



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto
STUDIJŲ PROGRAMOS „VERSLO PSICHOLOGIJA (*valstybinis
kodas – 621S11001, 6211JX078*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF “BUSINESS PSYCHOLOGY” (*state code - 621S11001, 6211JX078*)
STUDY PROGRAMME
at Mykolas Romeris University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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| Studijų programos pavadinimas | <i>Verslo psichologija</i> |
| Valstybinis kodas | 621S11001, (6211JX078) |
| Studijų sritis | Socialiniai mokslai |
| Studijų kryptis | Psichologija |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | Antroji |
| Studijų forma (trukmė metais) | Nuolatinė (2), iššęstinė (3) |
| Studijų programos apimtis kreditais | 120 ECTS |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Psichologijos magistras (Socialinių mokslų magistras) |
| Studijų programos įregistravimo data | 2006-03-06 , Įsak. Nr. ISAK-410 |

INFORMATION ON EVALUATED STUDY PROGRAMME

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|---|---|
| Title of the study programme | <i>Business Psychology</i> |
| State code | 621S11001, (6211JX078) |
| Study area | Social Sciences |
| Group of Study field | Psychology |
| Type of the study programme | University studies |
| Study cycle | Second |
| Study mode (length in years) | Full-time (2), part-time (3) |
| Volume of the study programme in credits | 120 |
| Degree and (or) professional qualifications awarded | Master of Psychology (Master of Social Science) |
| Date of registration of the study programme | 6 th March, 2006, No ISAK-410 |

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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. | Master theses 2014/2015/2016 |
| 2. | MRU strategic points of Internationalization. |
| 3. | Example of a Teachers Certificate, verifying successful professional development. |

| | |
|----|--|
| 4. | Additional information about Psychology Institute. |
| 5. | Updated teaching staff list. |

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

The programme Business Psychology was accredited by Centre for Quality Assessment in Higher Education without any external evaluation - Order 17-08-2009, no. 1-73, accredited until 2014-12-31. The programme was evaluated by Lithuanian Psychologists Association in April 2013 to verify the correspondence of the Programme with the Minimal Standards for Education and Training of Psychologists described in European Qualification Standard for Psychologists standards (<http://www.europsy-efpa.eu/regulations>). The programme was accredited by the Centre for Quality Assessment in Higher Education following external evaluation - Order 11-02-2015, No. SV6-5 and accredited until 2018-08-31.

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. All the recommendations of previous evaluations were taken into account and the programme has been updated. The current Master programme study plan of Business Psychology in 09-05-2016 was approved by Mykolas Romeris University (hereafter – MRU) Senate Resolution No. 1SN-40.

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 Team visit to HEI was conducted by the team on 24-25th October, 2017.

1. **Dr. Terence Clifford-Amos** (team leader) - International Higher Education Consultant, lecturer, researcher and senior administrator, visiting scholar at l' Université Catholique de Lille, France (United Kingdom).
2. **Dr. Lilia Psalta** - Course Leader 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 Center for Human Studies (Lithuania).
5. **Ms Ona Mačiulytė** - Student of Lithuanian University of Educational Sciences - study programme *Developmental Psychology*, (Lithuania).

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objectives and intended learning outcomes are well-defined and clear. The aim is focused on highly-qualified psychologists equipped for work in business organizations, prepared for business elements such as marketing and human resource management, economic and juridical basics of business development and who are able to apply their professional competences towards the efficiency of businesses, their improvement and for the development of their personnel wellbeing. [SER, 2.1, p.6]

Generic competences include the developed ability to and carry out quantitative and qualitative research in terms of relevant contemporary scientific knowledge and appropriate methodology, continuous learning within changing environments and the ability to communicate across a range of groups, professionally and technologically. Specific competences include skills in analysis and evaluation and appropriate and effective methods of intervention. Distilled from these are eight programme learning outcomes across a range of business purposes and needs. [SER, 2.1, p.6] There are 16 compulsory subject modules including the Master thesis, one freely-selected option and internship experience. All subject modules, together with learning outcomes and further details content, teaching/learning methods are presented on the Website of MRU: full-time study https://stdb.mruni.eu/studiju_programos_aprasas.php?id=8514&l=en

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

The Programme is legally governed by Lithuanian laws and documents and European regulations. These include the Law on Higher Education and Research of the Republic of Lithuania (30 April 2009, No XI- 242), the Description of General Requirements for the Degree-Awarding Second Cycle, approved by Law No V– 826 of the Minister of Education and Science of the Republic of Lithuania on June 3, 2010, the University's internal statute concerning national and international requirements and standards for specialists, and the Procedure for Studies approved

by MRU Senate in 2011. [SER, 2.1.4, p.7] Recent research illustrates the importance of psychological services in Lithuania and are needed across the business community towards the solving organizational problems and ‘in meeting the needs and challenges of modern society’.[SER, 2.1, p.8]

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

The Master degree enables graduates to work as researchers in Psychology as well as a psychologists in various businesses and public and private institutions. Graduates will be able to continue their academic work to doctoral and post-doctoral levels, and, or apply their achieved knowledge and skills in human resources management and to the world of business. The programme objectives and learning outcomes encompass and express both career pathways. SER, 2.1, p.9]

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 firm and reliable compatibility between learning outcomes, content and the second-cycle qualification.

