STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto
STUDIJŲ PROGRAMOS „*ORGANIZACINĖ PSICHOLOGIJA*"
(valstybinis kodas – 621S15001, 6211JX038)
VERTINIMO IŠVADOS
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EVALUATION REPORT
OF "*ORGANIZATIONAL PSYHOLOGY*" (*state code - 621S11001, 6211JX038)* **STUDY PROGRAMME**
at Vilnius University

Review' team:

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2. **Dr. Lilia Psalta,** *academic,*

3. **Dr. Barbara Smorczewska,** *academic,*

4. **Mr Gintaras Chomentauskas,** *academic, representative of social partner,*

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Vilnius
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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 2015/2016
2.	Informal updating document on future office space facilities

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

The Master's study programme, *Organizational Psychology* is implemented by the Department of Clinical and Organizational Psychology of the Faculty of Philosophy, in Vilnius University (hereafter – VU). The inception of study programme began in 1997, allowing for a rather deep tradition of programme implementation and improvement to evolve and develop. The tradition stems from both scientific accomplishments and innovations in the field of *Organizational Psychology* and also the quality and renowned experience acquired by professionals in the Lithuanian field.

The Programme last went through external assessment in 2011, which resulted in a six-year accreditation. In response, the changes made since that time are included in sections, 1, 2 and 3 of this report.

The programme meets the legal requirements as set out in Order No V-826 and with the Descriptor of the Study Fields of Psychology approved by Order No. V-923.

1.4. The Review Team

The Review Team was completed according to the *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 27th 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 Smorczewska -** Assistant Professor at School of Management, University of Silesia in Katowice (Poland).
4. **Dr. Gintaras Chomentauskas -** President of Human Study Center (Lithuania).
5. **Ona Mačiulytė -** Student of Lithuanian University of Educational Sciences - study programme *Developmental Psychology,* (Lithuania).

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aims and expected learning outcomes of the second-cycle study programme in *Organizational Psychology* are clear and very well defined, comprising five generic categories of competency, from which have been distilled fifteen specific learning outcome locations across 16 subject modules designed for the study programme. [SER, 1.1, p.8]

The programme aims and learning outcomes, set at the Bologna second-cycle, are purposed to equip future highly-skilled practitioners in Organizational Psychology who are able to bring to their work professional, comprehensive and exhaustive knowledge of their specialism. The detailed competencies are supported by knowledge of professional ethics as applied to organizational, work and personnel psychology. Graduates will be able to conduct scientific and applied research, engage in advanced methods of data analysis and cooperate with other professionals within interdisciplinary contexts. Graduates will also be able to provide services relating to personnel assessment, training, task management, complex research and the further development of organizations. [SER, 1.1, p.8]

The study programme *Organizational Psychology* envelops theoretical and practical aims and learning outcomes to equip students with knowledge, sound understanding and a practical approach to a range of fields and sub-fields in organizational and personnel psychology. [SER, 1, p.8] This means that graduates will able to engage with theoretical models in their analytical work and operate in Organizational Psychology as an applied science. [SER, 1.1, p.8] During interviews with senior staff, the Review Team noted the ways in which the aims and learning outcomes were formulated, processed and progressed, through contributions from students, social partners, the labour market, teachers and discussion with the Management Committee. This procedure also takes account of national and international guidelines.

There are 16 modules for the students, including internship practice, electives and the final thesis over 2 years full-time. The programme aims and learning outcomes are accessible to the public, as published on the official website of the University. There is also the official website of the Faculty http://www.fsf.vu.lt/studijos/magistranturos-tudijos/studiju-programos/organizacine-psichologija (in Lithuanian). There is further information on the official website of the Open System of Providing Information, Tutoring and Vocational Orientation, Tutoring and Vocation-

al Orientation,(AIKOS) (https://www.aikos.smm.lt/Registrai/Studiju- pro-
gramos/_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=PROG&f=Prog&
key=4084&pt=of&ctx_sr=NOAJZ8Kgp7rQy5e34aTmdDoVpQI%3d) (in Lithuanian), thus mak-
ing readily available, very comprehensive sources of information and material for students, the
academic community and the wider public. [SER, 1, p.13]

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

Concerning the State, the groups of competencies and the subject content have been revised in
accordance with the *Descriptor of the Study Fields of Psychology* approved by Order No. V923
of the Minister of Education of the Republic of Lithuania, 27th of August, 2015. [SER, 1, p.14]
The five groups of competencies for psychology cited in this order: knowledge and its applica-
tion; research skills; special abilities; social abilities and personal abilities are satisfied by this
Master programme. Societal and labour market needs are implicit in the professional structure of
the programme that is 'within the context of changing labour market'.[SER, 1.1, p.8] The study
programme, its aims and learning outcomes, are subject to continuous amendment and improve-
ment in responding to the requirements of social partners. [SER, 1.1, p.8]

