law studies, non-degree studies of pedagogy and 18 third-cycle study programmes.

VMU provides 51 first-cycle programmes (5 study programmes are implemented in English), 58 second-cycle programs (22 study programmes in English), integrated law studies, non-degree studies of pedagogy and 18 third-cycle study programmes.

Psychology programmes at VMU are realised in FSS. FSS is comprised of 5 departments (4 Departments since 2016: Education Science, Social Work, Sociology, General Psychology, Theoretical Psychology). There are

approximately 1000 students in the Faculty. The main management bodies of the FSS are the Faculty Council and the Dean. The Council is the top self-governance body of the Faculty. The Dean, Vice-Deans (for study process, for personnel and international relationship) and activity coordinator for international relations comprise the Faculty Dean's office which is in charge of day-to-day implementation of resolutions, decrees and other decisions adopted by the main self-governance and management bodies of the University and the Faculty. The Programme, as well as Organisational and Health Psychology programmes, in 2011-2016 was realized by DTP in close collaboration with Department of General Psychology (hereinafter DGP), which were restructured into a joint Department of Psychology (hereinafter Department or DP) in September, 2016. In order to increase VMU functionality, structural reorganizations were carried out in other VMU departments as well. Study programmes are implemented in close collaboration with Psychology Clinic (hereinafter PC), which, together with the above-mentioned DP, organizes practice for bachelor and master students, maintains relations with social partners, performs scientific and practical activities and carries out projects for research collaboration with other institutions. Functional relations and collaboration between both Departments and the Clinic favour continuity of students within the three-level system of studies and correspond to the University model of studies, combining research, studies and practice. DP's responsibility is to implement the Programme; however, the main body of the Programme designing and management is the Committee of School Psychology Master Study Programme...

The Programme is realized in close cooperation with other units of VMU (other departments of FSS and other faculties of VMU). For example, Prof. A. Saudargienė is involved from Faculty of Informatics; Prof. Ruškus is from Department of Social work and etc. This enables to make the Programme flexible, dynamic, and up-to-date and to involve required teachers from other faculties and departments of VMU. Realization of study Programme is supported by the Studies Department, Student Affairs Department, Study Quality Unit, Career Centre, Innovative Studies Institute, Institute of Foreign Languages, and other VMU divisions. They advise on curriculum development and other related issues; and that is an integral part of the University's commitment to excellence in research and education.

1.4 The Review Team

The review team was completed according *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 was conducted by the team on *11/October/2017*.

1. **Prof. dr. Reinhold Stipsits (team leader)**, *Professor of Social Pedagogy and Humanistic Psychology at University of Vienna, Austria;*
2. **Dr. Stephen Foster**, *Lecturer at Leiden University and other universities of Netherlands, Doctor of Applied Psychology, research fields: Pedagogical Psychology and Management, Netherlands, USA;*
3. **Mr. Lars Lynge Nielsen**, *master of psychology, President of EURASHE (2006 – 2011), Higher Education expert, Denmark;*
4. **Mr. Andrius Jančiauskas**, *psychologist, medical psychologist at Vilnius City Mental Health Centre, Lithuania;*
5. **Ms. Indrė Ulevičiūtė**, *MA student of Mykolas Romeris University, study programme - Forensic Psychology, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The School Psychology study programme is designed for holders of the Bachelor's degree in Psychology. Upon successful completion of the programme students are awarded a Master's degree in Psychology. The SER was very well-documented and referenced in this category.

Programme graduates are eligible to work as psychologists in schools and, increasingly in a variety of other social services institutions. Additionally, we learned in discussions with staff and later other groups that it is anticipated graduates in future will be prepared to teach Psychology as a School Subject. Master's degree graduates have the option to proceed to third cycle doctoral studies in social sciences.

A key challenge to the programme is to meet two broad objectives: 1) the deeper comprehension of psychology including applications of basic knowledge and current developments professionally; and 2) development and refinement of research competencies particularly as occur in school and community settings.

Based upon examination of the thorough and well-organized documentation provided including a comprehensive description of programme objectives aligned with learning outcomes and course by course procedures, and after meeting with key administrative and teaching staff, students, alumni and social partners, the review team is satisfied that programme objectives and learning outcomes are appropriate to this programme and the objectives all appear to be well met. A small number of programme graduates continue to doctoral studies and this small size appears due to societal and economic restraints and not a lack of academic competencies.

Members of the review team examined relevant websites and concluded that programme information was readily available to (prospective) students and to the public, eg (potential) employers and interested others.

