



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO PROGRAMOS
PSICHOLOGIJA (621S10001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF STUDY PROGRAMME
PSYCHOLOGY (621S10001)
at **VILNIUS UNIVERSITY**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Psichologija</i>
Valstybinis kodas	621S10001
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
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos magistras
Studijų programos įregistravimo data	2007 10 29

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Psychology</i>
State code	621S10001
Study area	Social sciences
Study field	Psychology
Kind of the study programme	University Studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Psychology
Date of registration of the study programme	2007 10 29

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I. INTRODUCTION

Vilnius University, established in 1579, is the oldest and largest institution of scientific research and academic studies in Lithuania. Since 1969 studies of psychology have been conducted at Vilnius University. They are situated now in the Faculty of Philosophy that was re-established in 1989 after a period of absence of more than 200 years at Vilnius University. Two of the departments of the faculty are of a psychological nature: Department of General Psychology and Department of Clinical and Organizational Psychology. The departments offer 4 Master's programmes: clinical psychology, organizational psychology, psychology (health and educational psychology specializations), and forensic psychology.

The implementation of the Psychology master's programme with Educational and Health psychology specializations started in a.y. 2008/2009. The degree and professional qualification awarded is Master of Psychology. The duration of the programme is 2 years, and it constitutes 120 credits. The study language is Lithuanian. The responsible unit is the Department of General Psychology.

This evaluation has been carried out under the guidelines and procedures of SKVC. It is based on the self-evaluation report (hereinafter - SER) prepared in 2013 and finalized on 30th December 2013 and on the work done by an expert group headed by Professor Stephen Edward Newstead. The expert group carried out a site visit in the last week of February 2014. Reading the material that was provided to the expert team and the site visit was particularly relevant to assessing the qualities of the programme. During the site visit the team had the opportunity to discuss the programme with faculty administrators, teaching staff, students, graduates and employers. The expert team also visited the library, offices, teaching space and laboratories associated with the programme. The expert team wishes to thank all of those involved in the visit for their frank remarks and interesting inputs into the work of the expert team, and the faculty for the hospitality.

After the visit the expert group held a meeting in which the contents of the evaluation were discussed and modified to represent the opinion of the whole group.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The expert team recognized that in general the programme aims and learning outcomes meet the main criteria applicable in evaluation. Some particular comments and recommendations follow.

As is said in the SER, the foundational assumption for starting the Psychology masters study programme was the intention to train qualified wide-range profile specialists able to provide high quality psychological services in different contexts. The recent year's increasing demand for psychologists in educational and health institutions is observable. Thus, the two specializations provided currently aim to train psychologists who will effectively work in Educational or Health care institutions. The generic and subject specific competences developed in both specializations are the same. The specialization-specific competences trained in the Educational and Health specializations are different.

The idea to combine the two fields, educational and health psychology, in one study programme may be beneficial in several ways. It facilitates the design of the programme to provide students with profound theoretical knowledge in psychology. Such knowledge was indicated among the best features of the programme by students, alumni and stakeholders. It also helps to balance the work load of the staff working with quite small groups of students.

However, it seems to be a potential weakness of the programme, too. The outcomes of the programme seem to be a little bit too general to enable appropriate specialization in the two areas. Tables 2 and 3 of the SER indicate this as well. Thus, the outcomes of the study programme need to be developed further and the two branches, health and educational psychology, could be more differentiated in this study programme. The health specialization seems to lack a clear identity, in particular. The expert team suggests also that the programme aims and learning outcomes need to be clearly written according to the guidelines in the international literature.

The programme aims and learning outcomes publicly accessible (www.aikos.smm.lt). They are based on the academic and professional requirements, public needs and the needs of the labour market. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered.

2. Curriculum design

The expert team recognized that in general the curriculum design meets the main criteria applicable in evaluation. Some particular comments and recommendations follow.