2.2. Curriculum design

The structure of Master study programme of *Business Psychology* is in compliance with the order of the Republic of Lithuania Minister of Education and Science: ‘On approval of general requirements description for Master study programmes’ (3rd June 2010, order No. V- 826), the order of the Republic of Lithuania Minister of Education and Science: ‘On the approval of full-time and part-time study forms description’ (15th May 2009, No. ISAK-1026) and other legal acts regulating Master studies in Lithuania and at Mykolas Romeris University. The programme was implemented in the Lithuanian language in 2006; the current Master programme study plan

of Business Psychology was approved by MRU Senate Resolution in 9th May 2016 (No. 1SN-40). [SER, 1.3, p. 5]

The overall volume of the full-time 2 year studies programme is 120 ECTS credits (30 per semester) obtained during the completion 16 compulsory modules, including the Master thesis (one unit in each of four semesters) and Internship, plus 1 elective course selected from two options during the third semester. [SER, 2.2, p.10; Annex 1.2A] Each module finishes with a final examination, or evaluation of an independently-prepared project. Subjects of study field are no less than 60 credits. There is no less than 53% of the student's independent work of the volume of every study subject. The total individual work is 78,5% of the volume of full-time studies. The curriculum of the first three semesters is designed with the maximum subjects per semester equaling 5; and the last semester includes 2 subjects, 10-weeks of Internship, the Master thesis, its finalization and defense. The total credits for Master thesis is 30. The advanced-study subjects are based on knowledge and skills acquired during the first-stage of University studies; so only Bachelors of Psychology are admitted to the Master study programme. [SER, 2.2, pp.10-12; Annex 1.2A]

The *Business Psychology* Master study programme has been offered in the form of 3 years part-time studies which is currently not in operation. From 2012, only full-time study has been implemented. The completion of the *Business Psychology* Master programme permits access to third-cycle studies, a doctoral qualification.

During meeting with Faculty senior staff, the Review Team were informed that the *Business Psychology* Master programme, from next year, or beyond, will be offered in English.

Business Psychology studies are viewed by the Study Programme Committee as an interdisciplinary science consisting of psychology, marketing and management areas. In terms of the field of expertise, all courses of the programme are logically classified into six groups. [SER, 2.2., p.10; Annex 1] The first cluster of subjects includes such study programme disciplines as Personnel Psychology, Management Psychology, and Psychology of Innovation Management, aimed to deepen the students' knowledge of the behaviour, attitudes and needs of personnel, to help them develop organizational and human resources in the business environment and in modern society. [SER, Annex 1] The second group of subjects: Team Building and Development, Business Negotiation and Mediation in Psychology, Training in Psychological Counselling and Internship, enable the formation of skills and work of the Business Psychologist. These 4 courses were

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planned to allow students gain and improve skills in practical work in the professional field. [SER, Annex 1]

The purpose of the third group of the study programme – including disciplines in Business Psychology and Psychology of Public Relations and Advertising – is to equip students in the knowledge, skills and competences in order to evaluate, analyze and solve psychological aspects of marketing, commercial, advertising and public-relations problems. [SER, Annex 1] The fourth component of the *Business Psychology* programme is intended for the development of skills in reliable scientific research work; however other courses mentioned above also contribute to the formation of the researcher's role. The subject of Scientific Research Methodology in Psychology is intended to give the students a general basis of scientific work and Data Analysis Methods in psychological research, necessary for work with data which they develop during subsequent semesters while performing individual research work in the Master thesis module. [SER, Annex 1]

Students can also choose one course from two options: Career Development Psychology or Work Motivation (the fifth group of subjects) to deepen knowledge in their selected field. Besides these psychological disciplines, the subject of Labour Law is offered to students during the first semester to prepare them for work in organizations, and also more generally, in the business environment (the sixth group). [SER, Annex 1]The modules are evenly spread across its duration and their themes are not repetitive.

The programme aims are purposed towards: preparing highly-qualified psychologists for business organizations with deep psychological knowledge in marketing and human resource management; to be familiar with juridical basics of business development; be able to implement their professional competencies for efficiency of business organization and for improvement of personnel well-being. [SER, Annex 1.1A] Employers and social partners, during interviews, explained the need in Lithuania for organizations to employ business psychologists, but graduates also need to understand business and management perspectives and be familiar with business indicators as well as with business vocabulary.

Following the last external institutional review in 2014, an optional subject was included in the curriculum: (students can choose between Career Development Psychology or Work Motivation); one compulsory subject was added (Training in Psychological Counselling) and two modules were improved and enriched with new aspects and more contact hours for practice (Business

Negotiation and Mediation in Psychology, and Scientific Research Methodology in Psychology). Two modules were moved to later semesters (Data Analysis Methods in Psychological Research and Personnel Psychology). These decisions were recommended by the previous expert group, also as updating processes applied by the Study Programme Committee and by social partners' and students' requests. [SER, 2.2, p.12]

Courses offered in the *Business Psychology* programme often have an integrative character and help to make connections between various components and domains of knowledge as well as to integrate aspects of professional role, such as Psychology of Innovation Management, Psychology of Public Relations and Advertising or Business Negotiation and Mediation in Psychology Practice. [SER, 2.2, p.13] The specifics of modules and their high level confirms that level 7 is clearly in evidence. This was also confirmed through the Review Team reading a range of Master theses.