The review team judges that the labour market for graduate school psychologists is directly addressed by graduates of this programme. We judge recognition of the ongoing and likely growing needs for graduate psychological services needs to be taken into consideration in further programme development.

Specifically, renewed programme objectives and specific learning outcomes associated with School Psychology graduates as Teachers of Psychology in schools will need to be addressed and adjusted appropriately going forward.

In sum, the programme SER was exceptionally well-documented, referenced and thorough in content. Broader needs, programme objectives, learning outcomes and course procedures are all well-aligned.

The Programme description is well communicated to (prospective) students and the general public including (prospective) employers. (cf SER Section 1 and annexes 2,3 & 4.)

2.2. Curriculum design

The Continuing volume of this study programme is 120 units implemented in a full-time study mode with the legal volume criteria for master programme components met or exceeded in each case. Again, the review team found the SER to be well-documented, thoroughly referenced and to correspond well with the type and cycle of studies. The University vision and mission as a modern representative of the classical liberal arts institution is well-reflected in the programme and its curriculum,

The curriculum represents overall a good balance of the theoretical and practical emphases. As noted elsewhere, plans to have school psychology graduates teach psychology in the schools and prospective closer working with teacher-training programmes will require good communications, planning and comprehensive curriculum review activities going forward. Internal structures and activities, committees, Quality Centre, and bi-annual evaluation/revision procedures are all in place for accomplishing these tasks. Benchmarking qualities of other psychology programs and establishing a best practices data-base are activities worthy of consideration.

Instructional skills are developed in large part through practice and according to staff with whom we spoke, students give presentations in class and to teachers and parents. Students with whom we spoke expressed the wish for even more practice and discussions of the professional practical problems plus case studies and a focus on actual challenges facing School Psychologists in the workplace.

The programme curriculum will require a more comprehensive review and updating in the event graduates will become eligible to teach psychology in schools. The University and Faculty appear to possess the proper resources to support this development following appropriate communication and careful planning.

Given developing labour market demands and discussions with programme graduates concerning their actual professional activities it is strongly recommended that full life-span development be thoroughly addressed both theoretically as well as giving implications for professional practice in early childhood, adult-family and geriatric settings and applications. This broader emphasis is becoming more professionally important going forward and again the Faculty appears well-equipped to address these needs.

Graduates expressed the added need for increased attention to communications with mental health and other specialists, as well as added knowledge of ethical issues arising in everyday work, and finally attention to managing conflicts and unexpected work situations.

Interface activities with international universities' (school) psychology programmes, online and through exchange programmes with, e.g. University of Nebraska/Kearney is a programme strength to be encouraged further. Earlier connections, to Black Hills State University (still cited as if current in the SER 2.4) should be relegated to a place in programme history. New connections abroad, in Europe and elsewhere should continue to be sought and further developed.

The review team encourages the further development of third cycle (doctoral) programmes in psychology/Social Sciences exploring cooperation with other universities to address the continuing, likely growing, need for teachers of second cycle programmes such as this one, and contributing doctoral and post-doctoral research to the growing knowledge base about applied psychology in schools and communities.

The review team commends the University and Faculty for institutionalizing their bi-annual curricular content and procedure review activities. These can be time-consuming but properly conducted contribute to ongoing accuracy in terms of the curriculum reflecting growing knowledge and changing community requirements accordingly. At several places the SER indicated changes and plans for adjustments in response to data gathered in the bi-annual review.

In sum, the review committee recognises attention paid to strong curriculum design and commends the Faculty for its bi-annual programme review procedures, and continuing responsiveness to both internal expectations and external demands. Further attention to practical implications of life-span development, to continued internationalization and to doctoral programme and research development is recommended.

The School Psychology programme benefits directly from the Quality Centre activities and more generally from the broad, strong liberal arts vision and mission of the University.

2.3. Teaching staff

The review team examined the instructors' Curricula vitae, met with instructors, students and alumni and are positively impressed by the qualifications and motivations of the teaching staff. Particularly impressive are the high quality of English language skills and the international orientation of many teaching staff. Opportunities for international travel, for teaching and conferences both virtual and actual are respectable, can be used increasingly and are to be encouraged in the judgement of the review team. Academic visitors from abroad as documented in SER section 3.3 table 5) were impressive in their variety and numbers,

Instructor turnover is respectably low, yet attention should be given to "succession planning" activities for eventual retirement of older faculty members as well as potential programme expansion (e.g. to include teacher training and possible programme expansion).

Instructor research projects in line with courses taught is to be continually encouraged as well as the increased involvement of students in this research.

