



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS EDUKOLOGIJOS UNIVERSITETO
**PROGRAMOS *PSICHOLOGIJA* (612X13024)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF STUDY PROGRAMME
PSYCHOLOGY (612X13024)**

at LITHUANIAN UNIVERSITY OF EDUCATIONAL
SCIENCES

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Psichologija</i>
Valstybinis kodas	612X13024
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Dalyko pedagogikos, Psichologijos bakalauras
Studijų programos įregistravimo data	1997 gegužės 19d.

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Psychology</i>
State code	612X13024
Study area	Social sciences
Study field	Psychology
Kind of the study programme	University Studies
Level of studies	First
Study mode (length in years)	Full-time (4), part-time (5,5)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor degree in Subject Didactics, Psychology and Teacher's Qualification
Date of registration of the study programme	19 May 1997

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The Bachelors programme in Didactics, Psychology is a programme run jointly by the Department of Didactics of Psychology and the Department of Psychology at the Lithuanian University of Educational Sciences. Both Departments are members of the Faculty of Education. There are also inputs to the programme from elsewhere in the Faculty of Education and from the Faculties of Lithuanian Philology, Science and Technologies, and Sports and Health.

The programme was last reviewed in 2011 and was approved for three years (until June 30, 2014). A number of recommendations were made, including the suggestions that the two sides of the programme (psychology and pedagogy) be split, that the aims and outcomes should be made clearer, and that student mobility should be developed and encouraged.

The present self-assessment commenced on March 2013 and the various sub-groups held regular meetings until December of the same year.

The external evaluation team visited the institution on February 27, 2014. During the visit the team met the group which had prepared the Self-Evaluation Report, administrators, teaching staff, students, alumni and external (social) partners. The team was also able to visit the library, laboratories and teaching rooms connected with the programme, and also the areas in which teaching staff are housed.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes emerge clearly in the documentation. There are websites containing descriptions of the programme in both English and Lithuanian, and students reported that they had good access to information about the programme prior to entry, not just from the web sites but also from prospectuses and other publications. The programme is also advertised in a number of publications and in outside lectures.

The aims of the programme are to qualify graduates to work as psychology assistants and/or as teachers of psychology, and to provide students with the basis for postgraduate study in psychology or other social sciences. As such the programme needs to adhere to national and international guidelines concerning the training of both teachers and psychologists. The present programme has been recognised as meeting the national requirements for the training of teachers, and the team was able to establish that employers are happy with the skills, knowledge and experience that students gain. The training in psychology corresponds closely with international norms in this area. In Lithuanian terms the programme is slightly shorter than some others since it covers both psychology and teacher training in the normal four-year period of the Bachelors programme. Nevertheless all the essential topics are covered, perhaps not surprisingly since many European and North American universities are of only three years duration.

It is unusual to provide a Bachelors programme specifically for teachers of psychology, and this programme is the only one of its kind in Lithuania. Indeed, such programmes are rare in any country, and in this respect the programme is arguably at the leading edge internationally. Given the shortage of psychological specialists in many Lithuanian educational establishments, graduates from this programme can usefully fill this gap. The team was aware of the possible danger of students being asked in some situations to carry out duties (e.g. complex psychological assessments and interventions) that would normally be carried out by a fully qualified professional psychologist. The students reported that they had been made aware of this danger and the social partners confirmed that students seemed sensitive to this issue.

The employment rate for graduates from this programme is high, suggesting that there is a real need in the labour market that these students are filling. Many of the posts they take up are outside the area of psychology, but this is perfectly normal in many European countries and indeed elsewhere.

The course is at Bachelors level and the aims are appropriate to this level. A problem might arise (as indicated in the previous section) if graduates are expected to possess more sophisticated (i.e. postgraduate) skills when they find employment but students are briefed on how to handle this situation.

The title of the course seems well understood by a Lithuanian audience and hence is appropriate to the programme. However, the English translation of this is rather cumbersome and possibly confusing to people outside Lithuania. A more meaningful translation might be: 'Bachelor's Degree in Psychology with Teaching Qualification'.

2. Curriculum design

The expert team, in consultation with the SKVC Coordinator, formed the view that the programme met legal requirements. The curriculum corresponds to what would be expected with respect to international standards. The subjects follow a sensible sequence and there is no undue repetition.

The content is full and addresses the stated outcomes. Some of the aims/outcomes are very ambitious and can be only partly met in the time available. For example, one outcome is that students will have the 'Ability to develop and implement psycho-educational programmes and programmes for prevention of psychological problems' (p.6 of the SER). This (and certain other) aims can only be fully achieved in postgraduate programmes, but students were aware that their expertise was only partial.

There is a sensible mix of teaching methods. The practice is an important and valuable part of the programme and is valued by both students and social partners. Indeed, both of these groups expressed a desire to extend the placements. It is not clear that this can be achieved given the current organisation of the programme, but the team felt that some way of increasing the hands-on training, either in the practice or in the taught part of the programme would be valuable, especially in the use of psychometric tests.

The programme has appropriate scope. It provides students with a psychology qualification comparable to those from elsewhere in Europe.