The strengths of the curriculum are numerous, as the expert team had opportunity to ascertain. The first to be mentioned, as was said already, is the emphasis on theoretical knowledge, and the strong basic knowledge specific to each specialization. Understanding of the systems of education or health care in Lithuania and the role of psychologists working as team members in these areas was indicated as a benefit of the study programme by stakeholders, alumni and the students in their practice placements. They also emphasised that the psychological assessment tools necessary to start working in the field were provided in several course units. Post-diploma workshops and training sessions where additional skills may be acquired are also available for graduates of the programme in Vilnius University. The programme has good ties with institutions that accept its students into practices and employ the graduates, as was exemplified in the discussions with the external stakeholders.

Nevertheless, it was suggested by the students and alumni of the programme to the expert team that hands-on use of psychological assessment tools should be more practised in the programme. The methods of psychological consulting, health promotion, as well as means of prevention, intervention and postvention applicable to problems common in the fields of education and health care should also be practised more. The expert team suggests that stakeholders should be involved on a more regular basis in the development of the study programme; they reported they don't do this often.

The study subjects are spread evenly in the programme, and their themes are not repetitive. But, the content of the course units in some cases could be improved. The team would have liked to see more coverage of health promotion, prevention and positive psychology subjects in the course units, in particular in those delivered to the health psychology specialization.

The health specialization seems to lack a clear identity, in general. Health psychology is often divided into clinical, public and community psychology. It concerns educational, scientific and professional contributions of psychology to the promotion and maintenance of health, the prevention and treatment of illness, the identification of diagnostic and etiologic correlates of health, illness and related dysfunction, and the analysis and improvement of the healthcare system and health policy formation. It is also both a theoretical and an applied field of the discipline and concerns all age groups. Hence, it can quite easily be more differentiated from the educational strand of the programme.

The team also realized that the communication skills of the students should be improved in several ways. First, the general communication skills of students should be enhanced. Second, more attention should be paid to communication of psychological assessment results to interested parties, in written reports and orally.

To sum up, doubts may arise as to whether the content and results of the course units complement each other so as to achieve the objectives of the programme successfully. Also, a weakness of the curriculum is that it discourages the mobility of students. It is hardly possible for students to spend a semester abroad, with the possible exception of the practical period. Students are not prepared to exchange during the 1st semester, and they start their practice in 3rd semester. Also, there are only two optional courses in the programme, which make it hardly compatible with the programmes at other universities. The expert team believes that experience abroad would benefit the graduates in several ways. The possibility of increasing the number of students on short mobility programmes, e.g. small time periods of training spent in other countries, summer camps, etc. should also be explored. The curriculum may be elaborated having this in mind, too.

3. Staff

The structure of the staff in terms of full professors, associate professors and lecturers (where the latter seems equivalent to assistant professors), meets legal requirements. The division of individual expertise among the various fields seems adequate. The number of the teaching staff is appropriate to ensure learning outcomes.

As it is stated in the SER, all the full-time teachers of the programme are also researchers participating in scientific projects (examples are provided in the SER, p. 31); they meet and in most cases exceed requirements for the staff. The research projects are related to the study programme. This is a strong aspect of the programme, allowing staff to convey new achievements in the field to students, to involve students in research and the presentation of results at conferences, and other benefits.

However, being involved in different fields and aspects of psychology in their research work does not ensure the staff being a team inspired by a clear and shared vision of the programme's aims and outcomes.

The expert team observed during the site visit that there are good examples of the development of pedagogic skills of the staff. Programmes provided by VU itself are most popular among the staff, as they assured the team during the site visit, such as the qualification training course "Linguistic and methodological aspects of preparing lectures in the English language". But, participation on a more regular basis in such programmes still may be recommended, especially in order to learn about more active teaching methods and how to better align learning outcomes with the curriculum and assessment methods.

