



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
**STUDIJŲ PROGRAMOS "Konsultavimo psichologija" (valstybinis
kodas - 6211JX085)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF "Counseling Psychology" (state code - 6211JX085)
STUDY PROGRAMME
at Klaipėda University**

Review' team:

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Konsultavimo psichologija
Valstybinis kodas	6211JX085
Studijų kryptių grupė	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė(2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Socialinių mokslų magistras
Studijų programos įregistravimo data	2013-04-30

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Counseling Psychology
State code	6211JX085
Group of study filed	Social Sciences
Study field	Psychology
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Social Sciences
Date of registration of the study programme	2013-04-30

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I. INTRODUCTION

The study programme of Counseling Psychology second cycle is implemented by the Department of Psychology of the Faculty of Humanities and Education Sciences at Klaipeda University. The study programme has been implemented at KU in 2013 and working groups approved by the Rector's Order provided a detailed self-evaluation report (SER) Code 621S10006.

This assessment report has been produced in the following way: the expert group received the self- assessment report in September 2017. All members of the evaluation group individually read the self- assessment reports and prepared draft reports.

After the visit on 10 October 2017, the expert group held a meeting in which the content of the evaluation was discussed and altered to represent the opinion of the whole group. Discussion on stages of the evaluation report continued via mail among the experts and the common report has been turned in as an opinion of the whole group.

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 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

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

Klaipėda University (hereinafter: KU), founded in 1991, is the scientific and cultural centre of the region of Western Lithuania with the population of around 470,000.

The *Counseling Psychology* study programme is implemented by the Department of Psychology of the Faculty of Humanities and Education Sciences (hereinafter: FHES).

The *CP* graduate study programme has been implemented at KU since 2013.

The study programme was designed, based on the *Description of General Requirements for the Master's Study Programmes* (Order No. V-826, 3 June 2010, of the Republic of Lithuania Minister of Education and Science), the *Descriptor of Study Cycles* (Order No. V-2212, 21 November 2011, of the Republic of Lithuania Minister of Education and Science), the *Descriptor of the Study Field of Psychology* (Order No. V-923, 15 August 2015, of the Republic of Lithuania Minister of Education and Science), the *Klaipėda University Study Regulations* (version of 2010, Chapter VI), and the requirements of the *European Certificate in Psychology* (EuroPsy) (*EFPA EuroPsy Regulations and Appendices, 2011*).

1.4. The Review Team

The review team was completed according Description of experts' recruitment, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education.

The Review Visit to HEI was conducted by the team on 11/October/2017.

1. **Prof. dr. Reinhold Stipsits (team leader)**, *Professor of Social Pedagogy and Humanistic Psychology at University of Vienna, Austria;*
2. **Dr. Stephen Foster**, *Lecturer at Leiden University and other universities of Netherlands, Doctor of Applied Psychology, research fields: Pedagogical Psychology and Management, Netherlands, USA;*
3. **Mr. Lars Lynge Nielsen**, *master of psychology, President of EURASHE (2006 – 2011), Higher Education expert, Denmark;*
4. **Mr. Andrius Jančiauskas**, *psychologist, medical psychologist at Vilnius City Mental Health Centre, Lithuania;*
5. **Ms. Indrė Ulevičiūtė**, *MA student of Mykolas Romeris University, study programme - Forensic Psychology, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme is designed to prepare specialists of psychological counselling, able to work with individuals of varying ages and diverse experience with problems or difficulties arising in their daily lives. The focus is on competencies which are necessary for the counsellors to ensure to be supportive for the possible clients. CP is focused on preparing students for psychological practice – counselling in family or career, help for those experiencing traumas and crises.

Prerequisite for entering the study programme in CP is a Bachelor's degree in Psychology.

The study programme is publicly announced in AIKOS system (www.aikos.smm.lt), on the KU website (<http://www.ku.lt/studijos/studiju-programos/>), other networks, publications. Somehow it is not as easy to find in AIKOS as it could be, only an extended studies description in www.ku.lt website (university website) can be found. The information on this programme lacks accuracy.

