



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

MYKOLO ROMERIO UNIVERSITETO
**STUDIJŲ PROGRAMOS *VERSLO PSICHOLOGIJA* (*valstybinis*
kodas - 621S11001)**
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS PSYCHOLOGY* (*state code - 621S11001*)
STUDY PROGRAMME
at MYKOLAS ROMERIS UNIVERSITY

1. **Prof. Hab. Dr. Reinhold Stipsits (team leader)** *academic,*
2. **Prof. Dr. Anthony R. Beech,** *academic,*
3. **Prof. Dr. Mati Heidmets,** *academic,*
4. **Dr. Kevin Lalor,** *academic,*
5. **Dr. Dalia Nasvytienė,** *academic,*
6. **Mirela I. Bilc,** *students' representative.*

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo psichologija</i>
Valstybinis kodas	621S11001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Psichologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2), iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Psichologijos magistras
Studijų programos įregistravimo data	06-03-2006

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Psychology</i>
State code	621S11001
Study area	Social Sciences
Study field	Psychology
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2), part-time (3)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of psychology
Date of registration of the study programme	06-03-2006

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. *Background of the evaluation process*

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter - HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of 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	Changes in the Business Psychology Programme (sent on September 19 2014)

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

Mykolas Romeris University (hereinafter – MRU) is a public institution of the Republic of Lithuania (address of residence: Ateities str. 20, LT-08303 Vilnius). The University was registered on 22 December 1997. University offers more than 100 different study programmes (Bachelor, Master, and Doctoral programmes, also joint-degree programmes) and cooperates with over 200 international institutions including universities, public and management institutions. 17089 students are presently enrolled in this HEI (according data on December, 2013). MRU includes five faculties (Faculty of Economics and Finance Management, Faculty of Politics and Management, Faculty of Social Technologies, Faculty of Law, Faculty of Public Security), which consist of 13 institutes and 9 departments.

The Business Psychology Master`s Degree Programme (national code 621S11001) is implemented by the Institute of Psychology which is a part of the Faculty of Social Technologies. The programme was registered after a positive evaluation by the Centre for Quality Assessment in Higher Education in 2006 (order No. ISAK-410) and accredited by the same institution in 2009 (order 17-08-2009, No. 1-73) without any external evaluation till 2014-12-31.

The working group for the self-evaluation of Master`s study programme Business Psychology was formed at the meeting of the Institute of Psychology on the 29th of August, 2013 (chairman - assoc. prof. dr. Rasa Pilkauskaitė Valickienė). Since then the members of self-evaluation group met weekly to discuss the problems, progress of programme analysis, and prepared a self-evaluation report.

The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on *1st October, 2014*.

1. **Prof. Hab. Dr. Reinhold Stipsits (team leader)**, *University of Vienna, Austria;*
2. **Prof. Dr. Anthony R. Beech**, *University of Birmingham, United Kingdom;*
3. **Prof. Dr. Mati Heidmets**, *University of Tallinn, Estonia;*
4. **Assoc. prof. Kevin Lalor**, *Dublin Institute of Technology, Ireland;*
5. **Assoc. prof. Dalia Nasvytienė**, *Lithuanian University of Educational Sciences, Lithuania;*
6. **Mirela I. Bilc**, *student of Babes-Bolyai University study programme Psychology, Romania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Self-evaluation report (hereinafter – SER) provides sufficient evidence that the programme aims and learning outcomes are well defined and publicly accessible via the MRU Internet site and other websites. The aim of the Programme – “to prepare high qualified psychologists for business organizations with deep psychological knowledge in marketing and human resource management” – seems to meet the country's economic requirements. Learning outcomes are structured into three generic and two specific competencies targeted to improve personnel wellbeing, public health and human resources management.

The learning outcomes clearly indicate student-oriented education. They are formulated appropriately and are consistent with the type and level of studies and qualifications offered.