The reading lists for the modules indicate that the content is generally up to date.

3. Staff

The expert team, in consultation with the SKVC Coordinator, formed the view that the programme met legal requirements. The CVs indicate that they have the necessary expertise to deliver the programme, and the discussion with the team indicated that they approached their teaching with refreshing enthusiasm.

Staff are well qualified to teach both psychology and education, the two main areas of the programme.

The staff:student ratio (SSR) is given as 1:15. This is rather lower (i.e. more favourable) than in some countries, though the method of calculating the SSR varies from one country to another. The staff were able to explain how the figures were calculated and the team formed the view that the SSR is an appropriate one. The University has recently adopted a workload scheme in which staff are expected to work for 36 hours per week, of which half could, for some staff, be formal teaching. Hence workloads seemed to the team to be on the high side, but despite this

students indicated that staff were readily available if they wanted to consult them. Indeed, students reported that they were able to discuss issues with staff even after they had graduated.

Staff engage in a number of developmental activities, including attendance at conferences, overseas visits, exchange programmes, attendance at courses, and so on. When they met the visiting team, teaching staff reported that they had attended courses relevant to pedagogy, and that, although optional, some of these were over-subscribed.

Staff are expected to carry out research and time is allocated to this. Research activity is still in a relatively early stage of development but there are promising signs, and there is enough activity to ensure that students are given a full taste of high level research. The visiting team was informed of two recent funded research projects, one on the psychology of play, one on the measurement of student motivation.

4. Facilities and learning resources

The buildings in which the programme is housed are of reasonable quality but staff all share a relatively small room and indicated that this could on occasions cause problems or delays when they wanted a private discussion with students; but the students themselves indicated that staff were reasonably accessible.

The team visited laboratories for research and/or practical work in cognition and play. Since these laboratories have been opened only very recently it is too soon to judge how effectively they will be used by students on this programme, but these are clearly potentially very important developments for these students. The play laboratory in particular should provide opportunities for interacting with children, and for observing and analysing children's behaviour.

There is an adequate number of computers to meet the needs of these students. One student reported that some of the computers are old and had a tendency to break down, but other students found them adequate.

The practice is a key component of this programme, and the University has excellent links with outside agencies. The self assessment document indicated that the search for practice places could be quite difficult, (p.18) and the team learned that some students had to find their own practice placements. However, all the students met by the team had found a suitable practice.

The library is about to move into new premises, and from the outside the new building looks impressive. The current library is on the small side and there are limited numbers of copies of textbooks available. Students get round this by photocopying the necessary parts of books (presumably within copyright restrictions) and by using the extensive online databases available to them.

The visiting team did not inspect the psychometric test holdings in any detail, though both students and staff indicated that these were satisfactory. Given the emphasis on assessment and measurement in this programme, these students need good access to a range of educational tests. Both students and practice supervisors felt that it would be useful to have more hands-on experience with a wider variety of tests.

5. Study process and student assessment

Students meet minimum admission requirements, but there is a wide discrepancy between the standards of full-time and part-time students. The team was informed that this is largely explained by the fact that most part-time students are mature, and may have left school some years ago with relatively poor grades. While the drop-out rate of part-time students is higher than that of full-time students, this was understandable because of the outside commitments of these mature students.

The team was informed that the drop in the number of applicants to this programme is similar to that in other programmes and is attributable to a national decline in the number of school-leavers.

As part of a national research programme, a motivational test has been devised to assess the commitment and motivation of potential students. The team found this of considerable interest since few effective tests of student motivation have been developed, especially ones which can be usefully applied in the selection of intending students. The team was informed that initial results suggest that the test serves as a predictor of grades obtained on the programme and of students' engagement with the programme. The test may be of limited use in some countries because of the time taken to administer it, but nevertheless these findings are likely to be of considerable interest to an international audience.

The programme is well structured and in general allows the learning outcomes to be achieved. There are good opportunities for students to engage in research activities, mainly in the conduct of their thesis. Many of the theses are of the questionnaire/survey type, but others show a good level of methodological and statistical sophistication. Many theses are conducted outside the university in applied settings, exactly as would be expected in a programme of this kind. The standard of presentation of the theses was variable, and it is suggested that students should be required to produce their work according to widely-accepted guidelines such as those laid down in the APA Publication Manual.

Some students participate in mobility programmes such as Erasmus, though the numbers are still quite small. Students suggested that there are various reasons for this, some of them personal, but others structural resulting from problems which arise from missing courses while they are away. Given the potential benefits of such mobility, it is suggested that the University should explore further ways in which students can take part without putting themselves at a disadvantage. Possible ways round this include carrying out the practice or part of the thesis while on a mobility programme.

There is a wide range of opportunities for participating in extra-curricular activities. Student support is satisfactory; students are assigned a tutor and reported that they found staff accessible and approachable.

A good variety of assessment methods is used and these seem readily available to students and appropriate to the aims and outcomes of the programme. Practice supervisors are given clear guidelines and criteria on how they should assess the practice.

The employment rate of graduates is good. The employers that the team met indicated that the skills and experience the students acquire are valued in the workplace.

