



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto  
**STUDIJŲ PROGRAMOS „ORGANIZACINĖ PSICHOLOGIJA“**  
*(valstybinis kodas – 621S11001, 6211JX053)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF “ORGANIZATIONAL PSYCHOLOGY”** *(state code - 621S11001,*  
*6211JX053)*  
**STUDY PROGRAMME**  
at Vytautas Magnus University

**Review' team:**

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- 4. Mr Gintaras Chomentauskas,** *academic, representative of social partner,*
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<b><i>Organizacinė psichologija</i></b>
Valstybinis kodas	621S15002, (6211JX053)
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos magistras (Socialinių mokslų magistras)
Studijų programos įregistravimo data	1997-05-19, Įsak. Nr. 565

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<b><i>Organizational Psychology</i></b>
State code	621S15002, (6211JX053)
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)
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	19 <sup>th</sup> May, 1997, No 565

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## I. INTRODUCTION

### 1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report 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.	Final thesis (for the entire assessment period)
2.	Final thesis project work No. 1 and No. 2 (for the entire assessment period)
3.	Examples of examinations
4.	Criteria for the evaluation of the master's work

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

The Programme, *Organizational Psychology*, is realized in close cooperation with other units of Vytautas Magnus University (hereafter – VMU) (other departments of SSF and other faculties of VMU: Law, Humanities, Economics and Management). The programme is flexible, dynamic, and up-to-date and involves required teachers from other faculties and departments of VMU.

The present self-evaluation of the programme follows the updated description of the study programme evaluation process and updated methodological guidelines approved by the Centre for Quality Assessment in Higher Education (SKVC) and the recommendations prepared by the Study Quality Unit at VMU. The last external assessment of the programme was performed in 2011 and received a positive evaluation (20 points of 24) and was accredited unconditionally for the period of six years.

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.

### 1.4. The Review Team

The Review Team was completed according *Description of experts' 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 26<sup>th</sup> of 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 for the MSc in Forensic Psychology and a lecturer at the University of Central Lancashire, (Cyprus since 2015) (Cyprus).
3. **Dr. Barbara Smorzewska** - Assistant Professor at School of Management, University of Silesia in Katowice (Poland).
4. **Mr Gintaras Chomentauskas** - President of the Centre 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 aims and expected learning outcomes of the second-cycle study programme in *Organizational Psychology* are clear and well-defined. The classifications: study field, specialty and inter-faculty modules, together with Master's project and their, are relevantly grouped in their clarity and definition. [SER, Appendix 2] The programme aims to equip graduates in organizations to promote the psycho-social well-being and professional effectiveness within a competitive labour market and developmental European culture in terms of economic and social change. The skills of a graduate will include the application of knowledge and methods in psychology, appropriate professional research, consultation and counselling skills. Such skills are supported by training in the principles of ethics. [SER 1, p.9]

There are seven programme learning outcomes which are set at the Bologna second-cycle and are purposed to equip future highly-skilled practitioners in *Organizational Psychology*. Through the achievement of learning outcomes, students are progressively equipped in theories, organizational expertise, researching, analyzing, presenting data and presenting findings. Graduates will achieve expertise at a high level in order for them to consult, engage in counselling, promote the well-being of organizations, including the socialization and effectiveness of employees, work within labour law, and foster individual and team operational effectiveness.

There are 17 modules for the students, including options and the final thesis taught over 2 years full-time. Programme aims, structure, learning outcomes, career possibilities and requirements for applicants are publicly available and periodically updated in AIKOS (Open Vocational Information, Counselling and Guidance System) and on VMU SSF website as well as on European Commission website. [SER, 1, p.9]

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 *Organizational 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. During the visit, the Review Team found strong procedures for the drafting and processing of learning outcomes.

Amongst the most pertinent legal acts, the programme is up-to-date and in full compliance with the LR Law on Higher Education and Studies, Order of the Minister of Education and Science (“On the approval of description of general requirements for Master Study programmes”, on 3 June 2010, No. V-826; on November 21, 2011, No V-2212), VMU Study Regulations and Orders of Vice-Rector for Studies “On regulations of study subject attestation” (17 April, 2013 No. 196) and “On the renewal on study programme subjects” (17 April, 2013 No. 195). Information is obtained from alumni, employers and student surveys and used for Programme renewal every three years. [SER , II, p.12] The programme takes cognizance of the new EU employment guidelines since October 2015 which highlight a boosting demand for labour, the enhancement of supply, skills and competences, the enhancement and the functioning of labour markets and fostering social inclusion, combatting poverty and promoting equal opportunities. [SER, 1, p.9]

The beliefs and values of VMU those of freedom, openness and dialogue, a humanistic culture and Liberal Arts education profile with a core emphasis on studying broadly themed subjects, ensure that the master programme *Organizational Psychology* is neither narrow, nor restricted in design and form. It adheres to its values of criticality and to be international and multilingual. Creativity, listed in the Mission and Vision statement, is important to the programme. [SER, 1, p.7]

The programme aims and learning outcomes have been designed and composed comply with academic and vocational requirements, society and labour market demand. They are compatible with the *European Association of Work and Organizational Psychology*. The programme also references the *European Curriculum in Work and Organizational Psychology*, and is in line with the minimum standards and Guidelines for Education and Training in *Industrial-Organizational Psychology* developed by the *Association of Industrial and Organizational Psychology* in the USA (Master level). Subjects listed in the Master theses for 2015-6, indicate a broad-range of academic and professional areas of advanced research. [SER, Annex 5]

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. There is solid and reliable compatibility between learning outcomes, content and the second-cycle qualification at Level. 7. There is a strong internal procedure for designing and drafting learning outcomes.