2.1.1 Upon successful completion of the programme students are awarded a Master's degree in Psychology. The S.E.R. was very well-documented and referenced in this category.

The review team did find evidence for a thoughtful and well-prepared program in Counseling Psychology.

Based upon examination of the thorough and well- provided including a description of programme objectives aligned with learning outcomes and course by course procedures, and

after meeting with key administrative and teaching staff, students, alumni and social partners, the review team is satisfied that programme objectives and learning outcomes are appropriate to this programme and the objectives all appear to be well met.

Particularly in the interview with the Dean of the faculty we were confirmed about the regional needs for the study programme. Regional development and HEI reform are linked in the Klaipeda area. The study programme of Counseling Psychology (CP) has a significant role in this process. The teaching staff has articulated to be firmly committed to contribute to the mission within the university and to the public needs.

The study programme attracts also students with a Bachelor's degree from other Lithuanian Universities. The SER reveals the "unique selling position" of the Programme within the range of other study Programmes offered by other Lithuanian universities. And, the expert value this programme is a strategic asset in concert with the various education programmes available for psychologists.

In the SER it is stated: beside the full-time CP graduate study programme, a parttime *Educational Psychology* graduate study programme is implemented; but they do not overlap either in terms of the content or the intended learning outcomes. That allows us to better meet the needs of students and labour market" 2.1.12. The review team can confirm the distinction is clearly expressed as e.g. the programme aims and intended learning outcomes focus clearly on counselling for everyday problems and less clinical issues. In the interviews we got the conviction, teaching staff in particular were fully aware of these different demands of the market. Counseling Psychology does serve a wider range of market needs

However, it is worth mentioning that largely the same qualified teaching staff provides lectures within both programmes. Teaching work load can be seen as a burden, and this was expressed as an issue in the interviews by some teachers.

CP is an applied master programme with a focus on preparing students for professional practice. The option for continuing PhD studies is available too, but would need additional effort to become more successful for additional doctoral students.

The programme's Social partners report that the market for graduates of CP is huge. Among the wide range of advice for difficulties such as relationships with friends and partners, other sex, violence at home, drug abuse, suicide etc. it is highly recognized that existent services via telephone Psychological Aid is only a "first aid" and a first step. Beyond the need for specialists in these fields the community would need also more experts for prevention. Alumni and representatives of employers expressed the opinion based on experience that the volume of problems is massive e.g. Lithuania is one of the leading countries in Europe in suicide rate.

In SER 2.1.13 a weakness is expressed concerning the difficulty “to identify and to articulate learning outcomes according to constantly changing life conditions, inaccurate labour market predictions” (SER p.9), however a recently implemented career monitoring system improves response to the needs of the market.

We want to underline: The team of experts does see a serious draw-back in the closing of the Counselling Centre. We see its’ existence as a major concern particularly for the study programme. Something that is valuable for both research and practice has been closed, and the disadvantages to this appear to be enormous.

If public service is considered to be a mission of this study programme in Counseling Psychology the university should find ways of involving private and public partners and stakeholders to finance such a centre. The team of experts also would like to make a plea for a service at least temporally free to the public, which means counselling should be sponsored or at least partially supported by the community or region.

The study program CP at the KU has a clear mission. The intended learning outcomes are well defined. Staff members are familiar with the idea of learning outcomes and perform on a high level. Programme aims and learning outcomes are based on academic and/or professional requirements, and public needs. However, what the programme lacks is a Counselling Centre, which actually contributes to bridging the gap between meeting academic and public needs as well.

Accordingly, we want to encourage every effort to re-open the Counselling Centre to maintain a high standard of quality for the program with theoretical, professional and practical implications including the extension of services to the public.

The periodically survey of the programme is well established. The responsible team is in charge of re-design and up-dates and has the capacity to adjust curriculum in line with academic requirements, using feedback from both alumni and social partners.