In sum, the review committee is favourably impressed with the backgrounds, actualities and potentials of the current School Psychology programme teaching staff, and anticipates that appropriate attention will be paid to forward planning and development in this area.

2.4. Facilities and learning resources

The learning resources and facilities offered students, documented in SER sections 4.1, 4.3 were visited by the review team and found to be in place, impressively strong and appropriate. Strong library data base access, computing and study facilities were observed as were research laboratory and facilities for remote communications and seminars with groups located at a distance. Specific provisions that are made for special needs users were observed and positively regarded by the review team. Foreign language learning support services are in place with the capacity for increased usage. The committee noted this is also an area earmarked for further development based on a previous accreditation assessment (SER Table 8).

It is clear to the review team that substantial progress has been and is being made in the provision of modern and appropriate facilities and learning resources to support student achievement of the learning goals of the School Psychology programme.

A Quality Centre (Q.C.) is established and well-functioning. The review team found The Q.C. is being internally used appropriately, e.g. facilitation of new staff members becoming better acquainted with and prepared to deal with departmental and student needs, etc. See also SER section 6.6.

In sum, facilities and learning resources are modern and exceed basic adequacy to address ongoing and developing learning needs of students and staff, including those presenting special needs. School Psychology and other programmes are fortunate in having such facilities available.

2.5. Study process and students' performance assessment

Programme entrance requirements meet all basic standards however the committee believes entrance consideration should be given to professional activities of applicants after bachelor's graduation as well as first cycle grades as well. This means professional work activities, contributions to ongoing and published research, voluntary and working accomplishments deserve credit in admissions decisions.

The programme offers good opportunities for student learning and development, yet the review team finds that better and more timely communication about these should be provided, in particular for incoming students in their earliest experiences with the programme, perhaps an introductory meeting especially for students arriving from other universities. Discussions of future programme plans and possibilities need to take place between administration, teaching faculty and students to minimise time gaps and excessive rumours about future institutional changes.

Students expressed desires for greater demands and credit for individual performance in classes, that is a better balance between group-work and individual recognition in assessing performance.

International study opportunities for students (ERASMUS+ programmes e.g.) should continue and be even more widely explored and encouraged for students. Plans to strengthen this area are in place and underway according to SER Table 9.

Programme graduates' performance was highly appreciated by employers with whom we spoke, yet an ongoing need to review the curriculum given a broadening of the professional functions in the field

exists. Continuing programme assessment need to incorporate input from employers concerning developments in their 'real life' needs and expectations.

Master's theses were examined by review team members and found to meet international standards for quality and grade equivalence. It was noted however that often rather a narrow range of research methodologies was employed in the thesis research observed. It is suggested that students need to be encouraged to go beyond investigations involving instrument result comparisons within a single group largely correlational studies, to include among others: qualitative and phenomenological research methods and also model fitting and hypothesis testing studies, all having both potential practical implications as well as academic ones. The potential for thematic research involving (small) groups of students studying various aspects of the same overall phenomena was noted.

In sum, the student experience at admission, operationally within the university, the programme and in the classroom requires ongoing attention to achieve better balancing between both student and employer expectations and student study and work experiences.

Student international study opportunities and experiences require even stronger development and encouragement to better overcome perceived financial, time and other barriers.

Finally, master's thesis research requires a methodological broadening such that research horizons go beyond being purely correlational to encompass addressing a broader range of issues and challenges in addition to prediction and explanation within single groups.

2.6. Programme management

The review committee believes that student observations and suggestions are heard by programme management personnel and that students can have positive impacts on policy and procedures. This requires continued monitoring to ensure legitimate student expectations are addressed. We believe that the student representation on future SER preparation committees should be invited to contribute to all sections and not limiting their focus to the study process section of the report.

The Quality Centre applying quality management to programme development and management and actively seeking independent quality certification made a strongly favourable impression on the review team. As stated above in section 2.2 the review team commends the Faculty for institutionalizing a bi-annual curriculum review contributing to ongoing accuracy in terms of the curriculum reflecting growing knowledge and changing community requirements accordingly.

Graduates and employers with whom the we spoke expressed strong satisfaction with the program. Website pages, including those of the university and partners abroad were examined by members of the review team and found to be accessible and appropriate for gaining needed information. Continued external publication of programme developments should be performed.

In sum, excellent existing approaches to programme management require continued 'fine-tuning' to ensure continued responsiveness to current and emerging needs of students and other stakeholders.