The *Business Psychology* programme has its own distinctiveness from similar programmes study programme at MRU (such as Human Resources Management, Organizational Psychology, Work and Organizational Psychology programmes) maintained through its interdisciplinary approach towards the role of the psychologist working in business organizations. [SER, 2.1.7, p.9] Following the recommendations of the programme expert group for accreditation mentioned above, the content of the Scientific Research Methodology in Psychology subject was refined, and more themes involved related to qualitative research. [SER, 2.2, p.12; Annex 1] Not unreasonably, a qualitative approach to scientific research should be reflected in students' theses as well as the more dominant quantitative research methodology.

Using multiple teaching methods in the duration of *Business Psychology* programme enables students to assimilate the modules' content and achieve their intended learning outcomes, which also correspond with the programme learning outcomes. These include, for example: interactive lectures; individual and group discussions; round table debates; problem-oriented learning; essays; individual consultations; group and individual project work and research; literature review; information retrieval and analysis; role-playing exercises; case analysis; presentations and educational films. Between 2013 and 2016 new learning/assessment methods were introduced, such as diaries (for Internship), concept mapping (for Psychology of Public Relations and Advertising) and self-reflection (for Team Building and Development and Internship). [SER, 2.2, p.14; Annex 1] In interview with the Review Team, the alumni raised the self-reflection topic in the examina-

tion process context. They suggested to arrange plenty of space for reflection for all learning and practice.

Students' independent work during study process is supported by individual meetings with teachers in the form of consultations hours or by virtual communication which is easily organized, the students claimed during their meeting with the Review Team.

The scope of the programme and complementarity of the subject modules is sufficient to achieve the learning outcomes, generic and subject-specific competences and the purpose of the study programme. [SER, Annex 1.1A and Annex 1] Many of the learning outcomes come to fruition during the 10 weeks internship (awarded by 15 credits) under the guidance of two supervisors and ending with a comprehensive report. The internship provides for the application and development of knowledge, competences and abilities acquired during studies, their application in the environment of a business organization, as well as gaining practical experience.

The scope of Master thesis module is sufficient to achieve its learning outcomes; however the SER authors noted with concern that 'Too many students fail to prepare their final work on time'. [SER, 2.2, p.17] In the opinion of teachers and students, that situation is caused by combining work with education and other life roles. An attempt at solving this problem was through a 'Workshop of Master Thesis Ideas', organized in June 2017, which was positively assessed both by students and supervisors, stated during interviews with the Review Team. [Annex to the SER: 'Additional information related to Business Psychology study programme']

The content of the programme in general reflects the latest achievements in the field and Institute of Psychology, providing an opportunity to study from the state-of-the-art sources. [SER, 2.2, p.13] The module descriptions are representative of the discipline and contain the most important readings for students at Master level. [SER, Annex 1] There is a good balance between sources in English and Lithuanian languages, but it would be desirable to propose more empirical texts focusing on current events in the form of scientific papers, supplementing theoretical readings in recognized handbooks. Journal articles are cited in large quantities in students' Master theses, the Review Team observed.

The Review Team recommends continuing the successful work towards broadening and deepening contacts and communication with the representatives of the labour market. They acknowledge existing significant developments including: a 2017 workshop led by representa-

tives of Barclays Group Operations; in the same year students' participated in International Teaching Week lectures, where they listened to a representative from the Eurasia International University Business Administration Department; again in 2017, there was a workshop on Change management and Personnel management at AB Telia Lietuva; and later in the year a workshop on 'Project Management Essentials' led by representatives of Barclays Group Operations Limited Lietuva. Yet later in the year, students participated in discussion on the 'Business psychologists' role in advertising' held at Vilnius University; and towards the close of the year (December, 2017) students participated in the workshop/lecture led by a representative of DXC Technology (prev. CSC). A further workshop with DXC Technology will be held in February, 2018. At this time, invitations are being sent to several overseas lecturers on various aspects of business.

During interviews with the Review Team, alumni named 'self-management' as the form of organizational management (based on self-directed work processes) and also 'change management' as not being covered in the current modular content. The Review Team noted, however, that the topic has been included in the module, 'Psychology of Innovation'. Further, topics such as virtuality, virtual teams, virtual life, social media, computer-mediated communication, computer based learning, e-HRM, web-based HRM, or human-computer interaction are contemporary concepts present in working life, and should therefore be considered in the curriculum. The Review Team learned that discussions have been held in these areas [[Information supplied post report submission to MRU]

2.3. Teaching staff

It is required by law, that no less than 80% of the teaching staff shall have advanced degrees. MRU, SER Annex 2 presents a list of teaching staff of 19 lecturers, of whom 14 hold doctoral degrees and 5 do not. During the evaluation the qualifications of the teaching staff were updated, showing that there were 15 lectures holding doctoral degrees. Based on new documents provided the Review Team agreed that legal requirements were met.

