



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS PSICHOLOGIJA (*valstybinis kodas –
612S10001, 6121JX027*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PSYCHOLOGY (*state code - 612S10001, 6121JX027*)
STUDY PROGRAMME
at Vilnius University

Experts' team:

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Evaluation coordinator -

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Psichologija</i>
Valstybinis kodas	612S10001 (6121JX027)*
Studijų sritis (studijų krypčių grupė)*	Socialiniai mokslai (<i>Socialiniai mokslai</i>)*
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240 ECTC
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos bakalauras (<i>Socialinių mokslų bakalauras</i>)*
Studijų programos įregistravimo data	2009-08-31 Įsak. Nr. 1-73

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Psychology</i>
State code	612S10001 (6121JX027)*
Study area (Group of study field)*	Social Sciences (<i>Social Sciences</i>)*
Study field	Psychology
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Psychology (<i>Bachelor of Social Sciences</i>)*
Date of registration of the study programme	31th August 2009, No. 1-73

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

Studijų kokybės vertinimo centras

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The Centre for Quality Assessment in Higher Education

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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 the external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of the 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.	Additional information on staff h-index scores, impact factor, publications and conferences

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

Vilnius University (hereinafter also University or VU), founded in 1579, is the oldest and largest institution of higher education in Lithuania. The University management structure is defined in the Statute of Vilnius University (approved 6 May 2014 by Law of the Republic of Lithuania No XII-862), which stipulates that the University community shall exercise its self-governance through the bodies of governance of the University: the Senate, the Council and the Rector.

As of 1 October 2016, the University had 3662 employees (including 1370 teaching staff and 444 research staff) and 20864 students. The University comprises 23 core academic units: twelve faculties, two institutes of faculty status (Institute of Foreign Languages and Institute of International Relations and Political Science), five institutes (Institute of Applied Research, Institute of Biochemistry, Institute of Biotechnology, Institute of Mathematics and Informatics and Institute of Theoretical Physics and Astronomy) and four interfaculty research and study centres (Centre of Oriental Studies, Religious Studies and Research Centre, Sports and Health Centre and Gender Studies Centre).

The Faculty of Philosophy (hereinafter also Faculty) was founded in 1579. The Faculty operates in accordance with the Statute of Vilnius University. The Faculty is headed by the Faculty Council and the Dean. The Faculty implements 5 first-cycle programmes: Philosophy in the Humanities and Psychology, Social Policy, Social Work and Sociology in Social Sciences as well as 11 second-cycle programmes: Philosophy, Educational Sciences, Educational and Child Psychology, Clinical Psychology, Organisational Psychology, Health Psychology, Forensic Psychology, Social Work, Social Policy, Sociology and Criminology.

The first-cycle Study Programme of Psychology is implemented by the Department of General Psychology. The Department of General Psychology was established as a separate department in 1940. Since then, different psychology subjects have been taught at Vilnius University. The Programme of Psychology (full-time studies) has been implemented since 1969 and was the first programme of psychology in Lithuania. In 1994, the five-year studies were separated into two cycles, the first (four-year Bachelor) and the second (two-year Master).

1.4. The Review Team

The review team was completed according to *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *7th November, 2017*.

- 1. Prof. John Clibbens (team leader)**, *Emeritus Professor of Developmental Psychology, Birmingham City University, United Kingdom;*
- 2. Dr. Kevin Lalor**, *Head of Department of Social Sciences, Dublin Institute of Technology, Ireland;*
- 3. Dr. Kalypso Iordanou**, *Assistant Professor in Psychology, University of Central Lancashire Cyprus, Cyprus;*
- 4. Ms. Natalija Norvilė**, *lecturer of Institute of Psychology, Mykolas Romeris University, Lithuania;*
- 5. Miss Julija Stanaitytė**, *student of Human Resource Management study programme, Kaunas University of Technology, Lithuania.*

Evaluation coordinator – Miss Lina Malaiškaitė

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims and learning outcomes of the Psychology programme are clearly set out and defined in publicly available documents, including the SER and the course outline document provided to the expert team. There is a good mapping to the requirements of the Lithuanian Qualifications Framework requirements for BA degrees, as supplied to the expert team. They are clearly linked to the requirements of the country and the labour market: something that is reinforced by the availability of practical placements and the close and supportive links with social partners.