Since 1997, the year of the programme's inception, a tradition has developed, sufficient for de-
veloping depth in the programme's implementation and improvement. Scientific accomplish-
ments and innovations in the field of *Organizational Psychology,* and rich professional experi-
ence fostered by professionals working in organizations across Lithuania, have been instrumental
in this contemporary history. A particular strength is noted in the SER: 'an integrated model of
learning outcomes provides the opportunity to acquire professional competencies, which are
necessary in order to successfully work in organizations, belonging to different sectors of the
economy, and to conduct scientific research as well.' [SER, 1.6, p.16]

The second-cycle study programme *Organizational Psychology,* under the jurisdiction Depart-
ment of Clinical and *Organizational Psychology* of the Faculty of Philosophy, is appropriately
conceived, structured and well placed in Lithuanian Higher Education. The programme is

claimed to be 'exceptional' because, managers and organizers believe that *Organizational Psychology* implemented at Vilnius University combines two most important aspects of an Organizational Psychologist's work: scientific research and application of scientific knowledge in providing psychological services to organizations and employees. These two facets of the programme are well represented in the programme's objectives and intended learning outcomes. [SER, 1.5, p.15]

Nevertheless, through interviews, the Review Team, in support of the University, considered that the research emphasis in the learning outcomes might be stressed more comprehensively and incisively at the start of the programme and throughout its duration, given that it requires 'exceptional attention treatment' in the study process especially when 'implementing empirically-grounded proposals in organizations', in seeking 'international cooperation' and in contributing to the profile of Lithuanian scientists in international research. [SER, 1.5, p15]

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. This level was further confirmed by the Review Team through reading samples from the Master theses made available to them.

There is firm and reliable compatibility between learning outcomes, content and the second-cycle qualification at Level 7 of the European and Lithuanian Qualifications Frameworks. During the period of 2011–2016, following the last evaluation, the learning outcomes of the programme were arranged according to types of competences, which are divided into generic and subject- specific. The Review Team were agreed that both the programme and module aims and learning outcomes are good in structure, explication and purpose.

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

2.2. Curriculum design

The structure of the study programme is in line with the legislative requirements for higher education study programmes in the Republic of Lithuania as featured in the General Requirements for the Master Study Programmes approved by Order No V-826 of the Minister of Education and Science 3rd June 2010, the Descriptor of the Study Field of Psychology approved by Order No

V-923 of the Minister of Education and Science of the Republic of Lithuania 27th August 2015 and the Regulation of Study Programmes of Vilnius University approved by Decree No SK-2012-12. The conformity of the Master study programme with the requirements for second-cycle programmes is illustrated in Table 3 of the SER. [SER, Table 3, p.16]

The Master programme lists 16 modules for students including optional courses to be taught across its two years' duration (four semesters). The total volume of the programme is 120 ECTS credits composed of both compulsory (105 credits, 83% of all course unit being taught) and optional subjects (15 credits, 17%). Students choose one optional subject in the first three semesters (among three offered per semester) to increase their specialization in the area of *Organizational Psychology*. Individual work forms an important part of the study process and constitutes between 53% to 76% for each module. [SER, 2. p.16; p.18] During the first year there are 5 (maximum) course units per semester; during the third semester there are 4, and finally only 2 modules. This is justified by the 4-month professional practice and Master thesis completion. The scope of the final thesis is 30 credits, according to legislative requirements and the thesis defense culminates in the closure of studies.

The Master study programme, *Organizational Psychology,* is composed of core subjects and specialized subjects grouped into four clusters. Subjects are not repeated over the two-year' duration of the study programme. Within the first group the provision is for the development of core professional competencies, both scientific and practical and includes: Personnel Psychology, Work Psychology, Work Motivation, Psychology of Leadership, Training in Organizations, and the optional modules in Communication and Conflict Management in Organizations, Contemporary Approaches to Career Development, and Employee Well-Being in the Organization. [SER, Appendix 1] These introduce advanced academic study at Master level and prepare students for practice in the workplace.

The second groups of subjects, comprising options which include Social Security and Labour Law, Social Environment of Organization, Consumer Behaviour, essentially are the legal and social parameters students will encounter in complex organizations. [SER, Appendix 1] The third group which comprises compulsory course units in Organization Development, Problem Solving Methodology in Organizations and Professional Ethics, and optional course units of Individual Employee Counselling and Group Psychotherapy, are concerned with organization diagnostics, counselling and problem/conflict resolution in the workplace. [SER, Appendix 1] The clearly stated scientific emphasis of the *Organizational Psychology* programme [SER, 1, p.15] is

expressed in the fourth group of modules, Organizations I/II Scientific Research Work, Project of Master Thesis, Final Master Thesis and the optional– Advanced Methods of Psychological Research and Statistics. [SER, Appendix 1] During interview with senior staff, the research emphasis was strongly highlighted and discuss with the Review Team, mostly in relation to Vilnius University as a research institution.