The Review Team considers that the field of aims and learning outcomes is good in that it develops systematically and has distinctive features.

## **2.2. Curriculum design**

In order to study programme *Organizational Psychology* at Master level, a Bachelor degree in Psychology is obligatory. [SER, 5, p.18] The programme consists of 120 credits spread across of 14 obligatory subjects and 3 electives. [SER, Annex 1] Each subject (except for the Master's thesis and practice) consists of 6 ECTS and 160 hours (60 hours of which are allocated for contact work with students, and 100 hours for students' individual work). Each subject ends with an examination or the student's independent project work. Students have 5 subjects during each of the 3 semesters, and the final semester is devoted to professional practice number II and the final preparation of the Master's thesis. The programme is finalised with the Master's thesis defense, and graduates can continue at third-cycle studies (doctoral) in the area of Social Sciences. [SER, 2. pp.10 -12]

During meeting with staff responsible for SER preparation, the Review Team was informed that the *Organizational Psychology* programme would soon be offered in English. Additionally, the Department of Psychology is working with Ukrainian colleagues towards a common joint or double degree programme in the field.

To prepare an Organizational Psychologist capable of applying current knowledge and skills in research, consultation, training and counselling, the programme offers 4 co-related and consistent blocks of subjects. The subjects: Evolution of Modern Organizations and Labour Law and Professional Ethics of Organizational Psychologist give students an understanding of the organization as a system, its operation and development. [SER, Annex 1] The second cluster of subjects focuses on the psychological aspects of organizational operations and includes the modules: Managerial Psychology, Personnel Psychology, Occupational Health Psychology and elective Decision Making. The third block of subjects trains students in research skills. This block comprises: Methodology of Psychological Research, Multivariate Data Analysis in Psychology, two Master's Projects and a Master's Thesis. The students can further improve their scientific research skills in working together with their teachers under research projects, and by presenting the results during conferences. Other practical skills are gained in the obligatory subject Counselling in Organizations and through the elective subjects of this block: Conflicts Management and Negotiation in Organizations, Models of Coping with Stress, Theoretical Models of Individual Psychology, and Mental Health Theories,



from which students may choose two. [SER, Annex 2] These all reveal a comprehensive and incisive academic approach to the field of *Organizational Psychology*.

Following the principles of “artes liberales”, the University provides students with a possibility to study subjects of their choice. There are, as well, special elective programme subjects (3 courses must be chosen) as inter-faculty subjects (1 module per the whole study), which have been offered since 2014. All practical skills acquired over the study period are consolidated during professional practice within second year; the complementary purposes of the internship are: the evaluation of an organizational problem by student (part I) and intervention application to solve it (part II). Taking into account the structure of the learning outcomes, the number of credits (120) allocated to achieve them in the programme as well as hours of distribution in the study plan are proportional. There are 60 hours allocated for teachers and students in contact work (usually 30 hours for lectures, 15 hours for seminars and 15 hours for team-work or consultations with teachers via electronic devices) There are 100 hours for students’ independent work [SER, 5, p.21] Study subjects are not repeated during the programme. [SER, Annex 2]

From the recommendations of the last evaluation in 2011, the issues about organizational systems, organizational behaviours and change theories were included into the content of four subjects: Evolution of Modern Organizations, Managerial Psychology, Personnel Psychology, and Counselling in Organization. New elective subjects – Teamwork in Organization and Career Management and Counselling were added to the list of optional subjects to meet experts’ recommendations. [SER, 2, p.12] The Master’s programme now reflects a very a strong good balance in terms of specialist knowledge and such practical skills as intervention, consulting, training and research skills in the field of *Organizational Psychology*.

The alumni declared to the Review Team that *Organizational Psychology* programme had given them a solid base of knowledge and skills towards effective work in organizations as well as equipping them in right attitude to learning and critical thinking. Employers were very satisfied with the quality of graduates. They noticed the high qualification for psychological work and a quick adaptation to any given professional circumstances. (Meetings with alumni and social partners).

Study methods used in teaching subjects are appropriate to the achievement of learning outcomes. These include: seminars, students’ independent work, lectures, individual and group supervising, teamwork, real-time communication with students via electronic devices. Other methods are ap-

plied: literature analysis, discussions, brain-storming, case analysis, simulation of situations, role-play, teamwork, teamwork project presentation and reviewing. [SER, Annex 2] During interview with the Review Team, students commended the meetings with visitors from organizations during classes. These didactic forms allow students to become familiar with work issues and direct their own practical skills in the context of future work. As part of the study process, students are engaged in structured reflection.