2.7. Examples of excellence *

1. The basic University commitment to a Classical emphasis on Liberal Arts and the promotion of developing strong open minds, extending to the Social Partners' appreciation of programme graduates were obvious to and highly respected by members of the review team.
2. The review team was especially impressed with the detailed and thoroughly worked out SER structure and content, exceedingly well-documented and referenced, and clearly consistent with the vision and mission of the University, and consistent with its ongoing commitment to maintaining high quality.
3. Additionally, the review team was most favourably impressed with the ongoing internationalization and foreign language interests and strengths of teaching faculty.
4. The active Quality Centre and the institutionalization of periodic evaluation regarding data-based development decisions convinces the committee of a strong ongoing commitment to "getting it right" consistent with the overall University mission.
5. Modern equipment and abundant study facilities are a clear strength of School Psychology and other psychology programmes, including the coupling of these to ongoing strengthening plans.

III. RECOMMENDATIONS*

1. The lines of open two-way communication between internal stakeholders (including new students) in particular ongoing discussions about procedures and future opportunities need to be strengthened.
2. Similarly, clear and timely 2-way communication concerning plans and mutual needs between Department and external stakeholders need to be strengthened.
3. Continued and increased attention to graduate's needs in full life-span development implications, in language learning and providing international travel and study chances for both faculty and students needs to be paid to maintain and further upgrade these.
4. Resources and potential inter-institutional cooperation to develop doctoral studies further needs active exploration.
5. The research methodology employed in master's thesis research should be broadened to include qualitative and phenomenological as well as and model fitting and group comparison methods.

IV. SUMMARY

The SER was exceptionally well-documented, referenced and thorough in content and structure. Broader needs, programme objectives, learning outcomes and course procedures are all well-aligned. The Programme description is well communicated to (prospective) students and to the public in general including (prospective) employers.

The review committee recognises attention paid to strong curriculum design and commends the Faculty for its bi-annual programme review procedures, and continuing responsiveness to both internal expectations and external demands. Further attention to internationalization and to doctoral programme and research development is recommended. The School Psychology programme benefits directly from the Quality Centre activities and more generally from the overall liberal arts vision and mission of the University.

The review committee is favourably impressed with the backgrounds, actualities and potentials of the current School Psychology programme teaching staff and international academic visitors and anticipates that appropriate forward planning and development in this area will continue to receive the priority attention it deserves.

Facilities and learning resources are modern and exceed basic adequacy to address ongoing and developing learning needs of students and staff, including those presenting special needs. School Psychology and other programmes are fortunate in having such facilities available and the ongoing efforts to keep them strong.

The student experience at admission, within the university, the programme and in the classroom requires ongoing attention to achieve an even better balance between expectations and experiences.

Student international study opportunities require even stronger development and encouragement to better overcome perceived financial, time and other barriers.

Finally, master's thesis research requires further methodological broadening such that research horizons go beyond being purely correlational to encompass addressing a wider range of issues and challenges in addition to prediction and explanation within a single group.

Excellent existing approaches to programme management require ongoing 'fine-tuning' to ensure continued responsiveness to current and emerging needs of students and other stakeholders, especially (prospective) employers.

V. GENERAL ASSESSMENT

The study programme *School Psychology* (state code – 6211JX052) at Vytautas Magnus 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	4
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	23

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

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

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

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

Grupės vadovas: Team leader:	Prof. dr. Reinhold Stipsits
Grupės nariai: Team members:	Dr. Stephen Foster
	Mr. Lars Lynge Nielsen
	Mr. Andrius Jančiauskas
	Ms. Indrė Ulevičiūtė

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Mokyklinė psichologija* (valstybinis kodas – 6211JX052) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	23

* 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**2.1. Programos tikslai ir studijų rezultatai**

SS buvo išskirtinai tinkamai pagrįsta dokumentais, nuorodomis, jos turinys ir struktūra yra išsamūs. Didesni poreikiai, programos tikslai, studijų rezultatai ir procedūros yra tarpusavyje gerai suderinti. Apie programos aprašą (būsimi) studentai ir plačioji visuomenė, įskaitant (būsimum) darbdavius, yra tinkamai informuoti.

2.2. Programos sandara

Vertinimo grupė pripažįsta, kad dėmesys buvo skirtas tvirtai programos sandarai, ir palankiai vertina fakulteto kas dvejus metus vykdomas programų vertinimo procedūras bei tai, kad nuolat atsižvelgiama į vidaus lūkesčius ir išorės poreikius. Rekomenduojama daugiau dėmesio skirti studijų programos tarptautinimui, doktorantūros studijų programai ir mokslinių tyrimų plėtrai. Mokyklinės psichologijos studijų programai tiesiogiai naudinga kokybės centro ir psichologijos klinikos veikla bei apskritai bendra universiteto laisvųjų menų vizija ir misija.