The training of graduates corresponds to the main legal acts and other documents – both Lithuanian and international - establishing academic and professional requirements for the qualifications of specialists awarded with the level of second cycle studies. The employment rate of graduates is high - more than 90 % of graduate students were employed in the period of 2009-2012. It is an indicator of an actual ‘need’ for them in the labour market, and effective communication with stakeholders was observed in our meeting with this group. During the meeting stakeholders indicated that programme graduates are adequately prepared for independent professional practice. Many parts of the study process (including input from teachers, students, alumni) appear to coherently align to the learning outcomes and contents of the programme.

However, the expert team has some comments concerning the aims and outcomes of the programme:

- it was very clearly stated in SER (p.8) how and when students, institutes/departments supplying services to the Programme and Faculty of Social Technologies are involved in the review of learning outcomes and teaching quality related to learning outcomes. The picture is less clear regarding alumni and social partners’ participation in this process. At the meeting with social partners they mentioned productive collaboration with staff on other issues than learning outcomes (i.e., internship and scientific research);
- the uniqueness of the programme is more clearly articulated in relation to other related programmes in Lithuanian universities, than in relation to the MRU Work and Organizational Psychology Master`s Degree Programme (this starts at MRU in October,

2014, according to the information at www.mruni.eu/prospective_students/admission_procedure/#Documents or in October, 2015, according to the information at http://www.mruni.eu/en/prospective_students/degree_programmes/work_and_organizational_psychology_g/ hence indicating an overlap in learning outcomes, in that both the MRU Work and Organizational Psychology and Business Psychology master programmes have the same occupational profile of graduates, as well as generic and subject-specific competencies.

2.2. Curriculum design

The expert team recognized that in general the curriculum design meets legal requirements for Master's level studies. The scope of the programme, in the opinion of the team, is sufficient to ensure appropriate learning outcomes and provides a good route to professional activities. In 2013 the Lithuanian Psychological Association evaluated the Business Psychology programme with regard to the minimum standards for second phase study outlined in the *EuroPsy* framework. They concluded that the curriculum of the Business Psychology programme corresponds to the *EuroPsy* framework for second phase study (i.e., sufficient credits are allocated to theoretical courses, seminars, and assignments, the curriculum is balanced with regard to the study of individuals, groups and society, up to 30 credits are devoted to an internship and the same amount to a research project or thesis). The overall volume of the programme - 120 credits – is sufficient to achieve the intended learning outcomes.

The course contents clearly indicate how teaching/learning methods and assessment methods enable the students to achieve intended learning outcomes. Substantial background is provided on theoretical issues with a parallel emphasis on strengthening practical skills. There is a sensible variety of teaching / learning and assessment methods (as is apparent from Table 2.2.3.2). Overall, the sequencing of modules follows the target of the programme to deepen the students' understanding and form their professional competencies for efficiency of business organization and for improvement of personnel wellbeing. Each semester consists of 30 ECTS for full-time students and approximately 20 credits in each of six semesters for part-time students.

The expert team would suggest that more emphasis should be placed on qualitative research methods. Formally there are in the programme two course units dedicated to scientific research, namely Scientific Research Methodology (6 ECTS allocated) and Data Analysis Methods in Psychological Research (9 ECTS allocated). The latter one deals with the methods of statistical analysis, and the former one appears to cover both quantitative and qualitative methods but the required and recommended reading lists do not include any book entirely devoted to qualitative research. At the same time there are several books about statistical methods in empirical research. Also during the meeting students expressed the wish to have more contact hours dedicated to qualitative research. The expert team suggests that the curriculum can be revised with this in mind.

It was noticed in SER (p.13) that students were satisfied with the recent changes implemented in the study plan, namely - more topics on personnel training and development in organizations, optional subjects in 2nd semester, return “to a standard teaching mode (from a module)” of the Psychology of Human Resource Management. During the meeting with students they provided positive feedback about recently included topics, (i.e. competences and knowledge management in organizations, employee orientation and training). Optional subjects were also welcomed. Students, alumni and social partners all valued the internship part of the course and saw it as an important part of the Programme. The expert team would further note that alumni could be a

valuable resource for the study programme both in terms of extending practice locations, and also for peer-learning experiences.