The learning outcomes cover the core areas of the discipline of Psychology as well as an understanding of how this can be applied to practical areas of professional work for psychologists, to the level that would be expected of an undergraduate degree in the subject. They also address the personal and social development of students, relevant research methods and the importance of ethical awareness in research and practice.

The aims, objectives and outcomes are clearly appropriate for the institution and sit comfortably alongside its mission and strategy. This came through clearly from the meeting with senior managers who emphasized that Psychology was seen as a cornerstone discipline for the Faculty and University: indeed, it was emphasized that Psychology is one of the oldest disciplines taught at Vilnius University.

There is a close link between the objectives and outcomes of the programme and the academic and professional requirements for Psychology education at undergraduate level which serve as a preparation for more advanced studies: they are therefore appropriate to the level of study and the qualification being worked towards. This is clear from the mapping between the course description and the national qualifications framework, but was also emphasized strongly by the social partners present at the meeting with the visiting team. There is a good fit between the title of the programme, the learning outcomes and qualification and the teaching and learning content.

Overall the published aims and learning outcomes of the programme were seen as fit for purpose, based on both the published course documents and the SER and the meetings with staff and social partners. The programme aims and learning outcomes are appropriate to the type and level (cycle) of the qualification. The content, title and learning outcomes are well-tuned: the title of BA Psychology is straightforward and the outcomes are fully consistent with it.

2.2. Curriculum design

The full-time BA in Psychology is a four-year programme, offered in the Faculty of Philosophy. The Programme is 240 credits, of which 165 are subject specific; 15 are general university studies; and 60 are optional modules.

The curriculum design and learning outcomes are in accordance with the Descriptor of the Study Field of Psychology, approved by Order No V-923 of the Minister for Education and Science, 27

August 2015. The curriculum contains all requisite core modules across the major domains of psychology, an impressive range of optional modules, and three different practicum experiences (selected from educational, clinical/health, organisational, forensic and scientific research settings).

The curriculum seems well designed, with a coherent presentation of material to students across the four years of the programme, so as to avoid overlap and build students' knowledge incrementally. In meetings with teaching staff, there was evidence that they regularly refer to contemporary research and examples to illustrate their material.

The balance of Core and Optional modules is generally well balanced, and the content and scope of studies is sufficient to meet the programme learning outcomes. There is room for minor review and amendment. Specifically, 'Qualitative Research Methods' and 'Psychology of Adolescents and Youth' are currently optional modules. As such content is usually core on psychology programmes; it is recommended that they become core content.

Overall, the content appears to be pitched at the appropriate level across the four years of the programme. However, students reported a perception that Year 1 of the programme contained much theoretical, statistical and physiological material; there is scope to introduce some more accessible material for 1st year psychology students. Without being prescriptive, this might include elements of developmental psychology (e.g., adolescence and youth); elements of individual differences (e.g., personality, intelligence).

2.3. Teaching staff

The programme has an adequate number of staff members (N = 64). The staff members are well qualified, 12 of the staff members are professors and most of them (N = 55) hold a PhD degree in Psychology, this means that the staff is meeting the legal requirements, according to which at least 60% of the staff members should hold a PhD degree. The teacher-student ratio at the Faculty of Philosophy is about 1:15, which is satisfactory.

The average staff age (M = 45.1 years) and distribution are appropriate. Of the 64 faculty members, 13 are between the age of 25-34, 22 are between the age of 35-44, 9 are between the age of 45-54, 14 are between the age of 55-64 and 6 are 65 and over. The turnover of the faculty staff is not high. A considerable number of faculty members have received promotion during the last 5 years, showing that the University offers opportunities for career development for the Psychology staff members. In particular, 2 Associate Professors have been promoted to Professors and 5 lecturers and senior research fellows have been promoted to Associate Professors. The committee applauds the opportunities that the University offers for career development of the staff members and encourages the University to continue these good practices.