Revisions made to the programme during the period of evaluation were related to structural changes aiming to improve professional competencies, especially in the area of scientific research work. Revisions were also related to feedback from students and alumni, concerning credits per course when implementing the ECTS system, corrections to the number of subjects per semester and also discontinuation of some course units, owing to poor serial enrolment. [SER, 2, p.18] Furthermore, from the last evaluation the conception of the *Organisational Psychology* programme, beyond 2015, has been improving by incorporating new or removing former optional courses as well as by changing elective modules into compulsory ones. These decisions helped to clarify the content of the modules, to avoid repetition in teaching, to support professional competences' development but also to meet students' interests. In one case an optional module removal was caused by a professor's retirement. [SER, 2.2., pp. 18-19] Since 2016, three new subjects have been added: Social Environment of Organization, Employee Well-Being in Organisation and Social Security and Labour Law.

Thus, the curriculum is very well designed to revolve around the psychology of the organization and the academic, technical and affective development of the student. The Review Team, in supporting the research interests and emphasis of the programme, believes, in this respect, that the programme, would benefit from the inclusion of Advanced Methods of Psychological Research and Statistics as a compulsory module.

The curriculum itself satisfies all requirements at second cycle and the content of *Organizational Psychology* as an applied science. The content of the modules equips alumni of the programme with highly specialized knowledge in that field. [SER, Appendix 1] The Review Team also found that high-knowledge acquisition was greatly valued by both alumni and employers (during meetings with alumni and social partners). This erudition influences original thinking, independence at work, in understanding business matters and the wider context of ethics. A strong knowledge base is also essential for those students wishing to pursue doctoral studies. At the same time, the content of subjects stimulates specialized problem-solving skills required in research and innovation.

The Review Team, again confirms that level 7 was clearly in evidence when they read examples of student' Master theses in their contribution to professional psychological knowledge. [SER, 2, pp. 20-21]

Overall, the content of subjects enables students to achieve the intended learning outcomes and generic competences as detailed in the SER. [SER, 1. pp.8-12 & Appendix 1] The variety of teaching methods such as: theoretical presentation of the material during lectures, individual tasks related to the topics, case studies, structured discussion, knowledge analysis, critical analysis of literature, practical assignments in class, group discussions, simulations, role-playing, observation, video analysis, individual or group presentations with reviews, all promote learning-outcome achievement. During meetings with students and teaching staff, the Review Team found that practice through seminars with work-related issues help students develop more knowledge in real work situations. Students are also able to prepare and lead of workshops and lecture for their peers, which stimulates and provokes them to search for critical evaluation and analysis from different sources and therefore apply acquired knowledge creatively. Teachers' feedback in such interactive pedagogies also facilitates understanding and assimilation in required theories. The face-to-face methods are supplemented by students' enterprising endeavours such as reading literature, preparing and delivering presentations, independently executed practical tasks, creating practical tasks, critical commentary on other students' work, planning empirical research, collecting and working with data using statistical software and academic writing. [SER, 2.3., p. 19]

The broad and specific scope of the programme is sufficient to achieve the learning outcomes as presented in the generic and subject-specific competences and purpose of the study programme. [SER, 1, pp. 8-9; Table 1, pp. 9-12; Table 2].

Learning outcomes come to their fruition during the four months' professional practice both in private and public sector organizations. During the interview, students called for internship practice during the first year of the programme. The final study semester is organized in a manner that encourages students to work in parallel both on their Master theses while realizing their professional practice in various organizations. [SER, 2.1., p.17]

From the perspective of the alumni (as well as students, because it is popular among students to combine education and work during studies) in the work of the practising Organizational Psy-

chologist, learning outcomes concerning scientific research and skills related to them are, for students who do not intend moving on to a PhD, not of such crucial consequence as the study programme suggests. In everyday organizational life, practitioners need only a part of the extensive knowledge of scientific and applied research methodology they have otherwise profitably gained from the programme. The programme team should rationalize this observation in relation to the expressed research emphasis of the programme as discussed and supported in section 1 of this report, which the Review Team supports.

The content of the programme largely corresponds to the latest academic achievements in the field of *Organizational Psychology.* [SER, Appendix 1] However, there are always emerging themes waiting for scientific description and practical development in curriculum design, such as human-robot interaction, or transformation of the organizational context. The digital environment of work is one such area programme leaders should consider for development. However, there is the one topic: "Technological component of work - Work in cyberspace - Application of engineering at work" in the module *Work Psychology,* and research in the Internet is taught during studies. Topics such as virtuality, virtual teams, virtual life, social media, computer-mediated communication, computer-based learning, e-HRM, web-based HRM, are contemporary concepts present in working life, and should, therefore, be considered in for the future curriculum.

The Review Team generally found this a very well-proportioned curriculum of good academic direction and purpose.

2.3. Teaching staff

It is required by law, that no less than 80% of the teaching staff shall have advanced degrees. The teaching staff comprises 15 lecturers, of whom 3 are professors with a doctoral degree, 6 associate professors with doctoral degrees, 4 lecturers with doctoral degrees and 4 assistant lecturers holding Master degrees. SER, 3 p.24]. All of them have profound teaching experience in a university culture. This allows the Review Team to conclude, that teaching staff meet legal requirements.