Low mobility of the teaching staff on Erasmus exchange should be mentioned as a weakness of the programme. According to the SER, four teachers participated in Erasmus teaching visits during last 5 years. The team agrees with "the issue to be addressed" in the SER (p. 47) that the programme could benefit from being more open to inviting experienced professionals in educational and health psychology from other institutions. The internationalization and diversification of the staff, in terms of working and visiting other institutions, including universities in Lithuania and abroad or having colleagues from other universities to come over, could be enhanced.

The expert team learned that staff are accessible for the students and are supportive of the students. The alumni stressed the possibility to consult the staff even when they have graduated. They also reported that an annual meeting is held where the teaching staff inform them about new research, publications and postgraduate courses. That is a particular strength of the staffing found by the expert team.

4. Facilities and learning resources

The university facilities and learning resources are adequate for implementing the programme. The spaces of the faculty seem to fit comfortably the amount of students the faculty enlists. However, the work spaces for staff are relatively small. The main computer classroom of the Faculty has new machines, and some other rooms are also equipped with advanced IT items. The students use the Central Library. Adequate amounts of psychology books, periodicals and a set of databases are available. Availability of psychological assessment tools used in the educational and health care institutions is good, in the context of the situation in Lithuania. They are translated, adapted and created under the supervision of the programme teachers continually.

After getting acquainted with the premises the expert team suggested that their strength is that the building of the faculty is particularly agreeable. But, having in mind the needs of the programme implementation, the premises may be improved. More rooms for group work, behavioural observation and for development of communication skills of the students could be provided. For the same purpose, the expert team would propose having a room with a one-way screen and adequate recording facilities. The arrangement of the Psychological Innovations and Experimental Research teaching centre is a good example of development in that direction, which we believe will continue. The use of stakeholders' premises for practical classes mentioned in the SER is a good idea too.

The expert team also visited the Psychophysiology laboratory situated in the faculty. But the expert team was informed that the laboratory facilities are there mostly for bachelors students. The laboratory perhaps could be of use to the master students also.

5. Study process and student assessment

The expert team confirmed that the requirements for the study process and student assessment are met. There are some comments on this that follow.

It is said in the SER that interest in the MSc in Psychology studies is stable. Only psychology bachelors are admitted to the programme, from both this and other universities. The clear admission system and good image of Vilnius University allows the enrolment of motivated students. This is a benefit for the study programme. Its students' dropout rates are quite low.

The main forms of class activities are lectures and seminars, and the basic methods of study used in these are interactive, according to the SER and the descriptions of the course units. This was confirmed by the students during the site visit. However, more active methods could be recommended in order to develop the practical skills of the students. The students are routinely assessed with exams, and a more varied diet of assessment might be desirable.

Inspection of the theses showed that more attention should be paid to the development of the methodological skills of the students. It also showed that the presentation of the results could benefit from the introduction of the students to international standards for writing articles, as for instance the APA standards.

Preparing the masters theses may also help in acquiring more specialization-specific competences by the students. But this opportunity was not used fully; the masters' theses in the health psychology specialization (and to a lesser extent in educational psychology) are out of the field in some cases. Thus, students should be required to write theses more relevant to their specialization, in order to assure the qualifications provided.

Students can participate in mobility programmes but they do not do so very often, and it is observed in the SER as an issue to be addressed. Their opportunities to exchange should be analysed in the context of the curriculum. The Erasmus practice exchange may be good way of achieving this, and ways of developing such opportunities should be explored.

The arrangements for students' placements during their practices are good; they are commented on elsewhere. Lists of criteria are usually used in assessment of the students' practice results, and the social partners were satisfied with the routines around this.

The alumni do not indicate encountering considerable problems in search for jobs. Some of them stayed on to work in their place of practice. The expert team was assured by stakeholders that graduates of the study programme are welcomed in the institutions of the education and health care fields. The statistical data presented in the SER provides evidence of adequate professional activities of the graduates.

6. Programme management

The expert team recognized that the management of the programme is adequate, and it seems to meet the main criteria applicable in evaluation. Responsibilities for decisions, implementation and monitoring of the Psychology programme are clearly allocated in the university; they are spread among subunits of different levels. Some more comments and recommendations follow.