In general the teaching staff are highly qualified, have been participating in diverse teaching and research programmes and have sufficient and an impressive number of publications. From 2007 to 2016 the teachers of the *Programme* published 14 publications indexed in Web of science and/or Scopus, 18 publications in other international scientific databases, 11 publications in peer-

reviewed journals and editions, 9 textbooks and methodological tools and 36 conference reports directly related to the Programme. [SER, 2.3, p.18; Annex 8]

Teachers have experience of teaching in other universities and have experience of working overseas, including, for example Sweden, Netherlands, Estonia and Spain. Several staff members have attended courses of *Innovative Learning Methods* held by the very valued MRU Institute of Education of MRU. [SER, 2.3, p.21; Annex 8] Examples of recent research projects include: 2013-2017 COST Action IS1210 “Tackling the Physical and Psychosocial Consequences of Dissatisfaction with Appearance”; 2015 03 – 07: Project “The analysis of necessary competences for civil service and job descriptions of civil servants catalogue”. [SER, 2.3, p.18]

The Order No V-826 of 3 June 2010 of the Minister for Education and Science of the Republic of Lithuania requires, that no less than 60% (or 40% where the study programme is oriented towards practical activities) of teaching staff holding advanced degrees, shall engage in research in the same area as the subject they teach. Judging from scientific programmes in which the staff were engaged during recent years, teaching staff are sufficiently involved in research in areas related to programme subjects they teach and related to *Business Psychology*. However, students and alumni expressed their wish that lecturers should gain more professional experience in the practical setting in order to bring this to students. It was noted that more visits to classrooms from professionals in the field would further enhance the overall quality of the programme. Moreover, where possible, business personnel might be used more in reciprocal arrangements in exchange, with professors going out to gain experience and business personnel coming into the University for short periods.

The number of teaching staff of 19 is adequate to ensure learning outcomes across the programme and for the entire student body on the programme. Many of the teaching staff declare that MRU is their primary place of employment. [SER, 2.3, p.17]

Teaching staff turnover reveals that there were few new lecturers involved in the programme. In previous SKVC evaluation, completed in 2014, it was critically admitted, that there were ‘relatively few’ incoming lecturers to *Business Psychology*, and that without a high profile of foreign specialists in business psychology, it would be difficult to attain the aims of the programme. The situation since then in essence has changed, as during the last three years, 4 incoming teachers from Estonia, Latvia, Israel and Germany gave lectures relevant to *Business Psychology*. [SER, Annex]. The Review Team believes that this is progress and that it should be further enhanced.

MRU, through its internal quality system, assures that teaching staff are competent to deliver quality teaching. From the meeting with the teaching staff, it was noted that they continuously upgrade their competences and organize in-house training for improving teaching skills. In general, student and alumni were content with the style and quality of teaching, specifically mentioning good relationships with staff and their eagerness to provide feedback, and facilitate open-door policies.

2.4. Facilities and learning resources

The Review Team assessed the premises for the studies as exceptional both in their size and in quality for the size of the number of students. The Review Team assessed lecture halls to be excellent for the University. Since MRU is a relatively new university, it provides students with state-of-the-art infrastructures for the learning environment. The library also has a flexible schedule with a variety of operating hours, allowing students to learn in a working environment that is suitable for their needs. A diversity of reading rooms is also available (Grand Reading Room, Longish Reading Room, Mini Reading Room, Internet Reading Room, Silent Reading Rooms, Lecturers' Reading Room. SER, 2.4, p.23) There are also, 453 seated places for reading and work (121 of them are computerized). This variety allows the reader to choose the working environment which is the most suitable and the specific type of task.

However, the Review Team recognized that most of the premises are securely locked, and students require prior booking or call the security to gain access to the facilities. When the SER preparation group were asked about this, it was suggested that the high prevalence of theft incidence at the University in the past, prevent them from having open access to all facility rooms. To obtain an effective academic environment for the students, the Review Team suggests that the University might see the possibility of placing cameras in the corridors to stop these incidences rather than securing facility doors.

In addition, according to the teaching staff, academics do not have designated individual offices, and they all work in open spaces with their students. Even though they prefer working in the same offices with their PhD students, the Review Team believes that full-time academic and research faculty requiring a high-level of privacy for working on confidential matters or meeting with students, staff and others, ought to be allocated private spaces by the University. Post-

doctoral scholars, graduate students and part-time faculty and staff could be assigned office space in a shared office arrangement.

The Review Team assessed the material resources as sufficient to conduct an effective study programme. The lecture halls have an effective sound system and video equipment used by the teachers, e.g. video conferences, interactive lectures and workshops. MRU has made a considerable investment in providing funds for latest teaching materials, technologies and computer networks. [SER, 2.4, p.25] It was also clear that the University provides user-friendly services for all students and employees, including a thematic librarian who helps students to find psychological resources more effectively. This consultancy takes place not only at the library building but also online with the help of Skype. [SER, 2.4, p.24] Eduroam and Moodle are also available for teaching material and learning resources. There is a wireless network in the whole area. Moreover, readers have access to in-house scanning, printing and copying services, enabling students to find their needed resources quite easily. [SER, 2.4, p.24]. The facilities in the Psychology Laboratory provide excellent opportunities for students to develop the skills in particular methods of scientific research. The Review Team were informed that MSc students use the laboratory facilities for the acquisition of thesis experiments and collection of data. In last couple of years 2 MSc Thesis were attained (2016 and 2017) with the use of the laboratory equipment. Furthermore, a Young Scientists' Project has received a grant for an initiative running from 2017-2019, involving a newly-acquired Pupil-Headset Eye-Tracker. The Review Team is pleased with the University's endeavor to support research-practice opportunities for its students.