Students' workload is reasonably divided between contact hours and independent work. The study plan is designed so that subjects studied during the first semester form the necessary competences for studying subjects in the second semester. Independent work of students constitutes no less than 53% of the volume of each study subject.

However, the expert team would like to express some concerns regarding a discrepancy in the number of contact hours and independent work presented in the self-evaluation report as compared to those presented on MRU's website (this is the case for both for full-time and part-times studies). The second deals with the themes of the final theses, which the expert team observed should be more subject-specific to business enterprises. The expert team would also encourage the programme's staff to develop possibilities for student's mobility to other countries, as well as promoting easier access to aspects (modules) of other relevant study programmes taught at MRU.

Based on meetings with the staff, reading lists of course units and several books ordered by the library (Annex 7), the expert team assumes that staff are able to provide students with the latest achievements in business psychology.

2.3. Teaching staff

In the expert team's opinion the teaching staff have great potential, and appear very enthusiastic. Staff numbers and qualifications meet legal requirements; staff recruitment tends to be directed toward young researchers with PhD degrees. Teacher's pedagogical strengths are validated by the positive feedback from students and alumni. Students indicated that they had extremely constructive working relationships with their teachers. Specific examples included availability of teachers in case of important questions via face-to-face/email and telephone calls.

It appears that some teachers are more involved in supervision of students' final thesis than others (Annex 4). In year 2012 one teacher has supervised nearly one third of all 12 master students (3 cases of full supervision and 1 shared one with other teacher), in year 2013 two teachers (fully or in a shared manner) supervised 10 of 14 graduates. It appears that not every teacher directly related to Business psychology is responsible for supervision of the final thesis. Full list of teaching staff (Annex 2) indicates higher number of teachers, namely 3 professors, 6 associate professors and 2 lecturers. Marks of final thesis are evenly spread from 5 to 9.

Staff profiles were observed to be less strong with regard to research and scholarly output. For example, according to the staff recruitment criteria, a professor is supposed to publish not less than 15 articles in peer reviewed journals or books, at least 5 of which should be published in foreign countries. An associate professor is supposed to publish not less than 5 articles in peer reviewed journals or books, at least 2 of which should be published in foreign countries. Not all the professors and associate professors responsible for this programme meet these criteria. Although the expert team note considerable strengths in some areas from some staff, there is considerable scope for a wider number of staff to be more research active, and hence to publish more scholarly work. This is crucial for the programme to facilitate student progression to the doctoral level. There are some promising indications in staff turnover (i.e., to introduce more teachers with scientific degrees into the teaching team).

The data on student/teacher ratio would be considerably more informative in its justification by contact hours. The operation with 'raw' number of teachers is not a sufficient indicator of students/teacher ratio because many of the 13 faculty teachers are involved in other programmes as well. There are many ways to calculate full-time equivalents (FTE) concerning student / teacher ratio.

Incoming and outgoing teachers' mobility has increased rapidly over the last few years. Data on outgoing and incoming academic mobility (Table 2.3.5a, on p.22 and Table 2.3.5b on p.23-24) indicate disproportion between them. Ratio is nearly 1:3 in favour of incoming teachers - 16 programme teachers delivered lectures / seminars abroad according staff mobility and other exchange programs, 45 teachers were invited to share the experience. During the meeting students noted that they were well-informed and participated into the workshops and lectures of invited lecturers. Students and alumni were satisfied with the high quality of seminars on scientific research methodology in which they participated together with doctoral students and students from another Master programme. Although it was noted that some students could hardly remember some specific topics related to business psychology. The mobility of students is very low.

The SER critically admits that there are still relatively few incoming lecturers on business psychology. Not surprisingly the names and areas of professional experts of outgoing / incoming teachers in this programme is almost the same as in the Legal psychology Master programme in MRU (Annex 9 and Annex10 of its SER). Without high profile foreign specialists in business psychology it would be difficult to attain the aims of the programme, (i.e. "to analyse and evaluate theoretical and practical psychological problems relevant to business organizations with critical integration of modern concepts of business psychology") (p.6 of SER).