There is evidence of improvement since the last evaluation in terms of the quality of the teaching offered. The University has shown evidence for supporting the staff in offering high quality of teaching, by offering seminars which aim at strengthening the pedagogical (didactic) competence of the staff. There are special seminars on employing the technology to assist the effective

delivery of the lectures. The University could consider expanding those seminars and including topics on providing constructive feedback to students and develop a systematic way for doing so, to address students' request to receive a more detailed feedback that was mentioned by students during our visit at the university.

Staff members are research active, and participate in conferences and in some staff exchange programs, mainly the ERASMUS + programme. In particular, in year 2012-2016 the Psychology staff showed remarkable participation at conferences and staff exchange programmes. In particular, the psychology staff had 245 conference presentations, and 51 of the staff members visited other universities abroad in the context of the ERASMUS+ programme. The participation of the staff members in conferences and exchange programmes is very good and should be continued in the future. The number of staff's research outputs is satisfactory (e.g. 235 articles published by 64 members in 5 years). The staff shows a preference to publish their work in local journals. The University may consider offering support to the staff members for publishing their work at the international level.

Overall, the staff members are research active, value the engagement in research, show professionalism and appear to be devoted to their profession.

2.4. Facilities and learning resources

The Programme is taught at the Faculty of Philosophy, which is located in Vilnius Old Town (University Street 9) and is the oldest part of The Old Campus of Vilnius University. The building has been fully renovated and suits the needs of modern studies and advanced research well. The complex of Faculty buildings contains lecture rooms, seminars and workshop rooms, computer classrooms, conference rooms and laboratories. The total number of seated workplaces in the Faculty is 1041. Rooms are suitable for people with disabilities, there are ramps for wheelchairs, specialised tables and chairs are provided. All rooms are equipped with computers, multimedia projectors, speakers, internet connection and general utility software needed for the study process. Computer classes are also equipped with statistical data analysis software – 60 SPSS Campus Professional licenses renewed on a yearly basis, currently 24.0 version is installed. It was mentioned by the senior management team that there are some plans to switch to open-source software like R in future. Current number of equipment is enough for the number of psychology students the faculty has.

There are several multipurpose laboratories in the Faculty: (1) room 004 has ten research rooms (four of them designated for student use) with multipurpose observation and physiological data acquisition equipment; (2) room 001 is designed for portable research equipment use and hormone research; (3-4) rooms 401/402 and 116/118 are designed for observation research with built-in cameras, microphones, speakers and software for observation and analysis of data.

The Faculty received about one million Euros of investments from EU funds during the period 2014-2016 for renewing and upgrading the study and research infrastructure. This upgrade included specialised hardware, software and other research instruments. The teachers mentioned that the University provides financial support for purchasing tests or other assessment methods used for studies as well as for research. The size and quality of study and research infrastructure

is impressive, and both students and teachers are highly satisfied with it. However it is unclear whether some software like Photoshop Light room 5 (unlimited license for 30 users) mentioned in SER (p. 36) is really used by Programme students.

The Old University Library is situated on the same campus as the Faculty of Philosophy. It provides easy access to the majority of books and journals needed for study and research. It contains 37 seated workplaces, 11 of them equipped with computers. There are more than 31 000 books on psychology, educational sciences, philosophy, social work, social policy and sociology for the needs of the Study Programme available at the reading room of the Faculty of Philosophy in the University Library. The books are in Lithuanian, English, Russian and German languages; however it must be noted that the literature in the library does not reflect the latest achievements in psychology science, and some of the key textbooks in the areas that are rapidly changing were written in the beginning of 2000. Students and alumni complained about a very small number of textbooks (of required reading) available in the library, e.g. one or two copies of a textbook available in the library should be shared between all students.

The University library provides full-text access to journals and other scientific literature via subscription to databases. The list of databases is updated every year. The access to these databases is available from the University network either via Wi-Fi, Faculty computer classrooms or library reading room computers, there is also remote access via VPN available, although students reported that it is not so easy and convenient to use VPN. University provides access to main databases in psychology, e.g. Academic Search Complete (EBSCO), JSTOR, eBook Collection (EBSCOhost), Oxford Journals Online, PsycARTICLES (EBSCO), Springer LINK, PsycINFO (EBSCO), Cambridge Core, SocINDEX with Full Text (EBSCO), Sage Journals Online, Science Direct (SciVerse), Springer LINK, Wiley Online Library etc. Students and teachers also have access to the library of the Psychological Counselling and Training Centre. However students noted that although they know how to use databases, they often find scientific papers require a fee for access, that is why students use additional sites (like ResearchGate etc.) to download the papers they need for studies.