In general, the teaching staff are exceptional in their research and publications, and are highly qualified and experienced. It is illustrated in the SER, that 93% of academic staff perform research in their field of interest. [SER, 3.1, p.24] Paragraph 7 of the Order No V-826 of 3 June

2010 of the Minister for Education and Science of the Republic of Lithuania requires that the qualifications of the teaching and research staff, as well as the teaching means and facilities, shall be appropriate to the attainment of the study targets. If a Master's degree study programme is of a practical nature (as it is in this case), the teaching staff shall be required to have experience in practical work. As it was noted during the Review Teams' meeting with programme committee teaching staff, the majority of lecturers have a strong and lasting cooperation with organizations and are able to present students' materials in a judicious blend of practice and theory. The Review Team learned of one particular staff member who had achieved particular distinction and eminence in the professional field. Core teaching staff foster a personal approach to the programme, designing, processing and delivering with high compliance and competence. The number of teaching staff is far more than adequate to ensure the learning outcomes.

The teaching staff operate in other Universities. In 2016 the number of professional practices and study periods of the master's study programme of *Organizational Psychology* in academic staff exchange agreements was 6. Numbers of invited academic staff from abroad to the study programme differs from year to year; however, the academic exchange of teaching staff has intensified in recent years, yet at a marginal rate. [SER, 3, p.30]. Intensive plans are in place to further this desired course, largely through new cooperation agreements. In general, the staff are very adequate and stable to ensure the learning outcomes of the programme. As recommended by the last evaluation, the Faculty of Philosophy has certified higher requirements for occupying the position of full professor. [SER, 3, p.26]

Ongoing research projects from an impressive national and international list include: 'The expression of psychosocial factors of work and their impact on the employee in the contexts of organization and personal life'. 2015–2018: Research Council of Lithuania/ Erasmus University Rotterdam. 'COST activities: The digital literacy and multimodal practices of young children (DigiLitEY)'. 2015–2019: The University of Sheffield.

The programme lecturers take an active part in the professional development events on the aspects of scientific, educational and practical competence. During the period of evaluation, 87% of teachers in the study programme have participated in further training activities. [SER, 3.3, p.27]

Vilnius University ensures very good conditions for professional growth, from which excellent research outputs can be observed. [SER, 3.3, p.27] There is indeed an impressive profile in this field of Teaching Staff.

2.4. Facilities and learning resources

The Review Team assessed the premises for the studies as sufficient both in their size and in quality for the size of the number of students. The Review Team also assessed lecture halls to be More than sufficient. The following resources are also present: a Library-hour front desk, a variety of resources are included in the Library building of the University (i.e. quiet reading room, library computers room, Internet Reading Room, Lecturers Reading Room, group reading rooms etc.). All the resources above enable students to learn at their own pace, concerning preferred learning styles. It is also clear that there are plenty of equipment and laboratories. Some limited social spaces is partly understandable since the older VU is a historical University with facilities carrying a lot of antiquity in contrast to the rest of the newer University buildings around Vilnius. The Review Team also noticed that although the University includes buildings which bear elements of history, there are considerations for the inclusion of bodily impaired students promoting a mutual learning environment for both typical and impaired learners. Further office space is forthcoming, the Review Team were advised during the visit. The library areas contain attractive privately-roomed space for students' study.

The Review Team assessed the material resources as more than sufficient to conduct an effective study programme. Appropriate equipment is available, and arrangements for practice are well in place. The facilities and equipment (built-in cameras, microphones, speaker and software) [SER, 4.1, p.33] in the Psychology laboratory provide excellent opportunities for students to develop the skills of particular methods of scientific research. Open access to the SPSS software is also advisable for the MSc students. The Statistical Package for Social Sciences (SPSS) provided, is a relatively old version (i.e.16). The Review Team suggests that it is upgraded, as the latest version (updated annually) of this programme is SPSS 22-25 in 2014-2017. Readers have access to in-house scanning, printing and copying services enabling students to find their needed resources readily and easily.

The Review Team noticed that the University is equipped with strong and outstanding research knowledge and there are a variety of laboratories throughout the campus (i.e. 3 laboratories -

Laboratory of Special Psychology, Psychophysiology Laboratory and Sociology Laboratory). The University also embraces collaboration with various centres (i.e. 5 centres) in the University premises, such as the Centre for Education Policy, Criminology Studies Centre, Information Society Studies Centre, Psychological Counselling and Training Centre and VU Pedagogy Centre). [SER, Introduction, p.6]. The presence of the various laboratories and centres allows a research-oriented emphasis on students' overall experience. The students asserted that the University provides them with strong academic knowledge that allows them to add something new to their work experience and implement new ideas. Alumni, as well as social partners, supported this view. Students stated they would appreciate an increase in the number of teachers who are also working in the industry to keep a holistic balance between theory and practice.