Some of learning outcomes are achieved experientially during professional practice. The practice is supervised and evaluated to expand students' self-reflection. In order to place more emphasis on training in practical skills, professional practice has been increased from last evaluation procedure. There are 18 ECTS credits instead of the previous 6. Concerning placements, the University should do all it can to provide more and of greater variety for students, who should have some freedom in establishing the plan for placement in organizations.

The scope of the *Organizational Psychology* programme is sufficiently broad to equip the students in specific and modern knowledge from the field and teach them to apply knowledge and skills in a critical way to provide person, group and organizational effectiveness as well as well-being. The programme develops the practical skills of organizational psychologists in the roles of researcher, consultant, counsellor, trainer and the independent leader in the human resource management field. Ethical consciousness is developed as well as individual and team work abilities. The scope of the programme is more than sufficient to achieve the intended learning outcomes reflected the academic and professional profile of the graduate. [SER, 2, p.11; Annex 1]

The content of all study subjects of *Organizational Psychology* is renewed every 3 years to reflect the latest achievements in the science field of psychology. This is observable in the subjects' description and analyses. [SER, Annex 2] Other mechanisms providing up-to-date scientific knowledge, are participation in conferences and seminars outside the University and business organizations, and close cooperation with other units of the University (within Department and with other faculties). [SER, 1&2, p.5; p.12] The changing world of work is observed fastest by practitioners, so there is recommendation to be proactive with alumni, employers and social partners towards absorbing the latest trends, real needs, and real challenges in the work of the organizational field.

The module descriptions are highly representative of the field. and contain the most important readings for students at Master level. [SER, Annex 2] There is a good balance between sources in Eng-

lish and Lithuanian languages. Students take advantage from many scientific papers in their Master thesis, as the Review Team observed during visit. Issues such as emigration, immigration or work-force ageing, as mentioned by the teaching staff, are also matters which will be considered for the future curricular agenda.

### **2.3. Teaching staff**

It is required by law, that no less than 80% of the teaching staff shall have advanced degrees. Academic staff of the programme comprise: 6 professors, 5 associated professors, 4 assistant professors with doctoral degrees. All full-time teachers possess doctoral degrees. Most of them have profound experience of teaching in university. The Review Team concludes that teaching staff meets the legal requirements.

The teaching staff of the programme are highly qualified and experienced. The lecturers are experienced in applied psychology work that ensures the good quality of studies. The average experience of a practical work as a psychologist is 14 years. [SER, 3 p.13.] Page 7 of the Order No V-826 of 3 June 2010 of the Minister for Education and Science of the Republic of Lithuania requires that the qualifications of the teaching and research staff as well as the teaching means and facilities shall be appropriate to the attainment of the study targets. If a Master degree study programme is of a practical nature, the teaching staff shall be required to have experience in practical work. This programme is however of a scientific nature, but there is nevertheless an average of 14 years' experience in the field. The teaching staff ensure close cooperation with business by being involved in a variety of projects, maintaining good ongoing relations with organizations, carrying out research and implementing theory, as appropriate, for organizations. Projects include: the "The Importance of psychosocial factors and commercialization for effective functioning and development of service organizations", 2013-2014; a project funded by the Research Council of Lithuania: "Efficiency Evaluation of Psychophysiological Tension Reduction Techniques in Students' Population", 2012-2013; the applied project "The Importance of Personal and Organizational Factors for the Effectiveness of Organization "Kosmelita", 2012-2013; and "The Investigation of Organizational Climate at the Inquiry Ward Institution", 2012-2013. [SER, 3, p.15]

The Review Team observed a keen interest of the faculty and students in their work. This is expressed through utilising intellectual and teaching resources to their maximum. This means that teachers keep their students close in partnership and provide bespoke academic and pastoral support and care.

The number of teaching staff as mentioned above, comprising 6 professors, 5 associated professors, 4 assistant professors with PhD, and 3 assistant professors, is adequate in terms of sufficiency to ensure learning outcomes. However, the Review Team draws attention of the faculty, that there are 4 main obligatory subjects taught by only 2 lecturers. [SER, Annex 1. Study Plan, p.1.] This ‘could’ lead to the problems of possible overload for lecturers and lack of breadth of exposure to students.

Teaching staff teach in other Universities and invite professionals to teach from abroad. Each year approximately 3 visiting teachers from the UK, USA, Poland, Sweden, Malta, and other countries come to the psychology department. [SER, Annex II]. In general, the teaching staff turnover is adequate to ensure provision of the programme. During the evaluation period only 2 teachers left (one owing to retirement) and both were replaced by appropriately qualified staff.

Teachers staff upgrade their qualifications by participating in conferences, seminars, courses, internships and mobility programmes. In 2015, 9 teachers participated in 23 conferences and 34 seminars: in 2014, the numbers were 21 and 13 respectively. [SER, 3 p.14] This shows a growing interest of teaching staff in updating their competences. The Review Team observed that the professional development of staff is an important part of VMU policy and is integrated within their quality-assurance system.