Internships are carried out in three out of five (educational, clinical/health, organizational, forensic and scientific research) areas of psychology. Each area is assigned a 3-week period, meaning that the student undergoes internship at a practice site of the chosen area for 3 weeks (a total of 96 hours at a training practice site and 6 hours at VU). Thus, throughout the study period students undergo training practices at three different institutions in three different areas. Students and alumni were satisfied with the quality of their internships and mentioned that having three smaller internships in three different places is more useful for their career than having an internship in one institution only.

Every year, a list of training practice placements is set up and adjusted. Currently, there are 84 institutions where students can undergo training practice (21 in the educational area, 23 in clinical/health, 13 in the organisational, 19 in the forensic and 8 in the scientific research areas). Administration of VU Faculty of Philosophy concludes budget allocation contracts with places of training practice and students conclude agreements on student training practice with training

practice institutions and the University (a Tripartite Agreement). After they finish their internship students can share their comments and reflection on their practice and this feedback is used later by new students who are choosing the place for the internship. Social partners were highly satisfied with communication and practical help they receive from the university related to supervision of student's internship. However both alumni and social partners suggested that time and arrangement of internship should be more flexible, e.g. practical training could be arranged in summer or earlier (not necessary by the end of 4th year).

2.5. Study process and students' performance assessment

The admission requirements are clear and well – founded. Entrance is based on scores in 4 subjects and organised by national LAMA BPO system. The programme seems to be competitive, because admitted students have sufficiently high entrance scores (SER, p. 38). Furthermore, the number of state- funded places is very big, so it means the demand and government support for this programme is quite big too. During the visit, it became clear that the dropout rate is higher for part time studies, when students come to study after a break, have jobs and difficulties in managing the workload. It is positive that the strategy for reducing the dropout rate for part time students is being prepared and programme managers are focusing on this issue by changing programme content, and by involving students in quality assurance.

The organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes. Students can easily find all the information about their studies or other questions they have on the University webpage, Vilnius University information system, by e-mails or during consultation hours. The study programme committee is responsible for the success of the programme and it is positive that, after students provided feedback about the lack of psychology courses, changes in the curriculum are planned from September 2018. Teachers are responsible for introducing students to the course aims, learning outcomes, assessment strategy etc. Even though students are introduced during the introductory week or at the beginning of courses about the learning outcomes, purpose and assessment of the course, unfortunately, in the meetings with students, teachers, alumni it was clear that there is some uncertainty about the assessment strategy, which influences students' workload. On the other hand, students mentioned that they are always informed about the workload so they could manage their time and be prepare for the workload. In addition, the organization of the study process is effective, clear and ensures proper implementation and it is recommended to have even more active communication with students.

In students and alumni panels, it was highlighted that even though there are opportunities to participate in research, artistic or applied science activities, students are not actively encouraged to participate in it. There were some comments about the lack of information regarding research or doctoral studies which would be interesting for students. It is recommended to organize seminars for students about the preparation of scientific articles, and to encourage them to present their work in student conferences. It is also worth mentioning that students are satisfied with the opportunity to be involved in the Lithuania Psychology Students' Association where they can participate in various practical activities related with their studies.

Students are provided very good opportunities to participate in students' mobility programs. According to SER (p. 45) there are 68 Erasmus agreements and twenty countries to which students could go for their studies. It seems that every year around 10 – 12 students use mobility programs; there is scope to actively encourage students so as to increase this participation level.

Students have an adequate level of academic and social support from faculty staff and Students' representative who ensures students' rights; and take care of their academic and social welfare. It is positive, that, according to the SER, a pilot project of academic counselors began to run and in the future they should help students with their study process. During the visit students mentioned that they are satisfied with the academic support they received, but it could be improved even more. For instance, it was mentioned that support for final thesis is complicated and challenging, because one teacher sometimes supervises around 10 students. On the other hand, positive aspect is that other teachers are helping, for example, with statistics, despite the fact that teacher is not supervising student. It should be also mentioned that final thesis of the students are relevant and has novelty of the topics. In addition, academic support is the key for students' satisfaction with studies and it helps to reduce dropout, so it would be positive aspect to develop academic support system for students in case of a need.