6. Programme management

There are wide-ranging monitoring processes in place. The two Departments work well together in running this programme, the responsibility for which is firmly located in the Committee for the Study Programme.

Data, including surveys of students, alumni and employers, are regularly collected.

The programme has taken due consideration of previous evaluations. Indeed the visiting team was impressed by the extent to which the course has developed since the previous external evaluation, especially with respect to the clear specification of aims and learning outcomes, and the way in which these were reflected in the course syllabuses and assessment processes. It was decided not to split the programme in two, and the visiting team was satisfied with the rationale for this decision.

The Committee for the Study Programme includes students, alumni and stakeholders. A number of the social partners the team met had been regularly involved with the preparation of the Self-Evaluation Report and felt that their views had been listened to and acted upon.

III. RECOMMENDATIONS

1. Ways in which student mobility can be encouraged should be explored, perhaps by allowing students to do part of their practice or their thesis abroad.
2. The work spaces allocated are very small and shared by a large number of staff. If additional space cannot be found, it is essential that staff have adequate facilities for meeting individual students on their own when necessary.
3. The development of a motivational test for use on intending students is an interesting and exciting project. The test itself and the findings should be made more easily available to an international audience, ideally by publication in a peer-reviewed journal included in the major indexes such as Thomson-ISI.
4. Students should be encouraged to present their thesis using a standard format, for example that included in the APA Publication Manual.
5. Ways in which more hands-on learning can be introduced into the programme should be explored. Of particular importance is the use of psychometric tests, and further training in the use of these could be included either during the teaching sessions at the University or possibly by an extended practice.

IV. SUMMARY

The University has responded well to the points raised in the previous evaluation report. The aims and outcomes are now clear, and the curriculum and assessment plans reflect these. The programme is unique in Lithuania in offering a bachelors degree programme which also leads to a teaching qualification, and many of the graduates become psychology assistants where they teach psychology in schools. The resources available to students have improved with the opening of two laboratories, but the staff workspaces continue to be cramped. The staff are appropriately qualified, enthusiastic, and accessible to students. There is good engagement with external partners both in programme development and in the day-to-day running of the programme. The departments involved work well with each other through the Committee for the Study Programme. The experience of the students on the programme could be further improved through the opening of the new library, encouragement of student mobility and exchanges, and the enhancement of hands-on learning activities.

V. GENERAL ASSESSMENT

The study programme *Psychology* (state code – 612X13024) at Lithuanian University of Educational Sciences, is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	22

*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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**LIETUVOS EDUKOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *PSICHOLOGIJA* (VALSTYBINIS KODAS – 612X13024) 2014-04-17
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-169 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Psichologija* (valstybinis kodas – 612X13024) vertinama **teigiamai**.

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

* 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

Universitetas tinkamai reagavo į ankstesnėse vertinimo išvadose iškeltus klausimus. Tikslai ir studijų rezultatai dabar yra aiškūs ir atsispindi programoje bei vertinimo planuose. Ši programa yra unikali Lietuvoje, nes suteikia bakalauro laipsnį ir mokytojo kvalifikaciją, todėl daugelis absolventų, dėstydami psichologiją mokyklose, tampa psichologų padėjėjais. Studentams prieinami išteklių pagerėjo atsidarius dviem laboratorijoms, bet darbuotojams darbo vietos vis dar trūksta. Personalas yra tinkamos kvalifikacijos, entuziastingas ir studentams prieinamas. Ir tobulinant, ir kasdien įgyvendinant programą glaudžiai bendradarbiaujama su išorės partneriais. Katedros bendradarbiauja per Studijų programos komitetą. Šios programos studentų patirtis padidėtų atidarius naują biblioteką, skatinant studentų judumą bei mainus ir stiprinant savarankišką mokymąsi.

III. REKOMENDACIJOS

1. Reikėtų ištirti, kaip paskatinti studentų judumą, galbūt leidžiant jiems tam tikrą praktikos arba baigiamųjų darbų dalį atlikti užsienyje.
2. Darbui skirtas plotas yra labai mažas, o juo dalijasi daug dėstytojų. Jei daugiau ploto neįmanoma rasti, svarbu, kad darbuotojai turėtų tinkamą vietą prirėkus susitikti su studentais individualiai.

3. Motyvacinio testo parengimas norintiems studijuoti yra įdomus projektas. Pats testas ir jo duomenys turėtų būti labiau prieinami tarptautinei auditorijai, geriausia paskelbti juos recenzuojamame žurnale, įtrauktame į svarbiausius indeksus, pavyzdžiui, į *Thomson-ISI* duomenų bazę.
4. Studentai turėtų būti skatinami savo baigiamuosius darbus pateikti standartiniu formatu, pavyzdžiui, įtrauktu į Amerikos psichologų asociacijos (APA) leidinių vadovą.
5. Reikėtų ištirti, kaip įtraukti į programą daugiau savarankiško mokymosi. Ypač svarbu naudoti psichometrinius testus, o toliau mokytis, kaip juos atlikti, būtų galima per mokymo sesijas universitete arba pratęsus praktikos laiką.

<...>

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

¹ Žin., 2002, Nr.37-1341.