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

The Review Team assesses the teaching facilities of the University to be excellent for the *Organizational Psychology* study programme. Overall the building facilities (ramps for wheelchairs, accessible WC, self-care showers room, wider doors etc.) demonstrate consideration for the disabled students, and the needs of all learners are well-thought-out. [SER, 4. p. 16]. The University also has a variety of study spaces and facilities to support student’s positive learning, i.e. quiet study rooms, in-house print and binding services, internet café, IT facilities, Language Learning Cubicle, student’s rest zones with kettles. The Review Team assessed lecture halls to be sufficient for the University [SER, 4.76, p. 16]. There are 83 classrooms at the University which can be used for the study process according to the programme needs. The number of rooms is enough to assure a fluent study process. The size of the rooms varies from 15 up to 150 working places for students. Larger groups of students can have study subjects in VMU Grand Hall, possessing 774 seats. The Library

building offers a variety of study spaces as well as including group workplaces, rest zones. [SER, 4, p. 16].

The Review Team is of the view that the University might find individual offices for the full-time academics and research faculty as they are currently working in a shared office arrangement. However, they assessed the premises for the studies as otherwise excellent both in their size and in quality for the size of the number of students.

The Review Team assessed the material resources as more than sufficient to conduct an effective study programme. The lecture rooms are properly equipped (i.e. All the classrooms are computerized and equipped with multimedia projecting equipment, and if needed, additional technical equipment can be supplied by the Technical Service Division). [SER, 4, p.160] Computer facilities for statistics and demonstrations are available in a variety of buildings across the campus. [SER, 4, p. 16]. The University shows a noticeable respect for its students, as there are learning resources not only for the typical students but the disabled students as well (i.e. video magnifiers) for visually impaired students. [SER, 4, p.16] Equipment for the Classrooms, laboratories and the main public areas in the University are covered with Wi-Fi.

The Review Team noted the following resources made available for students: a library-hour front desk, a variety of reading rooms (Internet Reading Room, SPSS Laboratories, silent reading rooms, and a lecturers' reading room). The Review Team found that the University's facilities enable students to learn at their own pace and in their preferred learning styles.

When the Review Team asked the students about their internship experience, it was clear as to the various ways the University provides adequate support for the students during their placement. There is a high number of collaborating institutions and strong cooperation between postgraduates and practice places, thus ensuring a proper base for professional practices (the University has Cooperation and Practice agreements signed with 54 institutions). [SER, 4, p.17] Concerning practice experience, students said that they were very pleased and satisfied with the overall experience but they would appreciate yet more practice. The Review Team suggests that other facilities in the faculty, such as psychology laboratories (i.e. Double Mirror) could also provide excellent opportunities for students to develop the skills of particular methods of scientific research, including the conducting of focus groups, group discussions, and practicing individual consultations.

The Review Team found the overall reading and teaching material of the University to be excellent in the implementation of the Master study programme. The facilities, and learning resources are also excellent. The library stock provides the students with adequate study materials. The library allows the students to use 20 of the most popular databases related to psychology (i.e. EBSCO, PsycARTICLES, ScienceDirect, Taylor&Fransis Online, SpringerLink, Wiley Online Library, which include 4299 books, 1744 journals and 47 theses and dissertations. It was also noted, that in surveys of the programme, students showed that in 2014-2016 more than 80 percent of them positively evaluated the teachers' provision of learning materials for the programme. [SER, 4, p.20]. Library hours are changing in accordance with examination periods and are operating until late hours.

In general the Review Team found no difficulty in assessing the field of facilities and resources as exceptional in their quality provision.

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

'Admission to the second cycle programme, *Organizational Psychology* is organized by the Ministry of Education and Science and is open to applicants who hold a Bachelor's degree in Psychology. Admission is by competition and, nevertheless, is subject to admission limits imposed by the Government of the Republic of Lithuania. The competition for entry is calculated by an approved formula:  $K = 0.6A + 0.2B + 0.2D$ . There is also an interview process in which candidates express their motivation to undertake the programme. This programme is especially suited to applicants with high academic achievement at Bachelor level.[SER, 5, pp.18-19] During the interviews with students and teaching staff, the Review Team noticed, that very motivated and strong students were accepted to this study programme. The contemporary history of admission to this programme illustrates that entrance requirements are well-founded, consistent and transparent. Information on admission to the *Organizational Psychology* study programme is available on the VMU website (<http://www.vdu.lt/wp-content/uploads/2017/06/2017-m.-magistrantūros-priemimo-taisykles-06-01.pdf>) (In Lithuanian).

The organization of the second-cycle study and teaching process, which is based on University Statute and Study Regulations, is for a two-year programme of four semesters and twenty weeks' of study. Timetables are posted on the Intranet and PD notice board, explaining the full-range of information, pertaining to study subjects, teaching forms (lectures or seminars), time and duration, location, language of instruction and the name and title of the teacher. According to opinion ex-

pressed during the interviews, the Review Team commended the University in showing continued flexibility in timetabling to accommodate the professional and personal needs of students.

The learning process and progression of learning outcomes are enabled through lectures, practical activities, workshops (or seminars), individual tasks and group assignments. Students said that they were acquainted with subject intended learning outcomes at the first lecture of the course. Moreover, the Review Team noted, that social partners and alumni were invited to classrooms to share their practical experience with students. Work-load, number of hours intended for studies, seminars, teamwork and independent work are accounted for in the descriptions of each module. [SER, Annex 2]. Examinations are cumulative, and the Master thesis is defended at the end of the final semester. [SER, 5, p.21] The organization of the study process ensures the proper implementation of the programme and achievement of the intended learning outcomes.