The system of assessing student achievements is clear, publicly available on the faculty webpage and in the course descriptors. Assessment is usually based on exam, which is a must for all courses, group or individual projects, participation in class, mid- term exam etc. During the visit, students mentioned that the workload could be managed better, because teachers and programme managers do not have an explicit assessment strategy or clear monitoring system to check students' workload. Despite this, it is very positive that all students are familiar with the assessment process and the opportunities to get feedback if it is needed.

Graduates of the programme are fully corresponding to the expectations of the programme managers and employers. The self- evaluation report revealed that graduates could not work as psychologists yet, for which a Masters level qualification is required. Table 5.10 provides information that after their studies, the majority of students choose to work, but it seems that some of them have the professional career, which is quite different from their studies. For instance, students could work as psychologist, HR specialists, career counselors etc. It is positive that social partners emphasized that there is a need for specialists with knowledge and competencies that this programme provides: analytical skills, critical thinking, tolerance and etc.

The programme corresponds to the state economic, social and cultural and future development needs, because social partners see the need for the professionals with a psychology degree. Furthermore, national government support this statement, because each year they provide many state – funded places for students.

University ensures fair learning environment by providing fair examination conditions, fair accessibility to use libraries, university material for all students including for example those who have physical disabilities.

Students are provided opportunities to make complaints and lodge official appeals. Every student can lodge an appeal with the Appeal Commission of the Faculty. Furthermore, students' representatives are responsible for representing students and for helping to solve their problems in various areas: study process, academic, social support etc.

2.6. Programme management

The Psychology programme sits within a multidisciplinary Faculty at the University and clearly receives strong support from senior management: it was stated during meetings with senior managers that it is seen as a cornerstone discipline within the Faculty and this was supported by comments from teaching staff too.

Following recent reform of the Faculty management structure there is a single Institute of Psychology (which functions mainly to support research). Reform of the management structure has also seen a reduction in the number of committees. The teaching programme is overseen by a Study Programme Committee which includes a range of stakeholders. The management structure allows for clear allocation of responsibility for decision making. Overall responsibility for staff workload sits with the Head of Department (although, unfortunately, the expert team was unable to meet with him).

With regard to reading lists, the team was not informed of a centralized, regular system to ensure reading lists remain current, operated by, for example, the Programme Chair, or the Head of Department. It would be a good idea for the Study Committee to review this at the beginning of each academic year, working with library staff to ensure that reading lists are up to date and appropriate stock available in the library.

There is regular collection and analysis of data about student achievement and progressions, which informs future planning: this is based on data from assessment boards. Student feedback is collected regularly using standardized questionnaires (as specified in the SER) and looked at and acted on by the study committee. Teaching staff gave examples of feedback received from students and how it had been acted upon – this had led to changes to the first year curriculum to introduce more psychology in the first year while also giving a lighter introduction to the subject and a more phased introduction to those areas of psychology perceived to be difficult by the students.

As noted above, there is involvement of social partners on the Study Programme Committee, which promotes independent evaluation. Social partners were clear that their suggestions were taken on board by the committee. Social partners also noted that they were invited to give guest lectures on the programme, which helps to keep the curriculum relevant. The strong support of the social partners was very clear from the meeting that was held with them – one of those present was an alumni of the university and it was clear that the organizations represented regularly recruited alumni from the course.

Social partners present took between two and four students on placement each year and were very satisfied with them, finding them highly motivated, although it was also commented that

more extensive placements, perhaps during the summer, would be beneficial. Social partners emphasized the need for Psychology graduates in both schools and HR departments.

Details of the quality assurance processes were supplied in the SER, in section 6.1. Internal and external evaluations are carried out in accordance with the university's Quality Manual, and the outcomes of these evaluations are made publicly available and discussed by the Study programme Committee. The visiting team were satisfied that the programme management team had taken full account of the recommendations made in the previous review and had taken steps to implement them – this was described in SER and discussed with the management team during the site visit. Internal quality assurance processes appear robust, as far as can be judged from the meetings with programme staff and management. It is worth mentioning that information about the programme is readily accessible in publicly available Faculty and University websites, also in their documents.