During the meeting the academic staff positively evaluated the conditions for their professional development, and the help they received from the Personnel Centre, the Research Centre and the Academic Affair Centre of the University.

2.4. Facilities and learning resources

The site visit indicated to the expert team that MRU has made a considerable investment in upgrading technologies used for teaching, improving computer networks and providing funds for teaching materials. The construction and size of the library meets the highest requirements for effective individual and group learning. The University provides user-friendly services for all students and employees (including Eduroam and Moodle).

The list of internship places for Business psychology students in 2012-2013 (Annex 9) covers a wide range of organizations, enterprises, and public institutions. The facilities in the Psychology laboratory (I-323) provide excellent opportunities for students to develop the skills of particular methods of scientific research. The laboratory has a special room designed for observation equipped with special audio-video equipment, which records activities in the room from different angles by using several cameras. This allows for the conducting of focus groups, group discussions, and practicing individual consultations with the possibility of a later review of the process. Such opportunity is very useful for teaching such subjects as "The Psychology of Negotiation" and "Team Formation and Management".

However, there is a considerable imbalance between the teaching space (different types of auditoriums) and the space allocated to the teachers. The expert team considers inappropriate

that 40+ lecturers were expected to work from two small rooms, and the expert team would urge the University to provide additional office / work space. Also, this programme and the Legal psychology masters are assisted by only one administrator. The current system provides little support for staff and hence the expert team strongly recommends that this should be enhanced.

The library stock provides the students with adequate study materials. The flexible and student-oriented activities of the library allows the students to use 21 of the most popular databases related to psychology, which include more than 14 thousand eBooks and 1000 scientific journals as well as an Interlibrary loan facility. It was also noted that were the following resources: a Library-hour front desk, a variety of reading rooms (Grand Reading Room, Longish Reading Room, Mini Reading Room, Internet Reading Room, Silent Reading Rooms, Lecturers Reading Room); which enable students to learn at their own pace, with respect to preferred learning styles.

In general students' final theses were noted to be of good quality, based on independent research, prepared in accordance with the requirements for final works set by the Institute of Psychology, with general university requirements for final Master's theses and guidelines for research project (thesis) provided according to EuroPsy Regulations. The final papers presented to the expert team included references to the international databases, scientific journals and monographs. The expert team welcomed the attitude of anti-plagiarism to protect the intellectual property of thesis and the aspiration to keep the presentation of the final thesis as per the APA Publication Manual, 6th ed (2010).

2.5. Study process and students' performance assessment

The SER has provided sufficient information on all the criteria in this section. The admission to master level studies is organised according to MRU Students Application and Admission procedures. Only graduates of bachelor of Psychology are accepted to the master programme of Business Psychology. One score is added if assessment of the subject of Cross - Cultural Psychology is included in the diploma supplement of those entering the programme. This detail is indicated in the Rules of Admission of Persons to Mykolas Romeris University Second Cycle (Master's) studies in 2013 (approved by Mykolas Romeris University Senate Resolution No.1SN-46 of 18 April, 2013). Reference to this document is given on page 28 of SER (footnote No 37)). The meeting with teaching staff and students left some uncertainty if all the bachelor students were well-informed about this supplementary criterion. The meeting with the students demonstrated to the expert team that the admission to the programme was well conducted in accordance with all of the pre-defined requirements. Current students graduated from bachelor programmes in various Lithuanian universities and in general were satisfied with the on-going studies.