2.2. Curriculum design

2.2.1. The structure of the programme in semesters is well designed to meet academic and professional quality in the field. The duration of the studies is 2 years and each term (fall and spring) is followed by exam sessions of 4 weeks.

The programme is well organized, with a good balance between theoretical subjects, some research work and professional practice. The programme has a remarkable amount of applied Counselling skills (as reflected in the table of the SER p. 10). The changes from Family

Counselling to Family and Child Counselling indicate the awareness of the faculty to widen the field according to the actual market needs.

We acknowledge that the ratio between the numbers of hours allotted to the theoretical and applied courses is in conformity with its applied character: the practical classes are allotted more hours than the theoretical lectures (SER p.10). As there it is also mentioned every two years the academic staff reviews the syllabi of their courses (SER 2.2.4). Due to the relative novelty of the study programme there is not yet an established benchmark. Thus, in the interviews we were informed that demands of students were taken seriously into concern to adjust the programme in particular given the expressed need for more practical skills. Such decisions are taken by the Study Programme Committee and the team of experts positively appreciates this mutual exchange of ideas in the structural bodies of the faculty.

The team of experts referred in the interviews to the fact that regarding electives there are options to choose, however the course in Marketing has not been a favourite choice.

We therefore would like to suggest considering having a course in “Entrepreneurship” which might be more attractive for professionals in field of psychology not only to serve public demands but also to get an understanding for self-employed psychologists. Other KU professional programmes might be consulted and encouraged to participate in it.

The ordering of courses is reasonable. Theoretical courses introduce the students to the challenges of the field such as crisis and trauma, career, family and child. Applied courses in these fields follow and include an opportunity to develop basic counselling from and to deepen the abilities and skills.

We see the applied courses end in a “Professional Practice”. It is well worth mentioning that the faculty favours supporting students’ self-experiences. The opportunity to work with supervision, to form counselling skills AND to have self-experience beforehand allows students to develop what successful graduates would need as a solid base for the work in the real-life situations. A well-equipped counselling lab provides a great learning environment for students. The team of experts noted on the spot counselling sessions can be observed and discussed in group. Recorded video material is also another tool for practical work of advanced students. Simulation clients, Peer counselling, and work supervision are possible solid bases for preparation of students for the field work in real life.

The Master thesis is developed based on KU Regulations and counts for 30 ECTS credits. For the Master’s final thesis empirical research must be conducted. The experts were pleased to see the range of methodological format contains quantitative and qualitative methods. Every written thesis includes a summary in English language. The length of the papers is coherent with the

format of the methodological approach. Long-term studies cannot be the task of a qualification paper within a study programme for practical reasons. Thus, we were positively impressed to find relevant topics according to the current market needs in the theses provided for the review.

We were informed that the final thesis is defended in a public meeting of the Defence Committee approved by KU Rector and chaired by a person from another university. In this context the experts like to stress the importance of the notion of cooperation and networking with other Lithuanian universities, and as well university partners from abroad.

With regards of international relations first steps have been mentioned such as connections to counterparts in Norway and Turkey.

The relatively small number of graduates is seen as an expression of careful planning and steady development of an up-coming study programme with a promising career for its graduates.

Experts are positively impressed with the careful design of the curriculum which pays attention to the academic standards, market need, professional skill and the ethical dimensions of the field. It might be useful to inform students periodically about the rationale behind the requirements. Minor complaints about lack of practice, as expressed by students in their first semester, could be easily addressed with a description leading to an understanding of the whole picture. And, advice would be to include regular meetings with employers to demonstrate how to respond to market needs with key aspects of the discipline. For the time to come, one could also create an annual meeting of alumni to report about mutual experiences and possible topics for ongoing learning.

The content of the subjects and/or modules is consistent with the type and level of studies. There is a well-balanced amount of theory and practice in the frame of the curriculum. With the focus on professional practice and skill training there is also sufficient space and opportunity for research methodology.