The Review Team found the overall reading and teaching material of the university to be excellent for the Master study programme and the facilities, and learning resources are very good. Internet accessibility for staff and students is in line with the function of a high-quality programme. The facilities and learning resources are very good within a unique historical setting. Access to books (31000), e-books, databases and journals (PsycARTICLES, Springer Link, PsycINFO [SER, 4.5, p.36] is as might be expected in other leading European universities. At Vilnius University, students are equipped with a positive and resourceful learning environment.

Consequently, the Review Team found the overall facilities and learning resources to be exceptional and of distinct benefit to all students.

2.5. Study process and students' performance assessment

Admission to the Organizational Psychology programme is regulated by the "Rules of Admission to the Second-cycle Study Programmes of Vilnius University" approved by Vilnius University Senate. Entrance requirements are accessible on the website of Vilnius University (http://www.vu.lt/kviecia/rinkis-studijas/kaip-istoti/2-pakopos-studijos (In Lithuanian) Applicants must have a bachelor's degree in psychology. The entrance score is calculated by multiplying the mean value of the marks enumerated in the Diploma Supplement and the Final Thesis mark. There are no entrance examinations for this programme. Every year only 10-19 students from 100-150 candidates are accepted to the programme. The competition is undoubtedly high. [SER., 5, pp. 37–38]

At the first lecture, the teacher presents the aim of the syllabus the assessment system, content, and learning outcomes. [SER, 5, p. 43] Students are provided with the opportunity to choose an optional course and modules or courses of general university education. [SER, 5, p. 39] Based on the information received during the interview, the Review Team considers that more attention to timetabling should be given in order to assist students in their endeavours to combine their studies with employment.

During the meeting with students, the Review Team found they appreciated lecturers who were also practitioners in the field of Organizational Psychology, and at a meeting with senior staff, the Review Team were told about a particularly distinguished professional member. Notwithstanding, the Review Team recommends the inclusion of Alumni to share their professional experience with students and thus contribute to the balance between theory and practice during the study process. During the visit, the Review Team noted, that the University collaborates with social partners in order to explore the needs of organizations.

The Review Team noticed that during 2012-2016 there were no students who dropped out of the studies because of underachievement [SER, 5, p. 38] and also noted from meetings that almost every year, one student wished to continue studies at doctoral level. In alignment with the strong emphasis on research skills at Vilnius University, the Review Team recommends a stronger profile in this area during the publicity and the commencement of the programme.

The Review Team noted the Master theses had implemented the American Psychological Association's style of citation and references for scientific papers. It is recommended to apply other APA's guidelines for writing, such as the visual elements and tabulation, which, if they are substantial, might be better removed to appendices. Consistency in their use is key to clear scientific communication which is particularly valued in this *Organisational Psychology* programme.

Students are provided with opportunities to participate in scientific conferences or seminars and present the results of their own research. Students can join researchers' groups, participate in scientific discussions and publish joint articles with their teachers in local scientific journals. Students actively participate in the annual scientific and applied science conference 'Psychologists in Organization'. [SER, 5, p.41]. Even though students have the opportunities to engage in scientific activities, just a few students confirmed that they were encouraged to participate in these activities.

The VU Centre of Culture invites students to take part in various artistic activities. Students can also use the opportunity to join the choir, the theatre troupe, orchestra or ensemble. There is also an opportunity to engage in student representation activities or the Lithuanian Psychology Students' Association (LiPSA). [SER, 5.5, p. 41] The cultural support is strong.

Vilnius University provides opportunities to participate in mobility programmes for studies or internship. The Faculty of Philosophy has 68 Erasmus+ agreements with other Universities from 20 Europe countries. During 2012-2016, 7 Organizational Psychology students participated in mobility programmes. The 'Vice-Dean for Studies and the Head of the Study Division are responsible for coordinating the activities of international cooperation in the area of studies'. SER, 5. pp 41–42].

Students are provided with various forms of support. Academic support is ensured by the dissemination of information, teacher's consultations, through the possibility to retake examinations, the possibility to take academic leave or temporarily suspend studies. During the meeting with students, satisfaction was expressed with the assistance provided by lecturers and their professional relationship with students. Information related to the process of study programme implementation (i.e. timetables, assessment systems) is provided on the website of Faculty of Philosophy, notice boards or via email. Using VUSIS, students can access their personal profile data, academic achievements, time of examination. Students can take academic leave or suspend their studies in case of illness or pregnancy. [SER, 5, pp. 39–40]

The system of assessing students achievements is clear and well-founded on University website of the Department of Clinical and Organizational Psychology: http://www.fsf.vu.lt/struktura/katedros/klinikines-ir-organizacines-psichologijos-katedra/studijos#organizacinės-psichologijos-praktikos-dokumentai (in Lithuanian). A Cumulative, 10-point evaluation system is used. Student's achievements can be evaluated using three methods: continuous, mid-term and final assessment, which it is mandatory. The final mark is calculated on the basis of completed tasks, participation in seminars, individual and group work, and the final examination. [SER, 5, p.43] If students fail an examination, they are provided with the opportunity to retake it once. If they fail the second time, the whole course has to be repeated and the examination re-taken one year later. Students are acquainted with assessment methods and criteria during the first lecture of the course. [SER, 5, p. 43]

Graduates of *Organizational Psychology* are in demand as specialists in the labour market. According to data (2012) from the Career Management Information Centre, all students found employment during the first year after studies. Graduates are employed in consulting firms, private companies, public organizations and government agencies. Employers are highly appreciative and submit only positive comments about the alumni of *Organizational Psychology*. [SER, 5, p. 44] The Review Team found that students are motivated and proactive. They are familiar with ethical requirements and have a very strong knowledge base in the field of *Organizational Psychology*. Students' knowledge and skills meet the expectations of programme operators and employers.