All teachers adhere to the procedure, principles and the criteria of assessment of study outcomes established at MRU. The central policy ensures uniform, transparent and publicly available description of study assessment process and grading system. As was noted in the SER (p.15), new teaching, learning and assessment methods (including *self-reflection*, *diary*, and *concept mapping*) were introduced to different Business psychology study programme courses in 2013. Students have access to the internal database where they can find the descriptions of all course units, containing detailed information about assessment methods and criteria. However, some course units have detailed subject-specific assessment criteria (eg, Management Psychology, Psychology of Public Relations and Advertising) while others lack them (eg, Psychology of Innovation Management). The expert team appreciates teachers' capacity for taking students' feedback into account and flexibility to implement changes accordingly. The expert team would

also note the staff's flexibility to adjust timetables in order to meet students' needs, and the initiative evidenced by the recent establishment of a tutoring system at MRU.

The number of applicants to the Programme increased constantly from 2010. The total number of accepted students, and those who have graduated still needs to be analysed as the gap between them increased since 2008 till 2011 (according to Table 2.5.1. in year 2011 the ratio is nearly half-to-half, while in year 2008 graduated 62% of accepted students). The report provided overall data on graduates so it is not clear if there are differing drop-out rates for full-time and part-time students.

There are many ways for students to participate in research, applied research and artistic activities. The outcomes are quite satisfactory. For example, several students have been awarded with scientific research grants from the European Union and from the Research Council of Lithuania. Last year 25% of the students participated in a business psychology conference and one student presented own research findings.

The university seems to provide adequate academic, social, financial and psychological support for the students. Further, from our visit the students appear well-informed about mobility programs. As it was clear from Annex 8, MRU has 26 bilateral agreements for the international studies in many Europe universities. At the same time student mobility is very low. During these 5 years (in 2013) only one student participated in ERASMUS internship programme. Expert team considers it to be the direction for improvement.

MRU has developed a graduate career monitoring system that indicates that more than 90% of graduate students were employed in the period of 2009-2012. This indicates that graduates attributes are welcomed in the labour market. During the meeting with the expert team social partners pointed out some distinctive features of graduates from the program, namely activity, creativity and research skills. As concluded from these interviews with social partners, graduates of this programme have good economic/business knowledge and skills. It was also concluded from these interviews that there is a need to provide more career counselling, and more realistic job preparation for students on the programme. It was also noted that the rapidly changing labour market situation encourages the teachers for more close cooperation with the social partners in order to forecast the most necessary competencies of graduates. Social partners expressed their will to participate in study process and share first-hand experience with students.

2.6. Programme management

The expert team appreciated the quality of the self-evaluation report and recognises the team effort in its production. Meeting with teaching staff clarified the picture of responsibilities for decision-making and monitoring of implementation of the programme. MRU applies internal study quality assurance system, based on sharing responsibility for the quality of studies at 5 levels – Senate and Rectorate, Faculties and Institutes, Centre of Academic affairs, Teachers, Students. Strong vertical line of quality assurance clearly allocates responsibilities for the implementation of the programme, provides valuable support on some issues, f.e. initiation and preparation of legislation ensuring the quality of the studies, quality of study process, coordination and support for the creation and renewal of study programmes. Direct responsibility for assurance of the study programme quality lies with the Sub-Committee of Study Programme. The expert team was informed during the meeting with administration of Faculty that in MRU Committee of Study programme is formed when the number of students approaches 300, so all three second-cycle psychology programmes are managed by Sub-Committees.

It seems from SER as well as meetings with students, teachers and management that internal quality assurance is mostly based on students' opinion and monitoring their academic progress. These data are collected on a regular basis, all students are surveyed 2 times per year at the end of each semester, information is analysed once per year. Meeting with students provided some examples of reaction to their opinion (i.e., to replace some teachers who in students's opinion had not the right balance between theoretical knowledge and practical application), Currently full-time students are more involved in decision-making processes than part-time students. This is understandable as they may have more time to devote to this process.

At the same time there are shortcomings which the expert team identified. The expert team considers that effective quality assurance relies on multiple measures and implies skillful use of all possible resources, detailed elaboration of future guidelines. While student opinion poll is well-developed, the other measures, more externally oriented criteria are under-developed. These may include more effective use of networks inside University as well as outside it (eg. more easy access for students to the courses of other Master study programmes in MRU and other Lithuanian universities. Thereby students will be enabled to compare the quality of this programme with the other ones. It is worth to make a cost benefit analysis of programme implementation (what lessons learned from unprofitable teaching of only one international student according to individual study plan). Invitation of prominent local and foreign experts on Business psychology, more detailed communication with partners about milestones, shortcomings and future development of the programme would be also welcomed.