2.3. Teaching staff

The programme meets legal requirements in terms of composition and the conformity of staff with requirements of legal acts can be confirmed. As a matter of fact, we as experts were very pleased to find that the major strength of the CP is the qualification and the extremely positive motivation of the staff. All 16 teachers seem to have a profound commitment to the task, how to combine the academic and professional virtues to perform according to the requirements. Student friendliness and student-centred teaching is strong in this programme,.

2.3.4. The ratio of the staff and student numbers is sufficient for the achievement of LOs. In the programme evaluated it is actually 1:11 (see SER p.15), however it is well worth mentioning, that we developed the impression the staff is “being there” for the students, an extraordinary

asset of excellence.

A relatively small number of staff (10 full time employed, 4 part-time, and 2 visiting professors) is an asset for the cohesiveness of the study programme. Staff appeared appreciative and respectful. The turnover of staff is none. The well-established staff joins a good number of projects within Lithuania and within EU countries. The connection with a retired professor from George Mason University evidently has a positive influence. We note also the growing ability of the staff to get involved in European projects. These efforts get along with increased language skills. Research records show that the major topics are focused on Lithuanian or regional problems. Still, ERASMUS and other exchange programmes with European partners could be strengthened.

Staff development and mobility, in applied scientific research and is significant and well organized. Constraints are noted, though competitive applications within the university should be seen as a challenge for faculty members. The tables in the SER (p.16, 17) provide a good overview about developments.

We as experts like to encourage to seek for measure to attract new staff. It will be crucial for the ongoing development to get a well-balanced staff in age and expertise. The “founding generation” is competent in teaching and research, but measures for turnover need to be anticipated. A network in Lithuania, linked with joint study doctoral programmes could attract PhD students and help to recruit staff of the next generation.

The teaching work-load was termed high by the teachers. At the same time lecturers expressed the economic pressure to be employed in more than one professional contract. We would like to suggest that the reopening of the counselling centre could improve the job situation for academic staff. The benefit for the study program would become evident: Close connection to research and practical work, opportunities for supervision on the spot peer groups, are arguments for at least partial public funding.

Teachers are familiar with the requirements of Learning Outcomes. Quite some support faculty received by the American senior scholar (James E. Maddux) who is firmly connected with the teaching staff. Other cooperation which has been mentioned in the interview are e.g. Vilnius University, Gdansk and Vermont.

Our advice includes, seek to get involved with ERASMUS+ exchange, which could be used as door openers, for one or two weeks teaching abroad, find partners and invite also students from abroad. In these matters, further facilitating language skills (at the levels of teaching staff and students) will be helpful.

The relatively small number of students allows close personal connections, enables a functional

feedback system for training practical skills. In the interviews we were also informed that an intervision group has been started in last December. We see these activities as being strengths, carried out by mutual trust among the organizers.

Still, we would like to encourage further preparation and use of learning platforms, e.g. Moodle, at a larger scale to get connected more broadly with students and partners of other Universities as well. The teaching staff of the study Programme could take a role as a forerunner in this field in Lithuania. Thus, the faculty should comment on, contribute to and endorse current efforts to introduce long distance learning. It could be envisioned to establish and manage a learning platform together with Vilnius University, and others and as well as with international partners within the EU, at least neighbouring partners e.g. in Scandinavia for further developing a Ph.D. programme.

2.4. Facilities and learning resources

The study programme is located in a historical building, also the Psychology Department is based there.

Premises for the Counseling Psychology study programme are well equipped. All classrooms are wired for internet access, multimedia stations are installed.

There is access to two specialized labs – Observation and Interview Practicum and Psychological counselling class. A lab with a one-way mirror, and tools for audio-visual recordings are installed. Students and teachers make use of these resources as we were able to witness during the site visit.

There is a plan for renovation of classrooms within the next two years. Teachers take advantage of very functional offices. There is also sufficient space for meeting with students.

Contact hours are widely used and teacher availability for students is also given by e-mail and Moodle. And, students can also meet in informal ways in various extra facilities within the main building.

A possible danger for the programme has been expressed by the Dean in the context of the regional development of the HEI reform. At least the faculty has been given the positive impression to be prepared with initiatives for funds to renovate, and acquire new equipment for psychology labs. As there would be also the counselling centre within the premises one most likely would be able to contribute to university budget.