The University emphasizes that students' practice should be as close to real situations as possible. Work placement is being conducted in organizations outside the University. [SER, 2.4, p.23] Students have two different options: i) either find a desired practice place themselves or ii) pick one from the University's social partner list. When the Review Team asked the students about their internship experience, it was clear as to the various ways in which the University provides adequate academic, social, financial and psychological support for them during their placement.

Regarding mobility programmes, students were all aware of a particular programme (i.e. Erasmus). When the Review Team asked about the various ways that the University chooses to promote the mobility programmes, students replied that the teaching staff, as well as the University's mobility coordinator promote these type of programmes throughout the year. According to the SER preparation group, respective information is shared with the teachers through regular

formalized meetings organized by the University. Students also have the chance to discuss their Erasmus experience in staff meetings and in the Student Committee.

The Review Team suggests that the University continues being committed to enhancing their students' understanding and appreciation of other cultures, languages and learning approaches by providing opportunities for all students to engage with the global citizen agenda and to equip them for international career opportunities, though it is recognised that much is currently being achieved in this direction.

The Review Team found the overall reading and teaching material of the university to be more than sufficient to implement the Master study programme and the facilities, and learning resources are excellent. The University is equipped with 8190 publications and with 15 research databases related to psychology (i.e. "eBooks on EBSCOhost", "Science Direct eBooks", "PsycARTICLES", "SocINDEX with Full Text", "JSTOR", "SAGE", "SciVerse (Science Direct)", "SpringerLink", "Taylor and Francis", "PsycTESTS"). The readers also have access to 2116 scientific journals and 19,505 electronic books, all related to Psychology. [SER, 2.4, p.24] The teaching material is in line with other mainstream European institutions, and students are equipped with a positive and resourceful learning environment.

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

2.5. Study process and students' performance assessment

The entrance procedure and requirements to full-time and part-time studies of *Business Psychology* at MRU are set by the University and approved by the Senate every year. According to Resolution No XI-411 of the Seimas of the Republic of Lithuania on 23 July 2009, the admission requirements to studies are announced by the University at least two years before the beginning of the academic school year.

The admission process is organized by the Student Admission Commission. Only those who have Bachelor degree of Psychology can be accepted to the programme. The entrance score is calculated by multiplying grade of the Bachelor thesis by 0.8 and adding an average of all the grades of Bachelor degree diploma. The total number of study places is set by the Senate, taking into account that the quality of studies and possibilities of scientific activity would be ensured.

Nevertheless, the Review Team formed the opinion that the admission procedure should be clearer when it comes to applicants who have low scores but who are able to pay tuition fees.

The information about entrance requirements is updated annually and is accessible on the official website of Mykolas Romeris University: http://www.mruni.eu/lt/busimiems_studentams/magistranturos_studijos/ (In Lithuanian). [SER, 2.5, p. 25]. The entrance requirements to second-cycle studies of *Business Psychology* are well-founded and transparent.

At the beginning of academic year, students are provided with access to an electronic study environment (MOODLE). Information about the requirements, the tasks of each study subject, the literature, the assessment system, and other matters, are published on the electronic study environment MOODLE and can also be found in Mykolas Romeris University website: (http://www.mruni.eu/en/ects/information_package_course_catalogue/general_information_for_students/(in English)). [SER, 2.5, p.27] During the meetings with teaching staff and students, the Review Team noted that students are introduced to subject learning outcomes during the first lecture. Students have an opportunity to choose optional subjects in accordance with their needs. [SER, 2.5, p.32]. Should students have any questions related to the study process, they can apply to teachers and other academic personnel members. Teachers provide at least 4 hours per week for student counselling concerning study process issues. [SER, 2.5, p.28]. However, according to opinion expressed during the interviews, including students, even more emphasis should be given to practice, and more professionals in the field of *Business Psychology* invited to classrooms.

At the beginning of the academic year, students are acquainted with possible subjects of the Master theses, suggested by teachers. Supervisors of the Master theses help students to specify chosen topics, choose appropriate research methods, analyze literature and research results. [SER, 2.5, p.28]

Master students of the *Business Psychology* programme are provided with conditions to engage in scientific activities. Students are encouraged to take part in individual research implemented by the researchers of the Institute of Psychology, or, subsequently, take part in doctoral research. In 2016, one student contributed to a research project conducted by the leader of the Psychological Wellbeing laboratory. Moreover, several students participated in applied sciences activities during their internships at an MRU social partner institution - the State food and Veterinary Ser-

vice. One of the students won first place in the competition of the Lithuanian Republic: ‘The best Internship in 2015’. [SER, 2.5, p.27].

Furthermore, students are invited to participate and prepare their own contributions for scientific conferences such as the annual *Business Psychology* conference or *Scientific Thought Festival*, organized by MRU, the *Conference of Young Researchers and Conference of Lithuanian Psychologists*. Students are actively involved in the annual *Business Psychology* conference. In 2015, all the Master students of *Business Psychology* participated in this conference. The administration of the University is making efforts (for example refunds on travel expenses) to ensure the possibilities for students to participate in this conference. Additionally, students are encouraged to take part in the scientific conferences not only as a participants or speakers but also as volunteers. [SER, 2.5, p.27]. It is important to mention, that students also have opportunities to participate in MRU Cultural Activities Centre, which is divided into activities of University Folk, Dance and Music ensembles and activities of cultural events. More information is accessible on the website: http://www.mruni.eu/en/university/organizational_structure/estetinio_ugdymo_centras/naujienos/. [SER, 2.5, p.29]. In summation, students of *Business Psychology* are encouraged to take part in scientific, artistic and applied science activities.