III. RECOMMENDATIONS*

1. Each September, students should receive a Schedule of Assignments for the full suite of modules for the entire year. Even though students are introduced about the learning outcomes, purpose and assessment of the course during introductory week or at the beginning of courses, unfortunately, there is some uncertainty about the assessment strategy, which influences students' workload.
2. Textbooks for mandatory reading should be made available in bigger numbers in the Faculty library funds, because there were complaints about a very small number of textbooks available in the library, e.g. one or two copies of a textbook available in the library should be shared between all students.
3. There is a need to support the staff in order to use more up-to-date learning methods and be able to publish in peer-reviewed international journals. The Vilnius University staff members are research active and their participation in professional development activities can contribute in further strengthening their research skills and improving research outputs, because they are quite low now. Also University could consider developing a systematic way for offering feedback to students and developing ways to ensure that all staff members follow high standards for offering feedback to students.
4. Academic support for all students who struggle with their studies should be provided more efficiently. Academic support is the key for students' satisfaction with studies and it helps to reduce dropout, so it is recommended to focus more on creating effective academic support system.
5. Active communication with students and more active involvement of them in the study process should be taken to consideration, as for now students seem not very informed even about process of choosing elective courses and preparation of final thesis.
6. Consider longer practice placements, perhaps during the summer. The time and arrangement of internship for students should be more flexible, e.g. practical training could be arranged in summer or earlier (not necessary by the end of 4th year).
7. It is recommended that two of the modules that are currently Optional on the Programme ('Qualitative Research Methods' and 'Psychology of Adolescents and Youth') become Core modules on the Programme.
8. As students reported a strong perception that Year 1 of the programme contained much theoretical, statistical and physiological material, it is recommended (in keeping with practice elsewhere) that more accessible material is added to the 1st year. For example, there could be elements of developmental psychology (e.g., adolescence and youth); elements of individual differences (e.g., personality, intelligence).

IV. SUMMARY

Aims and learning outcomes for the programme are clear and appropriate for the level of the course. The learning outcomes cover the core areas of the discipline of Psychology. There is a good fit between the title of the programme, the learning outcomes and qualification and the teaching and learning content.

In summary, the curriculum seems well designed (although see recommendations regarding 'Qualitative Research Methods' and 'Psychology of Adolescents and Youth'; and the modules offered to 1st Year students). The curriculum contains all requisite core modules across the major domains of psychology, an impressive range of optional modules, and three different practicum experiences. The content appears to be pitched at the appropriate level across the four years of the programme.

There is a need to support the staff in order to use more up-to-date learning methods and be able to publish in peer-reviewed international journals. The Vilnius University staff members are research active and their participation in professional development activities can contribute in further strengthening their research skills and improving research outputs, because now they are quite low. The University could consider developing a systematic way for offering feedback to students and developing ways to ensure that all staff members follow high standards for offering feedback to students. The participation of the staff members in conferences and exchange programme is very good and should be continued in the future.

In the Psychology study programme there are well-arranged internships, that are carried out in three out of five (educational, clinical/health, organizational, forensic and scientific research) areas of psychology for three weeks each. However it should be emphasized that in this programme only a very small number of textbooks (of required reading) are available in the library.

Study organization process is clear and effective in achieving learning outcomes. Students' are happy with the content, teachers, quality of the programme and recommendations which is provided oriented to develop programme even more.

Strong support from social partners helps ensure the practical relevance of the course. Involvement of social partners on the Study Programme Committee promotes independent evaluation. Social partners were clear that their suggestions were taken on board by the committee. There is strong support for the programme from senior management and quality processes are well-established. It was stated during meetings with senior managers that it is seen as a cornerstone discipline within the Faculty and this was supported by comments from teaching staff too.

V. GENERAL ASSESSMENT

The study programme *Psychology* (state code – 612S10001, 6121JX027) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
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:	Prof. John Clibbens
Grupės nariai: Team members:	Dr. Kevin Lalor
	Dr. Kalypso Iordanou
	Ms. Natalija Norvilė
	Miss Julija Stanaitytė