The library is well equipped with a reasonable amount of online resources, data base, and e-journals available. Major journals of the discipline are fairly easily accessible. Staff of the library appeared very competent and helpful. It has been expressed by the teachers, as well as the

students how supportive and user-friendly the service is organized. Access to resources goes beyond working hours in a distance mode. And we experts actually like to confirm these positive impressions from the site visit.

Students with special needs can get access to studies with supportive equipment of new media, up to date software, and a great deal of explicit personal support of the staff in various levels (EasyConverter, WintalkerVoice, AWS 14 for Windows, Super Nova Magnifier and so on).

We are aware that a barrier-free access is acknowledged, however in a historical building with old stairs, low or narrow doors e.g. in the basement etc. measures to improve can be taken merely according to budget constraints.

The facilities are well equipped, and the access is organised very user-friendly. The intention to develop additional psychological assessment instruments for dyslexia, or other needs for disabled people is recognized.

We fully support the efforts to re-open the Counselling centre which could be a win-win project for the study programme, the graduates of Psychology in general, the university and the community of Klaipeda and the region.

2.5. Study process and students' performance assessment

The study programme of Counseling Psychology has clearly articulated admission requirements. The admission requirements are based on the BA degree, graduate studies admit only applicants with a competitive score no lower than 6. In the frame of these preconditions the choice for this study programme is remarkable, there is a constant number of applicants. Taken into account that there are no state-funded places in it, one must say there is a high motivation to be accepted for a full-time study programme.

Still, we as experts are concerned that admission is granted only considering grades in previous BA studies. Any practical experience in between prior study and the application actually is neither rewarded, nor evaluated in for the applicant. There should be ways incorporated to honour professional experiences in the field, as many students claim they do have jobs related to professional discipline, working in a day-care centre, or telephone hotlines etc. before or also parallel to the study programme.

Also, students from previous BA studies at universities other than Klaipeda are attracted to the programme. Students often have job-related work, to make studies affordable.

The reported drop-outs of those admitted in the reviewed period is low. The inability to combine the job and a full-time study, some health problems, the failure to come to the studies, and the

postponement of the defence of the final Master thesis indicates a variety of pressures but should not be overrated, nor overlooked.

The study programme is well-monitored. The number of students is stable, as well as their average exam grades. We found evidence in the interviews with the teaching staff and the students that there is sufficient support within the faculty, consulting on career issues, and various levels of feedback. Students get self-assessment or peer-assessment, group discussions and they can relate to their academic adviser when they are ready for their Master thesis and the research required for the thesis.

The possibility to retake exams or to appeal is mentioned in the SER (p.26f.). We asked both students and teachers about the issue of plagiarism. As a matter of fact, due to the small numbers of students in the programme and given the close bond between the advisers for the Master thesis such an unethical behaviour should be relatively easily detected. In the Descriptor of General Requirements for Students Academic papers and Art Works eventually misconduct clearly is regulated.

The students of the present study programme participate in research by developing their Masters final theses. Also, teachers state that there are research projects in which students can participate. However, students often do not express strong interest in research activities, typically they express stronger interest in practical counselling skills, according to student's representatives with whom we spoke.

The team of experts also had a chance to look over various final papers. We were well-impressed to see the variety of topics, and the good quality and variety of research methods applied.

There is a lack of information on what mobility programmes are offered by the university (which countries, how many students participated in Erasmus program last year or in other periods of time). Also, students express not knowing about possibilities to participate in mobility programmes but since most student report working during studies they are not much interested in or available for such activities

The mobility of students could be more emphasized and encouraged. There is an obvious gap between the opportunities provided and those taken in this regard. In fact, no students were reported to participate in any European project. The reason given is that one cannot to leave a job for a longer time period. We acknowledge the difficult economic situation of a student leaving the country for long. However, we would recommend enhancing participation in Erasmus+ programmes (one week long). We want to encourage faculty to invite students for more participation in research, e.g. so that national and international experience could be integrated in the final thesis.