The University seeks to assure a fair learning environment. In order to prevent dishonesty the Electronic Plagiarism Control System is used and the programme 'Fairly' is implemented by the Students' Representation of the Faculty of Philosophy. An additional observer to assist teachers during the invigilation of the examinations has been appointed. [SER., 5, p. 44]

In cases of disagreement regarding the grade or examination procedure, students have a right of access to the Appeal Commission of the Faculty, no later than five days after the results have been announced. The Appeal Commission's decision shall be final and not subject to further appeal.   [SER.,   5.3,   p.   40].

The Review Team found that the students are well supported by clear and helpful processes.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated in the following ways: *Organizational Psychology* is administered principally by the Administration of Studies. This body is also supported by the internal quality of studies mechanisms, detailed in the Vilnius University Quality Manual: Vilnius University Quality Manual, 2013. (Lithuanian) at http://skvis.vu.lt/pub/book/qm/topic/10298430] [SER, 6, p.45]

Study programmes are updated and their quality monitored on a regular basis through internal evaluation and external assessment. The dissemination of good practice is also fundamental to the maintenance of quality. [SER, 6, p.45] The Study Programme Committee and the Faculty Council oversee all programme modifications, and final approval is the responsibility of the Sen-

ate. The Administration of Studies supervises updating of the study programme. The Study Programme Committee, comprising academic staff, student and employer representatives, is accountable to the Faculty Council for the study programme implementation, and reports to that body at least once a year. [SER, 6, p.46]

The 'Procedure of Ensuring Feedback to all Involved in the Study Process' defines the processes for student feedback. At the end of each semester, twice a year, the University disseminates questionnaires for student completion, via an electronic database. Evaluations are anonymous and include the specific course units (modules). Academic staff can access students' evaluation and feedback. The Chair of the Study Programme Committee also has access to student evaluations as does the Faculty Administration. Satisfaction with studies during the students' last semester is a particular focus. Detailed results of the questionnaires, as they apply to modules within the study programme, are available in the 'Feedback' section of the Administration of Studies on the VU intranet. [SER, 6.4, pp 47-8]

The gathered and analyzed information is used for specific quality enhancement: to improve the study programme and particular course modules; ensure quality assurance and improvement by the Study Programme Committee and the Faculty Administration; prepare for external assessment when drafting the self-evaluation report; to analyze new study programmes; to evaluate the qualifications of the academic staff and improve other activities of the Faculty and the University. There is a methodical communication between members of the Study Programme Committee and teachers who exchange analytically with students. At the end of each course unit, discussion centres on advantages and drawbacks of course units and results of professional practice. Students are also encouraged to name the features of the programme and course units they found particularly useful during practice, and also discuss matters of overall concern. Information is also shared regularly by supervisors from the particular practice organizations. [SER, 6,p.48] During interviews, senior staff asserted that the SER was a description of the programme's life, the professional life of staff, content and provision for students. Senior staff were also keen to countenance the intrinsic value of compiling and composing a Self -Evaluation Report. The Review Team were impressed with its comprehensiveness, veracity, if not 'passion' for the programme.

There is regular social partner involvement during the Study Programme Committee meetings, and the development of appropriate practical competences is shored up through the regular engagement with professional practice organizations. It is seen to be vital that the demands and

latest interests of the market are met. To illustrate this, in 2016, towards the increasing importance of work-life balance and employee involvement in organizations, 'Employee Well-Being in the Organization' was included as a module. Towards improving, the systematizing of students' understanding of the relation between an organization and its wider environment, the module 'Social Environment of Organization' was also included. [SER, 6, p.48] These examples demonstrate the responsiveness of the programme to external scrutiny interests and professional preferences.

Deep professional relations have been formed with the largest Lithuanian organizations, which include: Swedbank, Thermo Fisher Scientific Baltics and Danske Bank. These companies are strongly-oriented towards the application and realization of psychological competencies both in personnel and organization management. Excellent relations have been formed and established largely through professional placement practices for students. [SER, 6, p.48]

During interviews, the Review Team found that contributors to the programme assist the efficiency of the internal quality- assurance measures. However, there could be greater involvement of alumni, whose expertise is rich and invaluable. Alumni reported that no invitation had been extended to them to talk to the students. In a reciprocal capacity, they are yearning for involvement in the programme. The Review Team believes their experience to be invaluable and is currently missing in the programme's overall portfolio and management of the programme. The spirit of reciprocity was clearly in evidence and well punctuated by one alumnus who exclaimed, 'The University gave to me and I would like to give something back'. Alumni involvement is also addressed in the SER. [SER, 6, p.49] Discussions on programme improvement are constant, as is the seeking of student feedback which is conducted within a spirit of collegiality.