Business Psychology students are encouraged to take part in mobility programmes. The University has ample bilateral agreements with universities from Germany, Turkey, Italy, Spain, Poland, Sweden, Portugal, Norway and the Netherlands. Students can choose to go for exchange studies or for internship. The number of students participating in international mobility programmes has increased from 1 student in 2013 to 8 students. This means, 5 students out of 8 participated in Erasmus+ study exchange programme, and 3 students participated in Erasmus+ Internship, while two more students are already accepted for the Erasmus+ study exchange programme for the Spring semester of 2018. So ten students have been participating in Erasmus+ since 2015.

Moreover, two students are already accepted for the Erasmus+ study exchange programme for the spring semester of 2018. [SER, 2.5, pp. 30–31].

Despite the fact that there are not so many students participating in mobility programmes, during the meetings with senior staff and students, the Review Team noted, that students are informed about these opportunities and they are reminded about them.

The University provides various forms of support. University staff ensure that students receive all information about the study process, such as lecturers' consultation hours, timetables, examinations, via the electronic study environment (MOODLE), official MRU website or notice boards. These systems ensure students receive information quickly and conveniently. The MRU library resources include books, journals, encyclopaedias and electronic databases. Teachers hold individual consultations and academic assistant consultations about study procedures and provide the necessary assistance for students.

Furthermore, students have the opportunity to apply for financial support. Financial support consist of scholarships, partial or full tuition fees reimbursements, possibilities to pay for studies in part, or allowances granted by the Students' Charity Foundation. Scholarships are regulated by the Senate of MRU. [SER, 2.5, p.28] According to Regulations for granting the senate scholarship of Mykolas Romeris University (http://www.mruni.eu/mru_lt_dokumentai/centrai/akademiniu_reikalų_centras/teises_aktai/Senate_Scholarship.pdf (in English)): 'scholarships shall be granted to students of first-and second-cycle studies, irrespective of their funding, for excellent (in exceptional cases also for very good) study results and for outstanding achievements in scientific, social, artistic and/or sports activities'.

Students are provided with opportunities to access psychological support with the University Psychological Service. The Psychological Service offers free psychological services such as psychological counselling, psychological assessment, training and education. Students' confidentiality is ensured. [SER, 2.5, p.29]. The information provided above confirms that the University ensures proper academic and social support.

The assessment system of students learning outcomes is regulated by the legal acts of Mykolas Romeris University and is publically available on the website: http://www.mruni.eu/mru_lt_dokumentai/centrai/akademiniu_reikalų_centras/teises_aktai/Proceed_Assess_AV_12_04_2013.pdf. A system of cumulative grades is used. The final mark consists of the final examination and mid-term examination grades. The final examinations take place at the end of the semester and normally cover 50% of the final grade. Study achievements, assessment methods and criteria are presented by the lecturers during the first lecture. This information can be found using access to the internal database. At the request of students, teachers provide feedback on assessments. [SER, 2.5, p.29]. For Master theses, the Review Team sug-

gests that teachers advise students to use the APA system throughout, export large tables to appendices, ensure that there is sufficient Business Psychology in topics, and for quantitative methods, ensure candidates are familiar with advanced statistical methods.

During the meeting with students and alumni, the Review Team noticed, that students were largely satisfied with the assessment system. Nevertheless, teachers might employ more creative assessment methods instead of memory methods alone.

The graduates of *Business Psychology* programme successfully enter the labour market. 90% of graduates find employment jobs within the first year after graduation. Most of the graduates were employed in the field of marketing and advertising (21%). Others were employed as human resources specialists (18%), administrators/secretaries (15%) and psychologists (9%). [SER, 2.5, p. 31].

According to the data (2012-2015), almost 90 percent of *Business Psychology* graduates are employed within a first year, and their average monthly salary is similar to the Lithuanian average salary. This was confirmed by alumni of the *Business Psychology* programme. During interview, alumni stated that *Business Psychologists* are highly desired and appreciated in organizations.

The University seeks to ensure a fair learning environment. Students sign the declaration of honour before each examination and sign the confirmation of fairness of the accomplished final thesis. In order to prevent academic dishonesty, teachers are encouraged to have an assistant during the examinations. A University code of ethics and a plagiarism analysis software also help to ensure a fair learning environment. In case of plagiarism, students can be expelled from the University for breaches of academic discipline. [SER, 2.5, p.32]The Code of Ethics is publicly available: https://www.mruni.eu/lt/universitetas/apie_mru/dokumentai/etikos_kodeksas/ (In Lithuanian).

Through interviews with senior staff and students, Review Team were acquainted with students' possibilities to make complaints or lodge appeals. Appeal regulations and procedures for appeals are consistently described and freely accessible on MRU website. Students know about the possibilities to appeal if they disagree with marks or the assessment procedure.