Opinions and data on the implementation of the programme are regularly collected and analysed by the study programme committee. Students, alumni and stakeholders are usually involved in discussions, as the expert team was informed. The discussions with students and their feedback concerning the study programme seem to take place on a regular basis, and this is very positive. As the alumni informed the team, meetings with their former teaching staff are held once a year. However, the expert team gained the impression that the social partners should participate in development of the study programme on a more regular basis.

The staff were not able to give a clear presentation of their work load during the site visit, and this may be regarded as a weakness of the programme management. The expert team suggests that the teaching staff need support from the authorities of VU in clarifying the work load account in order to assess it realistically, consistently and according to the needs of the programme implementation. The opposite may result in an unfair division of work among the staff, possibly leading in some cases to low mobility, low participation in staff development programmes and rare use of sabbaticals.

A strength of the study programme is the close cooperation between the scientists and the practitioners, especially in the field of educational psychology. The SER informs that the teachers cooperate with RL Ministry of Education and Science and Special psychology centre in implementing projects, organizing training for practical specialists, etc. Similar cooperation with the Ministry of Health is scheduled, according to the SER.

The study programme committee seems to work continually on expanding the scope of placements for students' practice. Efforts to extend the length of the practice and to improve its structure have been made since a.y. 2012/2013, which is evaluated very positively by the students.

III. RECOMMENDATIONS

1. The learning outcomes of the study programme are to be developed further. The two branches, health and educational psychology, could be more differentiated. A clearer curriculum for the health psychology specialization is desirable. The topics of the Masters theses in health psychology (and to a lesser extent educational psychology) should be closer to the area of specialization.
2. The team would recommend more coverage of health promotion, prevention and positive psychology in the course units delivered to health psychology specialization.
3. The communication skills of the students applicable in various contexts of professional activities and in general should be enhanced.
4. Inspection of the theses showed that more attention should be paid to the development of the methodological and presentational skills of the students.
5. The reasons for the comparatively low staff mobility in Erasmus exchanges, as well as their infrequent use of possible sabbaticals, should be analysed.
6. Participation of the staff in pedagogical skills development programmes on a more regular basis may be recommended.
7. Students' opportunities to participate in mobility programmes and in Erasmus practice exchanges in particular should be promoted.
8. More rooms for group work, behavioural observation and for the development of communication skills of the students should be provided.
9. The social partners should participate in the development of the study programme on a more regular basis.
10. The teaching staff need support from authorities of VU in clarifying the work load account in order to assess it realistically, consistently and accordingly to the needs of the programme implementation.

IV. SUMMARY

The Psychology master's programme with educational and health specializations aim to train psychologists who will effectively work in Educational or Health care institutions.

The idea of combining the two fields in one study programme may be beneficial in several ways; however, it seems to be a potential weakness of the programme, too. The learning outcomes of the study programme are to be developed further and the two branches could be more differentiated. The health specialization seems to lack a clear identity, in particular. The expert team suggests also that the programme aims and learning outcomes need to be clearly written according to the guidelines in the international literature.

The strengths of the curriculum are numerous, as the expert team had opportunity to ascertain. Good theoretical knowledge of psychology, an understanding of the role of psychologists working as team members, and the ability to use the psychological assessment tools necessary to start working in the field were all indicated as important benefits of the study programme by stakeholders and alumni. The programme has good ties with institutions that might invite its students to practices and/or employ graduates. The length of the students' practices has been extended recently. Post-diploma workshops and training sessions where additional skills may be acquired are also available.

Nevertheless, the use of psychological assessment tools as well as methods of prevention, intervention and postvention applicable to problems common in the fields of education and health care should be practised more in the programme. The team would recommend more coverage of health promotion, prevention and positive psychology in the course units delivered to the health psychology specialization. The communication skills of the students should also be enhanced. A weakness of the curriculum is also that it discourages the mobility of students.