Students' representatives expressed clear support for the Master thesis activity: "Students are also provided an opportunity to get advice on the development of the thesis and the statistical data processing not only from their academic advisors, but also from other teachers, specialists of statistics, specialists-practitioners, and library staff." Student representatives agree with that and express appreciation for help of administration and librarians.

Advice: Increase staff and student knowledge of English. Any intention to go international should benefit from language skills, at the levels of teachers and students as well.

The study-process is well organized and administered.

There ought to be additional qualifications allowed for entrance rather than holding a BA degree and prior grades exclusively.

The applied character of the study programme is evident, as the number of practical classes exceeds the theoretical lectures. Nevertheless, there could be more ways developed to enhance and to combine practical skill training and research.

Mobility of students, even short-term, could be emphasized and supported also with flexibility of the amount and dedication of self-study.

2.6. Programme management

The further development of the programme according to the established criteria is fully met.

We found positive evidence that the management is well functioning at all three levels of the University, the faculty, and the study programme committee.

The periodic collection of data and the interplay with internal and external evaluations of the programme definitely is functioning well (some examples we would mention are: the changes in the amount of practice hours, the options for electives, the distribution of contact hours and self-study hours) as indicated in the SER.

We would like to make a recommendation concerning the role of the stakeholders. There should be a more formalized appointment. Employers and stakeholders from the region should be manifested in the statutes. Stakeholders should also be able and encouraged to take initiatives to meet with the faculty over matters of common professional concern

The relations with alumni also could be strengthened. E.g. organize an annual meeting day with awards given to best Master's thesis of the year, alumnus accomplishments, and invite stakeholders to that event.

A thoroughly well-organized management is in charge of CP.

Try to create agreements for joint studies also at the level of PhD with other Lithuanian (and

where feasible foreign) universities.

Make the programme more visible outside the university community. Underline its regional relevance and make it also well-known for students from abroad.

2.7. Examples of excellence *

The teacher and student rapport is excellent in our observation.

The level of rapport should be kept high, as it includes also the administrative staff at all levels.

III. RECOMMENDATIONS*

1. Find ways to attract new staff (e.g. via Ongoing learning programmes or to prepare for PhD studies).
2. Try to establish and manage a learning platform together with Vilnius and/or other Universities, but as well as with international partners as within the EU.
3. Encourage students and university to seek ways to increase virtual mobility and factual mobility, engage in Erasmus+ and joint study programmes.
4. Make the programme more visible in the broader community.
5. It is strongly recommended to re-open the counselling centre. Make it visible as a public service within the university and for public in the region.
6. Seek ways to develop relationships with stakeholders on a more formalized level.
7. Maintain the excellent rapport between teachers, administrative staff and students.

IV. SUMMARY

The relation between teaching staff, students and lecturers and administrative staff is excellent.

The facilities (library and offices) are well.

The preparation of SER has been very well done on various levels, clearly structured and informative the team of experts recognizes the importance for the region, it is a must to have a study program in Counselling Psychology, for the region AND the university of Klaipeda

Study programme do have a clear mission, it has a high quality in the organization of Learning Outcomes.

The study program is well received by the social partners and employers. The need for qualified graduates is evident.

The team of experts would like to encourage to seek for partners for Doctoral programs in Lithuania.

In the same direction: We would like to encourage you to facilitate possibilities to go for exchange with other universities.

Facilitate the exchange on every level: teaching staff, lecturers and students

Increase the level of English language, to support intentions of going international

Comment and endorse current efforts to introduce long distance learning (it could be envisioned to have a learning platform with Vilnius University, but as well as international partners as within the EU, at least with neighbouring partners e.g. in Scandinavia

Look for ways to attract new staff, to manage the generation change

Acknowledge efforts to establish e.g. an e-journal, data bases

The team of experts sees a serious draw back in the closing of the Counselling Centre. We see it as a major concern, particularly for the study programme. Given the fact the facilities are already established it could be used in an integrative way also for a service to society in the region.