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

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Concerning the formulation and functioning of the policies for quality assurance, these are overseen by the Senate, Rectorate, and the Centre for Academic Affairs, whilst the quality of the study programme and its realization reside with the Institute of Psychology, the Psychological Wellbeing Research Laboratory and the *Business Psychology* Study Programme Committee. The quality of studies is monitored by the Centre of Academic Affairs, though teachers themselves are responsible for ensuring the quality for their subjects, and students have an important role in evaluating the quality of their studies through their own evaluations and through representation on the Study Programme Committee. [SER, 2.6, p.32]

Both teachers and students provide data for analysis. At the end of each semester, teachers are required to evaluate in what ways course has met students' requirements and interests, while the Centre of Academic Affairs, twice yearly, collects and analyses information on the levels of student satisfaction with academic studies for the whole programme and for each of the modules. [SER, 2.6, p.32]

Students' concerns with the quality of teaching are taken seriously and appropriate measures are taken, including the requirement that teachers are called to improve their skills in teaching, through in-service training provided by the MRU Institute of Education. Student dissatisfaction with the quality of teaching can result in the replacement of a teacher. Concerning external evaluation, the *Business Psychology* Programme Study Committee mounts a programme of improvement to implement the recommendations of the experts. [SER, 2.6, p.32] The Review Team discovered a dynamic attitude towards development, project work, co-operation and healthy competition with other Lithuanian universities. Nevertheless, course planners should consider more business-orientated research for students and more reflective space provided for the lecturers and students.

Stakeholder cooperation is based on both formal and informal arrangements. Stakeholder's polls are conducted at various organized events, where they rate the usefulness and satisfaction of their collaboration. Students themselves can collect stakeholder's reviews about their work during the professional practice they undertake. Students are able to enter practice with the social partners, where they develop skills and competences.

Final thesis preparation assists social partners directly in that they are able to identify the particular needs of business organizations. In this way, they are able to influence the thesis aims towards developing solutions that business organizations need for future strategies and outcomes. Conferences, career days, defense of final theses events and round-table events provide opportunities for discussing issues relating to *Business Psychology*. Stakeholders also play their part in the self-evaluation summary. [SER, 2.6, p.34]

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

Concerning information, principally there is the MRU website:
https://stdb.mruni.eu/studiju_programos_aprasas.php?id=8514&l=en

2.1 2.7. Examples of excellence

Establishing the Institute of Psychology.

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

III. RECOMMENDATIONS

1. Continue the success in broadening and deepening the contacts and communication with the representatives of the labour market. [Section 2.2]
2. Encourage more reflective spaces in all parts of the programme. [Sections 2.2; 2.6]
3. Ensure there is sufficient business-orientated research for students [Section 2.6]
4. Consider increasing the inclusion of ‘self-management’ and ‘change management’ and topics such as virtuality, virtual teams, virtual life, social media, computer-mediated communication, computer-based learning, e-HRM, web-based HRM, or human-computer interaction as contemporary concepts present in working life. [Section 2.2]

IV. SUMMARY

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

The *Business Psychology* studies are viewed by the Study Programme Committee as interdisciplinary science consisting of psychology, marketing and management areas. In terms of the field of expertise, all courses of the programme are logically classified into six groups. The scope of the programme and complementarity of the subject modules are sufficient to achieve the learning outcomes, generic and subject-specific competences and purposes of the study programme.

In general the teaching staff are highly qualified, have participated in diverse teaching and research programmes, have a broad and sufficient number of publications and are participating in a number of national and international research projects. Judging from scientific programmes in which the staff have been engaged during recent years, teaching staff are sufficiently involved in research areas related to programme subjects they teach. Both by alumni and students, it was recommended that more visits to classrooms from professionals in the field would further enhance the quality of the programme.

Facilities and resources excellent, although office space for individual academics is suggested, where possible. The Review Team assessed the premises for the studies as exceptional both in their size and in quality for the size of the number of students. The Review Team assessed lecture halls to be excellent for the University. Since MRU is a relatively new university, it provides students with state-of-the-art infrastructures for the learning environment. The library also has a flexible schedule with a variety of operating hours, allowing students to learn in a working environment that is suitable for their needs. The teaching material is in line with other mainstream European institutions, and students are equipped with a positive and resourceful learning environment. Other resources are excellent and very supportive.

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. Should students have any questions related to the study process, they

can apply to teachers and other academic personnel members. Teachers provide at least 4 hours per week for student counselling concerning study process issues.

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

There is a dynamic attitude to development, including a healthy cooperation with other universities in Lithuania. The management has produced a very good Self-Evaluation Report, which the Review Team enjoyed reading. These facts together with a strong defense of the programme, should ensure a bright future. The programme should now aim for distinction.

V. GENERAL ASSESSMENT

The study programme *Business Psychology* (state code – 621S11001, 6211JX078) at Mykolas Romeris University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

| No. | Evaluation Area | Evaluation of an area in points* |
|-----|--|----------------------------------|
| 1. | Programme aims and learning outcomes | 3 |
| 2. | Curriculum design | 3 |
| 3. | Teaching staff | 3 |
| 4. | Facilities and learning resources | 4 |
| 5. | Study process and students' performance assessment | 3 |
| 6. | Programme management | 3 |
| | Total: | 19 |

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

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

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

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

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

MYKOLO ROMERIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO PSICHOLOGIJA* (VALSTYBINIS KODAS – 6211JX078) 2017-11-30 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-219 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Verslo psichologija* (valstybinis kodas – 6211JX078) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|-----------------|--|-------------------------------------|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 3 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 3 |
| 4. | Materialieji ištekliai | 4 |
| 5. | Studijų eiga ir jos vertinimas | 3 |
| 6. | Programos vadyba | 3 |
| | Iš viso: | 19 |

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

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai gerai suprantami kognityviniu, profesiniu, techniniu ir socialiniu aspektu. Juos parengė ir pristatė universiteto dėstytojai ir kiti darbuotojai, vadovaudamiesi įvairiomis nacionalinėmis ir tarptautinėmis gairėmis. Jie atitinka Europos ir Lietuvos kvalifikacijų sąrangos 7 lygį.