2.3. Personalas

Vertinimo grupei teigiamą įspūdį paliko esamas mokyklinės psichologijos studijų programos dėstytojų ir vizituojančių dėstytojų iš užsienio patirtis, turima kompetencija ir galimybės, ji tikisi, kad tinkamam perspektyviniam planavimui ir plėtrai šioje srityje ir toliau bus teikiama pirmenybė ir pelnytas dėmesys. Ateityje naujesnės IT grindžiamos mokymo metodikos praktikai galėtų būti skiriami esami ir būsiami nauji dėstytojai.

2.4. Materialieji ištekliai

Materialieji ištekliai yra šiuolaikiški, jų yra daugiau nei reikia esamiems ir atsirandantiems studentų ir personalo mokymosi poreikiams, įskaitant specialiuosius poreikius, tenkinti. Džiugu, kad mokyklinės psichologijos studijų programai ir kitoms studijų programoms skiriami tokie materialieji ištekliai ir nuolatinės pastangos užtikrinti jų pakankamumą.

2.5. Studijų eiga ir studentų vertinimas

Reikia nuolat skirti dėmesį studentų patirčiai priėmimo metu, lankantis universitete, studijuojant programą ir būnant kabinete, kad būtų pasiekta dar didesnė pusiausvyra tarp lūkesčių ir patirties.

Siekiant sudaryti studentams sąlygas studijuoti užsienyje, reikia intensyvesnės plėtros ir paskatinimo, kad būtų lengviau įveiktos numatomos finansinės, laiko ir kitos kliūtys.

Galiausiai, rengiant magistro darbus reikėtų dar labiau išplėsti taikomą metodiką, kad mokslinis tyrimas būtų grindžiamas ne vien sąsajomis ir kad, be vienos srities prognozavimo ir paaiškinimų, apimtų įvairesnius klausimus ir problemas.

2.6. Programos vadyba

Taikomi programos vadybos principai yra puikūs, tačiau juos reikia nuolat derinti siekiant užtikrinti, kad visada būtų atsižvelgta į esamus ir atsirandančius studentų ir kitų socialinių dalininkų, ypač (būsimų) darbdavių poreikius.

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III. REKOMENDACIJOS

1. Reikia stiprinti atvirą abipusį vidaus socialinių dalininkų (įskaitant naujus studentus) bendravimą, ypač vykstančias diskusijas apie procedūras ir būsimas galimybes, galbūt kiekvienų metų pradžioje surengiant „Informavimo savaitę“. Tokio renginio metu gali būti rengiami vykdomų ir planuojamų veiksmų, kurie daro poveikį vidaus socialiniams dalininkams, pristatymai bei diskusijos.
2. Akivaizdu, kad taip pat reikia laiku stiprinti abipusį katedros ir išorės socialinių dalininkų bendravimą, nagrinėjant planus ir bendrus poreikius, siekiant sudaryti sąlygas, pavyzdžiui, anksti informuoti apie vykstančius pokyčius, dėl kurių keičiasi darbdavių lūkesčiai dėl absolventų įgūdžių. Galbūt kartą per metus galėtų būti šaukiami išorės socialiniai dalininkai ir pripažįstamas jų indėlis.

3. Siekiant išlaikyti ir paskatinti dalyvavimą, reikia nuolat skirti didesnę dėmesį absolventų poreikiams tobulėti visą gyvenimą, mokytis kalbų, taip pat suteikti galimybę dėstytojams ir studentams keliauti ir mokytis užsienio šalyse.
4. Reikėtų apsvarstyti galimybę stebėti darbo rinkos pokyčius, kurie gali daryti poveikį studijų turiniui, galbūt periodiškai rengiant kokybės kontrolei skirtas absolventų apklausas dėl netradicinių darbo sąlygų, pan.
5. Reikia imtis veiksmų, susijusių su ištekliais ir potencialiu institucijų bendradarbiavimu, kuriais siekiama toliau plėtoti doktorantūros studijas, ir ištirti bendradarbiavimo, bendros programos kūrimo galimybes bei apibrėžti ir įgyvendinti bendrus mokslinių tyrimų interesus. Šiuo atveju galima pasiūlyti apsvarstyti galimybę vykdyti bendras mokslinių tyrimų programas, kurioms pasitelkiami įvairių Lietuvos universitetų darbuotojai ir ištekliai.
6. Magistro darbuose taikomą mokslinių tyrimų metodiką reikėtų išplėsti, ją papildant kokybiniu, fenomenologiniu, taip pat modeliavimo ir grupinio palyginimo metodus.