During the meeting the social partners expressed willingness to cooperate in new ways in addition to opinion polls and supervision of internship (i.e. to share their experience during lectures, to participate in review of program aims). Recently the renewed Sub-Committee of Study Programme set direction to improve cooperation with social partners (it was mentioned in changes implemented in this study programme after the Self-evaluation documents were submitted to the Centre for Quality Assessment in Higher Education (December 2013). The expert team considers this step as an appropriate one and strongly advises to keep moving in this direction. It will be an issue of the next self-evaluation after the feedback and analysis of implemented actions. Consultations with partners are especially valuable in the light of fact that since 2009 there was no external evaluation and programme improvement heavily relied on internal procedures. Currently implemented changes were directed to renewal of disciplines, in compliance to EuroPsy requirements, corrections of study plan. These improvements contributed to the quality of programme. Timely implementation of changes based mostly on feedback from students suggests more reactive than proactive mechanisms to feed into potential programme improvements.

There is a need to review and evaluate the progress against the programme aims. It was admitted during the meeting with senior management, and as noted in SER (p. 34), that study plans, study programmes and subject programmes, student internship programmes are presented and discussed at higher administrative level (i.e. that of the Faculty of Social Technologies). However during the meeting with senior management and teaching staff, there was no clear articulation on further development of programme aims and learning outcomes as well as their specific consistency with the aim of university to become an international one. The expert team would note that programme quality surely depends on the balance between the short-term and the long-term vision for the programme. The expert team was unclear how this is handled, in that managers and teachers are aware of strategic plans for the whole University but the expert team discerned less clearly articulated plans for the further elaboration of the programme in our meetings with senior management. The expert team had not heard of specific guidance on the programme implementation and its development. Senior management did not communicate the

sense of strategic direction, clear and shared vision for the programme that it might be expected in order to provide a stimulating intellectual and social environment for teaching staff.

III. RECOMMENDATIONS

1. The expert team suggests that equal representation of quantitative and qualitative research methods in the curriculum design will strengthen students' methodological knowledge and skills.
2. There is a need to explore ways to increase: a) the amount of incoming teachers directly related to the field of Business Psychology; b) the research output of teachers; c) students' mobility.
3. The University should find the resources to deal with the clear lack of working space for teaching staff by providing more work space for staff, and also identifying dedicated areas for staff to meet students on a confidential (if necessary) one-to-one basis.
4. The expert team further encourages staff and students to develop the Annual Business Psychology Conference. Some of the possible ways to do that would be to invite international experts as keynote speakers, and also invite international students to present papers/posters, and also make efforts to publish all the presentations as conference proceedings, and to perhaps cooperate with other similar programmes at Lithuanian universities in joining efforts for a high-quality scientific event.
5. The expert team would recommend to further strengthen the collaboration with alumni and social partners through more formalised structures (such as an alumni society, internal quality assurance system, final thesis defense committee).
6. It would be beneficial to further clarify and incorporate in the strategic plan the market value of this study programme in terms of how unique and valuable it is.
7. Senior management and programme committee should reconcile the up-to-date programme improvements with the strategic conception of programme development.
8. The Senior management should demonstrate a more positive attitude and perform collaborative leadership in order to capitalize on the strengths of teaching staff.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

The expert team would note the following aspects of good practice:

- Since the last accreditation in 2009, the programme team has showed a willingness to make amendments to improve programme quality;
- The academic staff are responsive to the interests of students;
- MRU Business MSc meets the demands of labour market.