V. GENERAL ASSESSMENT

The study programme *Counseling Psychology* (state code – 6211JX085) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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. dr. Reinhold Stipsits
Grupės nariai: Team members:	Dr. Stephen Foster
	Mr. Lars Lyng Nielsen
	Mr. Andrius Jančiauskas
	Ms. Indrė Ulevičiūtė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
KONSULTAVIMO PSICHOLOGIJA (VALSTYBINIS KODAS – 6211JX088) 2017-12-14
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-236 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Pedagoginė psichologija* (valstybinis kodas – 6211JX088) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
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5.	Studijų eiga ir jos vertinimas	3
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* 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

Santykiai tarp dėstytojų, studentų, lektorių ir administracijos darbuotojų yra puikūs.

Materialioji bazė (biblioteka ir kabinetai) yra geros būklės.

Savianalizės suvestinė labai gerai parengta įvairiais lygmenimis, yra aiškios struktūros ir

informatyvi.

Ekspertų grupė pripažįsta studijų programos svarbą regionui ir mano, kad būtina turėti Pedagoginės psichologijos studijų programą tiek regione, tiek Klaipėdos universitete.

Studijų programa iš tiesų turi aiškią misiją, o jos studijų rezultatų sistemingumas yra aukštos kokybės.

Studijų programą gerai vertina socialiniai partneriai ir darbdaviai. Kvalifikuotų absolventų poreikis akivaizdus.

Ekspertų grupė norėtų paskatinti ieškoti doktorantūros studijų programos partnerių Lietuvoje.

Taip pat norėtume paraginti palengvinti mainų su kitais universitetais galimybes.

Reikėtų palengvinti mainus kiekviename lygmenyje: dėstytojų, lektorių ir studentų.

Taip pat derėtų kelti anglų kalbos mokėjimo lygį siekiant palaikyti tarptautiškumo didinimo planus.

Giriame ir remiame dabartines pastangas diegti nuotolinį mokymąsi (galima numatyti turėti mokymosi platformą su Vilniaus universitetu, bet taip pat ir su tarptautiniais partneriais ES, bent jau kaimynais, pvz., iš Skandinavijos).

Rekomenduojame ieškoti būdų, kaip pritraukti naujų darbuotojų ir suvaldyti kartų kaitą.

Pripažįstame pastangas kurti, pvz., el. žurnalą, duomenų bazes.

Ekspertų grupės nuomone, Konsultavimo centro uždarymas yra didelis trūkumas. Tai kelia didelį susirūpinimą, ypač studijų programos atžvilgiu. Atsižvelgiant į tai, kad materialioji bazė jau sukurta, ją taip pat būtų galima integruotai panaudoti teikiant paslaugas regiono gyventojams.

Rekomenduojame kurti bendrus mokslinių tyrimų / plėtros projektus su studentais, institucijomis, Klaipėdos universitetu.

<...>

III. REKOMENDACIJOS

1. Įtraukti su mokymu ir verslumu susijusius studijų rezultatus (galbūt per pasirenkamuosius dalykus).
2. Į konkursinį balą įtraukti taškus už profesinę veiklą po bakalauro studijų (įskaitant savanorystę).
3. Įtraukti tarptautiškumo didinimo savo šalyje studijų modulius ir didinti galimybes įgyti anglų kalbos žinių.
4. Toliau vystyti doktorantūros studijų programą bendradarbiaujant su kitais universitetais.
5. Planuoti tęstinumą kalbant apie ateityje priimamus dėstytojus.
6. Vystyti ir sukurti tęstinio švietimo galimybes studijų programos absolventams.
7. Parengti nuotolinio mokymosi platformas ir gaires.
8. Stiprinti studijų programos matomumą tiek šalies, tiek tarptautiniu lygiu.
9. Numatyti išorinio paskyrimo procedūras siekiant formalaus socialinių dalininkų atstovavimo.
10. Vėl atidaryti Konsultavimo centrą.