Students are invited to not only participate in national and international conferences, but also prepare and present their own announcements. Teachers encourage students to write and publish scientific articles, join scientific projects implemented by the various research groups. Furthermore, students are involved in research based on the theme of the Psychology Research Cluster. [SER, 5, p.22] Science and research clusters seek to stimulate interdisciplinary research. More information can be found on Faculty and Department website (<http://www.vdu.lt/lt/mokslas/mokslo-ir-tyrimu-klasteriai/>) (In Lithuanian).

Students actively participate in scientific activities. During 2011-2016, Masters of *Organizational Psychology*, together with their lecturers published 11 scientific articles, presented 38 reports in national and international conferences. During the visit to VMU, Review Team were informed that University has a fund in order to help students obtain finance for their research. Moreover, students are provided with opportunities to take part in international videoconferences-symposia. Information about how students are encouraged to participate in scientific and applied science activities and the number of students who already participate in these activities, is based on the results of the teacher's survey and statistics of reports and also published articles. [SER, 5, p.22]

Students are provided with opportunities to participate in Erasmus+ exchange programmes for studies or internship in foreign countries. Vytautas Magnus University is making efforts to ensure appropriate conditions for students mobility. During 2011-2016, 14 bilateral agreements with other universities were signed or renewed. [SER, 5, p.23] A flexible study system allows students to combine studies here and abroad. [SER, 5, p.23] During the interviews, the Review Team were ac-

quainted with information as to how flexible study system is. Students have the opportunity to learn compulsory subjects when they come back to University. Students are also provided with assistance to match subjects at VMU and a foreign University.

Only 5 students of *Organizational Psychology* programme participated in Erasmus exchange programmes. 3 of them chose to go abroad for internship, while other two participated in mobility programme for studies. According to student's survey (2012-2016) results, 85 percent of the students are interested in mobility opportunities. [SER, 5, p.23] Despite the fact, that there are not so many students who have participated in mobility programmes, both students and teachers are aware of the importance of participation in mobility programmes and teachers endeavour to ensure opportunities for students to gain that experience.

There are several forms of support provided for students, including academic, social support, career planning and other forms. Academic support is ensured by: easily accessible and timely information; regular teachers' and other staff consultations; opportunity to study according to an individual programme and postpone examinations. There is the possibility to recognize non-formally gained competences.[SER, 5, p.23].

Information is usually provided on the University website, Facebook profiles and newsletters. Information about study subject is accessible via Moodle system. Furthermore, at the beginning of the studies, students are also provided the main information at the meeting with the Dean, Department Head and members of the Study Committee. The secretaries-referents of the Department and Dean's Office also consult students about academic and study organisation issues. In accordance with the data of student's survey (2011-2016), 80 percent of the students were satisfied with dissemination of information, and 95 percent of the students indicated that they always receive the necessary information. [SER, 5, p.23].

Full-time teachers spend at least 20 hours per semester consulting students about the presentations, homework and other important study issues. In addition to consulting hours, teachers supervise students' Master projects and Master's theses. During the meeting with students, they expressed their satisfaction with a support provided by their supervisors. According to the students' survey (2011-2016), 86 percent of students were satisfied with consultations and said, that consultations positively influenced their study motivation. [SER, 5, p.23-4]. During interview, students asked to be involved in the plan of specialised placements.



Support for students career planning includes regular seminars, organised by VMU Department of Student Affairs and Career Centre, graduates successful career examples (<http://smf.vdu.lt/absolventai/absolventu-sekmes-istorijos/> (in Lithuanian)), social partners commitments to inform about job positions and meetings with psychology alumni about their work experience. 46 percent of students, who participated in student survey (2011-2016) said that teachers provide information about job positions and career opportunities. [SER, 5, p.24].

Social support for students is coordinated by the Department of Student Affairs and The Student Representative Council. Scholarship, tax and other allowances, opportunities to live in the dormitory and opportunity to use VMU Sports centre facilities ensure social support for students. In accordance with the data of student's survey (2011-2016), 89 percent of *Organizational Psychology* programme students were satisfied with the social support provided by the University. [SER, 5, p.24-5]

In the University, a cumulative, 10-point evaluation system is used to assess students' learning achievements. The system of assessing student achievements is consistently described and publicly available on internet: <http://www.vdu.lt/wp-content/uploads/2013/01/39541.pdf> (in English). According to VMU, study regulations approved in VMU Senate meeting on 27 June 2012, students learning achievements should be assessed in mid-term, and examination or defence of students' self-study work (project). The final examinations cover 50% of the final grade. Students are acquainted with information about assessing system during the first lecture of the study subject. All examinations are implemented in written form and are identical or similar for all the students. During the visit at University, Review Team noted, that students were pleased that examinations are only in written form that they believed that various tasks, open and closed questions, not only evaluate their knowledge, but also assess their ability to apply their knowledge in the given situation. Students taking examinations must achieve at least 5 to pass. Those who missed examinations without justifiable reason or behaved dishonestly during examinations cannot retake. Students are provided with conditions to receive feedback about their intermediate assessments or final examinations. [SER, 5, p.25].