Concerning information, principally, there is the official website of the Faculty http://www.fsf.vu.lt/studijos/magistranturos-tudijos/studiju-programos/organizacine-psichologija; (in Lithuanian).

The Review Team considers that field of management is good, in that it develops systematically and has distinctive features.

2.7. Examples of excellence

- The strategic plan for the promotion of the programme is thriving in the marketplace related to Organizational Psychology.
- The level of research output and usability of laboratories are exceptional.

III. RECOMMENDATIONS

1. Rationalize and articulate the research emphasis on the programme more systematically and clearly, taking students' views into account, while maintaining this facet of the programme's interest and purpose, especially since Vilnius University is a research University. [Sections 1 and 2]

2. Involve alumni in the development of the programme to the benefit of students. [Section 6]

3. Increase the number of teachers (there is quite a number already) who are working in the industry, to maintain the holistic balance between theory and practice. [Section 4]

5. Consider introducing practice internships in year 1 of the programme. [Section 2]

IV. SUMMARY

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

The content of the programme is sound in its broad educational principles and is dedicated to the complementary fields of academic study and professional preparation for the workplace as Organizational Psychologists. The curriculum is well balanced and appropriate for the high-level student intake. The Review Team considered that the research emphasis in the learning outcomes might be rationalised and stressed more comprehensively at the start of the programme and throughout its duration, given that it requires 'exceptional attention treatment' in the study process. In this respect also, the programme, would benefit from the inclusion of Advanced Methods of Psychological Research and Statistics as a compulsory module. The curriculum is very well designed to revolve around the psychology of the organization and the academic, technical and affective development of the student.

The Teaching staff possess excellent qualifications to teach the study programme as observed in their CVs. Since the previous review process, there has been a slight increase of PhD holders. There is a good composition of staff employed for the implementation of the study programme. The majority teaching staff have a strong and lasting cooperation with organizations and are able to present students' materials and learning in a judicious blend of practice and theory. More visiting staff would be welcome. There is an impressive profile in this field.

Facilities and resources are very good in a unique and historic setting. More office space is forthcoming, the Review Team was advised. The particular facilities and equipment (built-in cameras, microphones, speaker and software) in the Psychology laboratory provide excellent opportunities for students to develop the skills of particular methods of scientific research. Although the university includes buildings which bear elements of history, there are considerations for the inclusion of bodily impaired students promoting a mutual learning environment for both typical and impaired learners. Readers have access to in-house scanning, printing and copying services, enabling students to find their needed resources readily and easily.

The Review Team found that students are motivated and proactive and are happy with the study processes and support on offer to them. They are familiar with ethical requirements and have a very strong knowledge base in the field of *Organizational Psychology*. Students' knowledge and skills meet the expectations of programme operators and employers. They, however, called for internship practice to be included in year 1 of the programme. Students have opportunities to engage in scientific conferences and mobility. The VU Centre of Culture invites students to take part in various artistic activities. Students can also use the opportunity to join the choir, the theatre troupe, orchestra or ensemble. Cultural opportunities are clearly available.

In so many ways, generally, this second-cycle programme is deserving of the praise it receives from students, alumni and stakeholders. Alumni, in a reciprocal capacity, are yearning for involvement in the programme, the Review Team believe their experience to be invaluable is and currently missing in the programme's overall portfolio and management. Employers expressed unwavering support towards Master graduates of *Organizational Psychology*.

The programme is generally well managed, quality assured, responsive to change, and senior staff were also keen to countenance the intrinsic value of compiling and composing a Self - Evaluation Report, which was a pleasure to read and scrutinize. The Review Team were impressed with the report's comprehensiveness, veracity and clear 'passion' for the programme. There are indeed examples of excellence here from a University with distinction in its international profile.

V. GENERAL ASSESSMENT

The study programme *Organizational Psychology* (state code – 621S15001, 6211JX038) 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	3
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**20**

*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 *OR-GANIZACINĖ PSICHOLOGIJA* (VALSTYBINIS KODAS – 6211JX038) 2017-11-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-213 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Organizacinė psichologija* (valstybinis kodas – 6211JX038) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įverti-nimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**20**

* 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

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

Programos turinys pagrįstas plačiais edukaciniais principais ir orientuotas į viena kitą papildančias akademinių studijų ir profesinio pasirengimo dirbti organizacijos psichologu sritis. Studijų turinyje išlaikyta gera pusiausvyra, jis tinkamas aukšto lygmens studentams priimti. Vertinimo grupės nuomone, didelis dėmesys moksliniams tyrimams turėtų būti pagrįstas ir išsamiau pabrėžiamas programos pradžioje ir per visą jos laikotarpį, ypač turint galvoje, kad jiems studijų procese reikalingas „ypatingas dėmesys". Būtų naudinga į programą kaip privalomąjį dalyką įtraukti pažangiuosius psichologinio tyrimo ir statistikos metodus. Studijų turinys labai gerai parengtas ir

glaudžiai susijęs su organizacijos psichologija ir akademiniu, techniniu bei emociniu studentų ugdymu.