V. SUMMARY

Positive qualities

The programme aims to prepare qualified psychologists for business organizations who will be able to apply deep psychological knowledge and professional competencies in marketing and human resource management for efficiency of business organization and for improvement of personnel wellbeing. The aims are well-defined and publicly accessible via the MRU internet site. The programme clearly focuses on student-oriented learning as evidenced by positive feedback from current students and graduates. They especially emphasize the facilities for learning support for students, organization of study process. The latter one has some distinctive qualities appreciated by students, namely the flexibility to adjust timetables in order to meet students' needs, high accessibility of teachers for academic advisory purposes, timely implementation of changes based on feedback from students. The curriculum design meets main legal requirements and recently was evaluated to verify the correspondence of *EuroPsy* standards. All teachers adhere to the procedure, principles and the criteria of the assessment of study outcomes established at MRU. The expert team also recognised the strong commitment of teachers to their jobs, in particular to pedagogical activities and the organization of field-related conferences. Career monitoring system indicates that more than 90% of graduate students were employed in the period covered by SER.

Although the team recognises the links that the course staff has made thus far, more continuous and formal connections with alumni are recommended, as well as closer collaboration with other programmes within university and with other universities in Lithuania.

Areas of concern

Teachers' research and scholarly output was strong in parts, but overall was considered to be less significant than might be expected for staff teaching on a post-graduate programme. The weakness of programme is rather low mobility of students and outgoing teachers. Internal quality assurance should be based on a comprehensive set of criteria. Teachers and the study programme committee need more support from senior managers of the university concerning a better location of work space and strengthening the programme in the University's strategic plan. During the site visit the expert panel felt that senior management did not communicate the sense of strategic direction and vision for the programme that might be expected.

VI. GENERAL ASSESSMENT

The study programme BUSINESS PSYCHOLOGY (state code – 621S11001) at MYKOLAS ROMERIS 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	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	16

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Hab. Dr. Reinhold Stipsits
Grupės nariai: Team members:	Prof. Dr. Anthony R. Beech
	Prof. Dr. Mati Heidmets
	Dr. Kevin Lalor
	Dr. Dalia Nasvytienė
	Mirela I. Bilc

**MYKOLO ROMERIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS VERSLO PSICHOLOGIJA (VALSTYBINIS KODAS – 621S11001) 2014-
11-12 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-551-1 IŠRAŠAS**

<...>

VI. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Verslo psichologija* (valstybinis kodas – 621S11001) vertinama **teigiamai**.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

V. SANTRAUKA**Teigiamos savybės**

Studijų programos tikslas – rengti aukštos kvalifikacijos psichologus verslo organizacijoms, kurie gebėtų taikyti galias psichologijos žinias ir profesines kompetencijas rinkodaros ir žmoniškųjų išteklių valdymo srityse didinant verslo organizacijų veiksmingumą ir gerinant darbuotojų gerovę. Studijų programos tikslai yra aiškiai apibrėžti ir viešai skelbiami MRU interneto svetainėje. Programa įgyvendinama taikant į studentus orientuotus mokymosi metodus ir tai patvirtina teigiami dabartinių studentų ir absolventų atsiliepimai. Programos studentai ir absolventai ypač pabrėžia geras, studentams mokytis padedančias sąlygas ir veiksmingą studijų proceso organizavimą. Ypač studentų vertinamas studijų organizavimo proceso aspektas yra galimybė koreguoti tvarkaraščius atsižvelgiant į studentų poreikius, lengvai prieinami dėstytojai konsultacijoms, laiku įgyvendinami pokyčiai atsižvelgiant į studentų atsiliepimus. Studijų programos sandara atitinka teisinius reikalavimus, ji taip pat neseniai buvo vertinama siekiant patikrinti jos atitiktį *EuroPsy* standartams. Visi dėstytojai laikosi MRU nustatytų studijų rezultatų vertinimo tvarkos, principų ir kriterijų. Vertintojų grupė taip pat pripažįsta pedagoginio personalo įsipareigojimą tinkamai atlikti darbą, ypač pedagoginį ir organizuojant su studijuojama sritimi susijusias konferencijas. Karjeros stebėsenos sistemos duomenimis, per savianalizės suvestinėje vertinamą laikotarpį daugiau nei 90 % programos absolventų buvo dirbantys.