In addition, during the interviews, the Review Team noticed that lecturers seek to ensure that assessment methods they choose can properly evaluate intended learning outcomes. Teachers take into account criteria which indicates what students should know and what skills they should have in order to achieve subject intended learning outcomes. Moreover, some teachers discuss with students

the intended learning outcomes after examinations and provide feedback on which of the intended learning outcomes students have achieved.

Students of *Organizational Psychology* are needed in labour market and they are employed in various institutions including business organizations, professional consultation and career centres, educational, social or governmental institutions. According to employers' survey results (2016), employers appreciate graduates because of their motivation, ethical approach to the client and work, preparation to initiate changes, knowledge, and ability to apply these in practice. It was confirmed during the meeting with the social partners, that students are well prepared for professional activities and know how to use assessment tools. They have good organizational counselling skills and show initiative. In accordance with the data of the programme graduates survey (2011-2016), 48 percent of students were employed in positions within the field of their speciality. [SER, 5, p.27] Programme graduates correspond to the expectations of employers.

Despite the fact, that in 2016 psychologists and human resources specialists had average opportunities to be recruited in Lithuania, graduates of *Organizational Psychology* are in great demand in modern organizations. There are growing numbers of institutions which need organizational psychologist's services to help them hire high quality employees. In the global labour market, psychologists are among 20 most demanded specialists, and the demand of organizational psychologists is growing. [SER, 5, p.26]. During the interviews, opinion was expressed, that in Lithuania more and more attention is given to employees in organizations, for their satisfaction with work or for group dynamics. This, in turn, increases the demand for the services of Organizational Psychologists. It also indicates that more Organizational Psychologists will be needed in the future.

The *Organizational Psychology* programme includes some subjects aimed to solve important issues in society. For example, students study Occupational Health Psychology which enables them to improve employee health. Moreover, in their Master theses, students analyze workplace issues, which are important for successful business, government organizations or volunteer association's activities. Students' input into an organisation's performance during internship can be also observed. During two internships at the same organisation, students not only identify and formulate observed organisational problems, but also prepare detailed reports to the organisation as to how these problems could be solved. There are number of organisations in Lithuania, who indicated that the student project was valuable to their company. [SER, 5, p.27] In summation, it could be said that programme corresponds to the state economic, social and cultural and future development needs.

Since 2011, various means have been used to ensure a fair learning environment. The Code of Ethics of Vytautas Magnus University approved in 2011 specifies principles and standards of ethics and provides the consequences in case of infringement of the code. The procedure for breaches of the Code of Ethics is consistently described and publicly accessible (<http://www.vdu.lt/wp-content/uploads/2012/12/38773.pdf> (In English)). In case of unfair student behaviour teachers should inform Dean and the Office of Academic Affairs. In order to assure students honest behaviour the 'Provisions on Prevention of Plagiarism in Student Written Works' was initiated by the Faculty of Social Sciences and approved in 2015 metais ([http://www.vdu.lt/wp-content/uploads/2012/04/Plagiarism\\_prevention\\_VMU.pdf](http://www.vdu.lt/wp-content/uploads/2012/04/Plagiarism_prevention_VMU.pdf) (In English)). Furthermore, in order to prevent plagiarism Crosscheck software is used. [SER, 5, p.27]

Students are provided with procedures to make complaints and lodge appeals. The appeal procedure is clear, regulated by Rector's order No. SRT-116 of 4 May, 2012 and consistently described in 'VMU Order of appeal procedures' ([http://www.vdu.lt/wp-content/uploads/2014/11/apeliacijos\\_teikimo\\_nuostatai.pdf](http://www.vdu.lt/wp-content/uploads/2014/11/apeliacijos_teikimo_nuostatai.pdf) (In Lithuanian)). Students can appeal in examinations not later than 5 days after the examination results are announced. The Appeal committee declares the decision within 5 working days and informs the student not later than 2 working days after the decision was made. If the complaint is not resolved at the department or faculty level, students can appeal to the VMU Dispute Solving Committee. [SER, 5, p.28].

Students commented on the high competence of teachers. The intellectual and teaching resources are used to their maximum. The Review Team considers that the field of Study Process and Students' Performance Assessment is exceptional.

## **2.6. Programme management**

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated in the following ways: *Organizational Psychology* is administered principally by the Study Committee, the Head of the Department of Psychology the Dean of the Faculty of Social Science and the Faculty Council. [SER, 6, p.29] The Study Committee coordinates the programme in relation to its curricula and related matters concerning the quality assurance of the programme. The Study Committee has a wider role in relation quality assessment, review and quality improvement plans and the relevance of programme learning outcomes to labour market and societal requirements. The Study Committee ensures that stakeholders are involved in the programme and its de-

velopment. [SER 6, p.29] The teachers belonging to this body provide a lead on all matters pertaining to programme development, while student members are permitted to make recommendations relating to improvement and renewal. Welcomingly, the professional activities of all SC members can inform the learning outcomes of the programme. [SER, 6, p.29]