The teaching staff on the programme meet and in most cases exceed requirements. The expert team learned that staff are accessible for the students and are supportive of them, and also provide support to graduates. But, participation of the staff in pedagogical skills development programmes on a more regular basis, as well as higher mobility, is recommended.

A strength of the facilities is that the building housing the faculty is particularly agreeable. But, having in mind the needs of the programme implementation, the premises could be improved. More rooms for group work, behavioural observation and for the development of communication skills of the students would be beneficial.

The programme's admission system is clear and well-founded; its students' dropout rates are quite low. The main forms of class activities and the students' assessment are adequate; however, they could be more varied. Inspection of the theses showed that more attention should be paid to the development of the methodological and presentational skills of the students. Also, students should be required to write theses more relevant to their specialization. The alumni did not report encountering significant problems in their search for jobs, and their professional activities meet the programme providers' expectations, in general.

The expert team recognized that the management of the programme is adequate. Discussions with students and obtaining their feedback concerning the study programme seem to take place routinely, and this is very positive. However, the social partners should participate in development of the study programme on a more regular basis. The expert team suggests that the teaching staff need support from the authorities of VU in clarifying the calculation of workloads in order to assess them realistically, consistently and according to the needs of the programme implementation.

V. GENERAL ASSESSMENT

The study programme *Psychology* (state code – 621S10001) at Vilnius University, is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	16

*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.

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**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PSICHOLOGIJA (VALSTYBINIS KODAS – 621S10001) 2014-05-22 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-251-2 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Psichologija* (valstybinis kodas – 621S10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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

Dviejų specializacijų (edukacinės ir sveikatos psichologijos) magistrantūros programos *Psichologija* tikslas – rengti psichologus, kurie galės sėkmingai dirbti švietimo ir sveikatos priežiūros institucijose.

Sumanymas į vieną studijų programą sujungti dvi kryptis gali būti naudingas keliais atžvilgiais, tačiau panašu, kad tai gali būti ir programos silpnoji vieta. Numatomi studijų rezultatai turi būti toliau tobulinami, o minėtos dvi kryptys galėtų būti labiau atskirtos. Sveikatos specializacijai ypač trūksta aiškaus savitumo. Be to, ekspertų grupė mano, kad programos tikslus ir numatomus studijų rezultatus reikia suformuluoti aiškiai, atsižvelgiant į tarptautines gaires.

Kaip ekspertų grupė turėjo galimybių įsitikinti, programos stipriųjų pusių yra daug. Socialiniai dalininkai ir absolventai nurodė šiuos, jų nuomone, svarbius programos pranašumus: geros teorinės psichologijos žinios, komandoje dirbančių psichologų vaidmens suvokimas ir gebėjimas naudotis psichologinio įvertinimo priemonėmis, kurios yra būtinos pradedant dirbti šioje srityje. Programos vykdytojai palaiko glaudžius ryšius su institucijomis, kurios gali pasikviesti jos studentus atlikti praktiką ir (arba) įdarbinti absolventus. Studentų praktikos laikas neseniai pailgintas. Be to, organizuojami podiplominiai seminarai ir pratybos, per kurias galima įgyti daugiau įgūdžių.

Vis dėlto, įgyvendinant šią programą, galėtų būti naudojama daugiau psichologinio vertinimo priemonių, taip pat prevencijos, intervencijos ir postvencijos metodų, taikytinų bendroms mokymo ir sveikatos priežiūros sričių problemoms. Grupė rekomenduoja, kad sveikatos

psichologijos studentams dėstomi studijų dalykai būtų labiau susiję su sveikatingumo skatinimu, ligų prevencija ir pozityviaja psichologija. Be to, reikėtų stiprinti studentų komunikacinius gebėjimus. Dar viena silpnoji programos pusė yra ta, kad ji neskatina studentų judumo.

Programos akademinis personalas atitinka reikalavimus ir dažnai netgi pranoksta juos. Dėstytojai yra prieinami studentams, padeda ne tik jiems, bet ir absolventams. Rekomenduojama, kad dėstytojai dažniau dalyvautų pedagoginių gebėjimų tobulinimo programose, būtų didinamas judumas.