Pripažindama iki šiol kurso pedagoginio personalo užmegztus ryšius ekspertų grupė rekomenduoja plėtoti ilgalaikius ir formalius ryšius su programos absolventais, taip pat glaudžiau bendradarbiauti su paties universiteto padaliniais bei kitais Lietuvos universitetais, vykdančiais panašias programas.

Tobulintinos sritys

Tam tikrais aspektais dėstytojų mokslo darbai ir vykdoma mokslo tiriamoji veikla yra įspūdinga, tačiau apskritai nėra tokia reikšminga, kokios galima būtų tikėtis iš magistrantūros laipsnio studijų programą įgyvendinančių dėstytojų. Svarbiausios programos silpnosios pusės yra mažas studentų judumas ir nedidelis išvykstančių dėstytojų skaičius. Vidaus kokybės užtikrinimo sistema turėtų būti grindžiama aiškiai apibrėžtais kriterijais. Dėstytojams ir studijų programos komitetui daugiau paramos turėtų teikti universiteto aukščiausioji vadovybė sprendžiant darbu reikalingų patalpų klausimus ir įtvirtinant programą universiteto strateginiame plane. Vizito universitete metu ekspertų grupei susidarė įspūdis, kad aukščiausiosios vadovybės atstovai galėtų aiškiau apibrėžti ir pagrįsti bendradarbiavimu programos strategines kryptis ir viziją.

<...>

III. REKOMENDACIJOS

1. Ekspertų grupės nuomone, į programą vienodomis dalimis įtraukti kiekybiniai ir kokybiniai mokslinės tiriamosios veiklos metodai sustiprintų studentų metodologines žinias ir įgūdžius.
2. Būtina ieškoti būdų padidinti: a) atvykstančių tiesiogiai su verslo psichologijos sritimi susijusių dėstytojų skaičių; b) dėstytojų mokslinės tiriamosios veiklos apimtį; c) studentų judumą.
3. Universitetas turėtų rasti būdą, kaip spręsti nepakankamą dėstytojų darbo patalpų klausimą; darbuotojams turėtų būti suteikta daugiau darbu reikalingų patalpų, taip pat patalpų, kuriose darbuotojai galėtų susitikti su studentais dėl konfidencialaus ar privataus pokalbio.
4. Ekspertų grupė ragina darbuotojus ir studentus toliau rengti ir plėtoti metines verslo psichologijos konferencijas. Į tokias konferencijas kaip pagrindiniai pranešėjai galėtų būti kviečiami tarptautiniai ekspertai, savo darbus ir stendinius pranešimus galėtų pristatyti užsienio studentai, o visi pranešimai galėtų būti skelbiami kaip konferencijos medžiaga; be to, universitetas galėtų bendradarbiauti su kitais Lietuvos universitetais, įgyvendinančiais panašias programas bendromis jėgomis organizuojant aukšto lygio mokslo renginius.
5. Ekspertų grupė rekomenduoja toliau plėsti ir stiprinti bendradarbiavimo ryšius su universiteto absolventais ir socialiniais partneriais per formalesnes struktūras (tokias, kaip absolventų draugija, vidaus kokybės užtikrinimo sistema ar baigiamųjų darbų gynimo komitetas).
6. Būtų pravartu išsamiau išaiškinti ir strateginiame plane pabrėžti šios studijų programos rinkos vertę, atkreipiant dėmesį į jos unikalumą.
7. Aukščiausioji vadovybė ir programos komitetas naujausius programos pakeitimus turėtų suderinti su strategine programos plėtros koncepcija.
8. Siekdama kiek galima veiksmingiau išnaudoti pedagoginio personalo stipriąsias puses, aukščiausioji vadovybė turėtų aktyviau rodyti teigiamą požiūrį ir įgyvendinti bendradarbiavimu grindžiamą vadovavimo stilių.

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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)