The programme subjects are assessed every 3 years to ensure that there is correspondence between the subject and programme learning outcomes, that the study content and learning outcomes are matched, that there is consistency of the curriculum and adaptability of the newest research results and study methods in the study process. The renewal process also assures the currency and quality of literature sources and other material resources, staff qualification and competence. [SER, 6, p.29] At the end of each semester, there is student feedback on the quality of teaching in each study subject. The mechanism of this is through electronic questionnaires, which cover teaching, study methods, assessment assignments and fairness, working climate and other pertinent matters. Questionnaire surveys are confidential, the results of which being used for teaching quality purposes. [SER, 6, p.30]

Each teacher discusses the evaluation results with the Chair of the SC and subsequently drafts and an improvement plan, where necessary. The SER notes that teachers are usually rated very highly by the programme's students. [SER, 6, p.30] Internal evaluation results include surveys of students, graduates and social partners and results of analysis of various documents regulating the European professional training of psychologists. Some corrections have been made in the requirements for preparation of the Master's Thesis and the number of credits for practice has been increased. [SER, 6, p.30] Students remarked that they would like more feedback information on the changes they have proposed.

The Department of Psychology, the Faculty of Social Science and the Study Committee SSF encourage teachers to make suggestions regarding programme improvement and the student representative in the Study Committee makes recommendations of behalf of the student body. [SER, 6, p.31] Social partners' representatives in the SC make suggestions regarding the programme correspondence to labour market requirements and the relevance of student practical skills. Information from social partners is also collected via surveys, during Career Days at the University and in special discussions, for example, discussing student practice, research project issues and joint project possibilities. Alumni suggestions are identified via surveys and during meetings organized by the Faculty Alumni association, also via the Psychologists' Alumni Club, where the programme alumni

are active participants. In order to ensure that the study quality and constant relations with employers are maintained, employers usually give their opinion and advice in reports on students' practice.

Social partners' representatives are members of the Study Committee and at this venue present their recommendations regarding the programme's up datedness in respect of the labour market requirements and the relevance of student preparation for practice. Social partners can input via surveys and through Career Days held at the University. There are other input possibilities through student practice and research project issues which naturally focus on students. Alumni are able to input via surveys and through the Faculty Alumni Association. Employers usually have the opportunity to express opinions in students' practice reports. [SER, 6, p.31] The review team suggests that management could work with social partners and alumni to secure a very healthy future for the programme.

The Review Team found that the quality assurance measures were working efficiently. The checks and balances in place monitor the programme effectively without being over bureaucratic or obtrusive. The bottom-up approach to management is an endeavour currently acknowledged by the wider staff body, the Review Team learned during on-site interviews. For information, principally, there is the official website of the Faculty (<http://smf.vdu.lt/>).

The Review Team found the field of management to be exceptional in its structure and function.

## **2.7. Examples of excellence**

An Exemplary approach towards student progress, inclusion and care.

Good attempts at the difficult but worthwhile bottom-up management approaches.

### **III. RECOMMENDATIONS**

1. Be more proactive with Alumni and Social Partners in promoting a secure and enhanced future for *Organizational Psychology*. [Section 6]
2. Ensure that there are sufficient specialized placements for students and that they are involved in their planning [Section 2]
3. Ensure that there is a good spread of teaching staff on offer to teach modules and electives. [Section 3]
4. Inform students of the outcomes of changes made according to their recommendations. [Section 6]

#### IV. SUMMARY

In terms of knowledge, the programme aims and learning outcomes are very 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.

The content of the programme is very sound and adheres competently to the complementary fields of academic study and professional preparation for the workplace as *Organizational Psychologists*. The curriculum is very well conceived and demanding for the student intake. The curriculum is appropriately designed to revolve around the psychology of the organization and the academic, technical and affective development of the student. Of particular note is the contribution made by the alumni who were firm in their belief that the *Organizational Psychology* programme had given gave them solid base of knowledge and skills towards effective work in organizations, as well as equipping them in right attitude to learning and critical thinking.

The teaching staff possess good qualifications to teach the study programme as observed in their CVs. They are commended for their experience and knowledge, endorsed by students. However, the Review Team drew attention of the faculty, that there are 4 main obligatory subjects taught by only 2 lecturers. [SER, Annex 1. Study Plan, p.1.] This could lead to the problems of possible overload for lecturers and lack of breadth of exposure to students.

Facilities and resources are very good, although more office space for individual academics is advised in any future developments. The Review Team assesses the teaching facilities of the University to be quite sufficient to implement the *Organizational Psychology* study programme. Overall building facilities (ramps for wheelchairs, accessible WC, self-care showers room, wider doors etc.) demonstrate consideration for the disabled students, and the needs of all learners are well-thought-out. The University also has a variety of study spaces and facilities to support students' positive learning, i.e. quiet study rooms, in-house print and binding services, internet café, IT facilities, Language Learning cubicle and student's rest zones. Other resources are plentiful.

The Review Team found that students are motivated and proactive and are happy with the study processes and support on offer to them. Admissions and the range of services offered are considered fair and copious. The programme is very well managed, quality-assured and confident in its

delivery. The new attempts at a 'bottom up' approach to management were appreciated by the academic staff.