Materialiųjų išteklių stiprioji pusė ta, kad pastatas, kuriame įsikūręs fakultetas, ypač jaukus. Bet, atsižvelgiant į programos įgyvendinimo poreikius, patalpos galėtų būti geresnės. Studentams būtų naudinga turėti daugiau patalpų darbui grupėmis, elgesiui stebėti ir jų komunikaciniams gebėjimams lavinti.

Priėmimo į šią programą sistema yra aiški ir pagrįsta; studentų nubyrežimo lygis gana žemas. Pagrindiniai paskaitų veiklos ir studentų vertinimo metodai yra tinkami, tačiau galėtų būti įvairesni. Tikrinant baigiamuosius darbus paaiškėjo, kad daugiau dėmesio reikėtų skirti studentų metodologiniams ir pranešimų teikimo gebėjimams. Be to, turėtų būti reikalaujama, kad baigiamuosius darbus studentai labiau sietų su savo specializacija. Buvę studentai neminėjo, kad būtų susidūrę su didesnėmis problemomis ieškodami darbo; jų profesinė veikla iš esmės atitinka programos teikėjų lūkesčius.

Vertinimo grupė pripažino, kad programos vadyba yra tinkama. Panašu, kad nuolat kalbamasi su studentais ir iš jų gaunamas grįžtamasis ryšys apie studijų programą, o tai yra teigiamas dalykas. Tačiau socialiniai partneriai turėtų nuolat dalyvauti studijų programos tobulinimo procese. Ekspertų grupė mano, kad VU administracija turi padėti dėstytojams išsiaiškinti, kaip apskaičiuoti darbo krūvį, kad jie galėtų įvertinti jį realiai, metodiškai ir atsižvelgdami į įgyvendinamos programos poreikius.

III. REKOMENDACIJOS

1. Studijų programos *Psichologija* numatomi studijų rezultatai turi būti toliau tobulinami. Abi šakos – sveikatos psichologijos ir edukacinės psichologijos – galėtų būti labiau atskirtos. Pageidautina, kad sveikatos psichologijos specialybės studijų turinys būtų aiškesnis. Sveikatos psichologijos (ir mažiau – edukacinės psichologijos) specialybės studentų baigiamųjų darbų temos turėtų būti labiau susijusios su specializacijos sritimi.
2. Vertinimo grupė rekomenduoja, kad sveikatos psichologijos studentams dėstomų studijų dalykai būtų labiau susiję su sveikatingumo skatinimu, ligų prevencija ir pozityviaja psichologija.
3. Reikėtų stiprinti studentų komunikacinius gebėjimus, pritaikytinus bendrai ir įvairiame profesinės veiklos kontekste.
4. Tikrinant baigiamuosius darbus paaiškėjo, kad daugiau dėmesio reikėtų skirti studentų metodologiniams ir pranešimų rengimo gebėjimams ugdyti.
5. Reikėtų išnagrinėti, kodėl pagal Erasmus mainų programą studentų judumas nedidelis, o galimybe paimti mokslines atostogas naudojamosi nepakankamai.

6. Dėstytojams rekomenduotina reguliariau dalyvauti pedagoginių gebėjimų tobulinimo programose.
7. Reikėtų didinti studentų galimybes dalyvauti judumo programose, ypač Erasmus praktikoje.
8. Reikėtų skirti daugiau patalpų darbui grupėmis, elgesiui stebėti ir studentų komunikaciniams įgūdžiams lavinti.
9. Socialiniai partneriai turėtų reguliariau dalyvauti studijų programos tobulinimo procese.
10. VU administracija turi padėti dėstytojams išsiaiškinti, kaip apskaičiuoti darbo krūvį, kad jie galėtų įvertinti jį realiai, metodiškai ir atsižvelgdami į įgyvendinamos programos poreikius.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.