Studijų programos komitetas studijų programą *Verslo psichologija* vertina kaip tarpdalykines studijas, kurias sudaro psichologijos, rinkodaros ir vadybos sritys. Pagal profesijos kryptį visi studijų programos dalykai logiškai suskirstyti į šešias grupes. Studijų programos apimtis ir papildomi dalykai bei moduliai pakankami studijų rezultatams pasiekti, įgyti bendruosius ir dalyko gebėjimus ir pasiekti studijų programos tikslus.

Apskritai, dėstytojai aukštos kvalifikacijos, dalyvavo įvairiose mokymo ir mokslinių tyrimų programose, gali pasigirti dideliu ir pakankamu publikacijų skaičiumi, jie dalyvauja daugelyje šalies ir tarptautiniuose mokslinių tyrimų projektuose. Atsižvelgiant į mokslines programas, kuriose dėstytojai dirbo pastaraisiais metais, jie pakankamai dalyvauja moksliniuose tyrimuose, susijusiuose su jų šioje studijų programoje dėstomais dalykais. Alumnai ir studentai rekomendavo daugiau į užsiėmimus kviesti šios srities specialistų, nes tada dar labiau pagerėtų studijų programos kokybė.

Patalpos ir išteklių puikūs, tačiau, jei įmanoma, siūloma atskiriems dėstytojams skirti atskiras darbo patalpas. Ekspertų grupė studijų patalpas pagal jų dydį ir kokybę bei studentų skaičių įvertino kaip išskirtines. Ekspertų grupė puikiai įvertino universiteto auditorijas, skirtas paskaitoms. Kadangi MRU palyginti yra naujas universitetas, jis studentams suteikia galimybę naudotis naujaisiomis mokymosi aplinkos infrastruktūromis. Biblioteka taip pat siūlo lankstų darbo grafiką ir dirba įvairiomis darbo valandomis, kas leidžia studentams mokytis darbo aplinkoje pagal savo poreikius. Mokymo medžiaga derinama su kitomis pagrindinėmis Europos institucijomis, o studentams siūloma teigiama mokymosi aplinka ir gausūs išteklių. Kiti išteklių puikūs ir padeda studijuoti.

Ekspertų grupė nustatė, kad studentai motyvuoti ir aktyvūs, patenkinti studijų procesais ir džiaugiasi tuo, kas siūloma. Priėmimas ir siūlomų paslaugų spektras tinkamas ir įvairus. Jei studentai turi klausimų, susijusių su studijų eiga, jie gali kreiptis į dėstytojus ir kitus akademinio personalo narius. Dėstytojai bent 4 valandas per savaitę skiria studentų konsultacijoms studijų eigos klausimais.

Studijų programa gerai valdoma, užtikrinama jos kokybė ir vykdymas. Ekspertų grupė nustatė, kad vidaus kokybės užtikrinimo priemonės veiksmingos ir tinkamos, jų nėra pernelyg daug ar pernelyg biurokratinio pobūdžio. Ypatingą dėmesį reikėtų skirti klausimams, susijusiems su nepasitenkinimu dėl dėstymo. Darbuotojai, kurie nori dėstyti, privalo pateikti kompetencijos pažymėjimą, jie turi lankyti vidaus profesinio tobulėjimo kursus, jei pageidauja išlaikyti savo darbo sutartį. Ekspertų grupė mano, kad ši tvarka veiksminga, pagrįsta ir tinkama.

Požiūris į plėtrą, įskaitant sveiką bendradarbiavimą su kitais universitetais Lietuvoje, yra dinamiškas. Vadovybė parengė labai gerą savianalizės suvestinę, kurią ekspertų grupė mielai perskaitė. Šie faktai kartu su griežta studijų programos gynyba turėtų jai užtikrinti šviesią ateitį. Dabar studijų programa turėtų siekti išskirtinumo.

<...>

III. REKOMENDACIJOS

1. Toliau sėkmingai plėtoti ir stiprinti ryšius ir bendravimą su darbo rinkos atstovais. [2.2 punktas]
2. Visose studijų programos dalyse skatinti įtraukti daugiau reflekyvaus mokymosi. [2.2, 2.6 punktai]
3. Užtikrinti pakankamą į verslą orientuotų ir studentams skirtų mokslinių tyrimų apimtį [2.6 punktas]
4. Apsvarstyti galimybę ir papildomai įtraukti savikontrolės ir pokyčių valdymo temas bei tokias temas, kaip virtualumas, virtualiosios komandos, virtualusis gyvenimas, socialinė žiniasklaida, bendravimas kompiuteriu, mokymasis kompiuteriu, žmogiškųjų išteklių el. valdymas, žiniatinkliu pagrįstas žmogiškųjų išteklių valdymas arba žmogaus ir kompiuterio sąveika – tai šiuolaikinės darbe egzistuojančios sąvokos. [2.2 punktas]

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)