In so many ways, generally, this second-cycle programme is deserving of the very high praise it receives from students, alumni and stakeholders. The programme staff utilize the intellectual and teaching resources to their maximum in partnership with its students, who afford high praise for the competence of teaching staff. All of these positives are reflected in the points awarded.



## V. GENERAL ASSESSMENT

The study programme *Organizational Psychology* (state code – 621S15002, 6211JX053) 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	3
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	4
	<b>Total:</b>	<b>22</b>

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

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

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

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

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

**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMA  
ORGANIZACINĖ PSICHOLOGIJA (VALSTYBINIS KODAS – 6211JX053) 2017-11-28  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-214 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vytauto Didžiojo universiteto studijų programa *Organizacinė psichologija* (valstybinis kodas – 6211JX053) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	<b>Iš viso:</b>	<b>22</b>

\* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Žinių aspektu programos tikslai ir studijų rezultatai pažintinėje, profesinėje, techninėje ir socialinėje srityse labai gerai suformuluoti. Juos parengė ir skatina universiteto dėstytojai ir kitas personalas atsižvelgdami į įvairias nacionalines ir tarptautines rekomendacijas ir yra tinkami Europos ir Lietuvos kvalifikacijų sąrangos 7 lygmeniui.

Programos turinys labai gerai pagrįstas ir kompetentingai sujungia viena kitą papildančias akademi-  
nių studijų ir profesinio pasirengimo dirbti organizacijos psichologu sritis. Studijų turinys labai ge-  
rai parengtas ir reikalauja daug studentų dėmesio. Studijų turinys tinkamai parengtas ir glaudžiai  
susijęs su organizacijos psichologija ir akademinio, techninio bei emocinio studentų ugdymu. Itin  
verta pažymėti indėlį alumnų, kurie tvirtai įsitikinę, jog *programa Organizacinė psichologija* sutei-  
kė jiems rimtų žinių ir gebėjimų efektyviai dirbti organizacijose, taip pat įskiepijo tinkamą požiūrį į  
mokymąsi ir kritinį mąstymą.

Kaip matyti iš gyvenimų aprašymų, dėstytojai pasižymi puikia kvalifikacija dėstyti studijų programą. Jie vertinami dėl savo patirties ir žinių, ką patvirtino ir studentai. Vis dėlto vertinimo grupė norėtų atkreipti fakulteto dėmesį, kad 4 pagrindinius privalomus dalykus dėsto vos 2 dėstytojai [SS 1 priedas „Studijų planas“, p. 1]. Tokia padėtis gali baigtis per dideliu darbo krūviu dėstytojams ir per mažu dėmesiu studentams.

Materialieji ištekliai labai geri, nors planuojant ateities investicijas rekomenduojama pagalvoti apie daugiau erdvės darbui atskiriems akademikams. Vertinimo grupės nuomone, materialųjų universiteto išteklių pakanka studijų programai *Organizacinė psichologija* dėstyti. Bendrosiose universiteto patalpose esančios priemonės (rampos neįgaliųjų vežimėliams, patekimas į tualetus, savitarnos dušai, platesnės durys ir pan.) rodo dėmesį neįgaliems studentams ir tai, kad universitetas gerai pagalvoja apie visų studijuojančiųjų poreikius. Universitetas taip pat siūlo įvairias mokymosi erdves ir išteklius, skatindamas pozityvų studentų mokymąsi, t. y. tylūs studijų kambariai, spausdinimo ir įrašymo paslaugos, interneto kavinė, IT įranga, kalbų mokymosi kabina ir studentų poilsio zonos. Universitete gausu ir kitų išteklių.

Vertinimo grupė sužinojo, kad studentai motyvuoti ir aktyvūs, patenkinti studijų procesais ir jiems teikiama parama. Priėmimas ir siūlomų paslaugų kiekis sąžiningas ir gausus. Programa labai gerai valdoma, jos kokybė užtikrinama, programa vykdoma su pasitikėjimu. Akademinis personalas vertina naujas pastangas taikyti programos vadybos „nuo apačios į viršų“ principą.

Daugeliu aspektų ši antrosios pakopos studijų programa verta visų pagyrų, kurių susilaukia iš studentų, alumnų ir socialinių dalininkų. Programos personalas optimaliai išnaudoja intelektualius ir mokymo išteklius bendradarbiaudamas su studentais, kurie itin geria dėstytojų kompetenciją. Visi šie teigiami dalykai atsispindi ir programai suteiktame įvertinime.

<...>

### **III. REKOMENDACIJOS**

1. Aktyviau bendradarbiauti su alumnais ir socialiniais partneriais siekiant užtikrinti saugią ir geresnę programos *Organizacinė psichologija* ateitį. [6 skyrius]
2. Užtikrinti pakankamą specializuotos praktikos vietų skaičių studentams ir įtraukti studentus į praktikos planavimą. [2 skyrius]

3. Užtikrinti gerą dėstytojų, kurie galėtų dėstyti modulius ir pasirenkamuosius dalykus, pasiskirstymą. [3 skyrius]
4. Informuoti studentus apie pagal jų rekomendacijas įgyvendintų pokyčių padarinius. [6 skyrius]

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)