Kaip matyti iš gyvenimų aprašymų, dėstytojai pasižymi puikia kvalifikacija dėstyti studijų programą. Po ankstesnio veiklos vertinimo šiek tiek padidėjo daktaro laipsnį turinčiųjų skaičius. Studijų programai vykdyti nusamdyto personalo sudėtis gera. Dauguma dėstytojų glaudžiai ir nuolat bendradarbiauja su organizacijomis ir gali pateikti mokomąją medžiagą ir dėstyti protingai derindami praktiką ir teoriją. Būtų pageidautina matyti daugiau atvykstančių dėstytojų. Šioje srityje pasirinkimas tikrai įspūdingas.

Materialieji ištekliai labai geri, pateikiami unikalioje istorinėje aplinkoje. Vertinimo grupė buvo informuota, kad netrukus atsiras ir daugiau erdvės darbui. Specifiniai srities ištekliai ir įranga (įmontuotos kameros, mikrofonai, garsiakalbis ir programinė įranga) Psichologijos laboratorijoje sudaro puikias galimybes studentams ugdyti specifinius mokslinių tyrimų metodų gebėjimus. Nors universiteto kompleksą sudaro istorinių elementų turintys pastatai, reikėtų pagalvoti apie fizinę negalią turinčių studentų įtraukimą, tokiu būdu skatinant abipusio mokymosi aplinką tiek sveikiems, tiek negalią turintiems studentams. Skaitytojai turi galimybę vietoje naudotis skenavimo, spausdinimo ir kopijavimo paslaugomis – tai leidžia studentams reikalingus išteklius rasti greitai ir lengvai.

Vertinimo grupė sužinojo, kad studentai motyvuoti ir aktyvūs, patenkinti studijų procesais ir jiems teikiama parama. Studentai susipažinę su etikos reikalavimais ir turi itin gerą *Organizacinės psichologijos* krypties žinių bazę. Studentų žinios ir gebėjimai pateisina programos vykdytojų ir darbdavių lūkesčius. Tiesa, studentai norėtų, kad ir pirmaisiais programos metais būtų atliekama praktika. Studentai turi galimybių dalyvauti mokslinėse konferencijose ir judumo programose. VU Kultūros centras kviečia juos dalyvauti įvairioje meno veikloje. Studentai gali pasinaudoti ir galimybe prisijungti prie choro, teatro trupės, orkestro ar ansamblio. Galimybės dalyvauti kultūrinėje veikloje akivaizdžios.

Daugeliu aspektų ši antrosios pakopos studijų programa verta visų pagyrų, kurių susilaukia iš studentų, alumnų ir socialinių dalininkų. Abipusio bendradarbiavimo principu alumnai itin norėtų dalyvauti plėtojant programą. Vertinimo grupės nuomone, jų patirtis būtų neįkainojama ir šiuo aspektu neišnaudojama kaip programos rengimo ir vadybos priemonė. Darbdaviai išsakė tvirtą paramą magistro programos *Organizacinė psichologija* absolventams.

Apskritai programa gerai valdoma, jos kokybė užtikrinama, greitai reaguojama į pokyčius, be to, vyresnioji vadovybė supranta tikrąją savianalizės suvestinės rengimo vertę – ją buvo malonu skaityti ir analizuoti. Vertinimo grupei padarė įspūdį savianalizės suvestinės išsamumas, tikslumas ir akivaizdi aistra programai. Iš tiesų iš universiteto, pasižyminčio savo tarptautiškumu, galima pasimokyti išskirtinės kokybės pavyzdžių.

<...>

III. REKOMENDACIJOS

1. Sistemingiau ir aiškiau pagrįsti bei aiškiai išdėstyti, kodėl programoje didelis dėmesys skiriamas moksliniams tyrimams, atsižvelgiant į studentų nuomonę, ir tuo pat metu išlaikyti šią programos patrauklumo ir paskirties dimensiją, ypač turint galvoje, jog Vilniaus universitetas yra mokslinių tyrimų įstaiga. [1 ir 2 skyriai]

2. Įtraukti alumnus į programos plėtojimo procesą, kad ji būtų kuo naudingesnė studentams. [6 skyrius]

3. Padidinti dėstytojų, kurie dirba verslo bendruomenėje skaičių (nors jų skaičius ir dabar nemenkas), siekiant išlaikyti holistinę pusiausvyrą tarp teorijos ir praktikos. [4 skyrius]

5. Apsvarstyti galimybę pirmaisiais programos metais įvesti studentų praktiką. [2 skyrius]

<…>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)