Final Assessment report for program accreditation

Psychology Bachelor Degree

Psychology Faculty

Saint Petersburg State University (SPbSU)

1. Information on accreditation procedure

Subject of accreditation procedure

Educational program	Degree to be acquired	ETCS	Duration	Form of education	Language of instruction
PSYCHOLOGY	BACHELOR'S DEGREE	240	4 years	Full-time	Russian and English languages

Date of on-site visit: November 08-09, 2018.

Panel members:

DEVA's Expert:

Rosa María Rodríguez Izquierdo, Full Professor, Didactics and School Organization area. Universidad Pablo de Olavide, Sevilla (Spain).

AKKORK's Experts:

Albina Nesterova, Ph. D. in Psychology, Chief research scientist of the Psychology and Self-regulation Laboratory at the Institute of Fundamental and Applied Research; Chief research scientist of the Department of Advanced Scientific Research of the Russian Academy of Sciences.

Mariya Korkh, student of the Moscow State Psychological and Educational University.

2. Introduction: aims, structure and general provisions of the accreditation procedure

DEVA (Department of Evaluation and Accreditation, Córdoba, Spain) and AKKORK (Autonomous Non-Profit Organization Agency for Higher Education Quality Assurance and Career Development, Moscow, Russia), are agencies for assessment and accreditation of Higher Education programmes and institutions. They have signed a cooperation agreement to perform joint accreditation processes of educational programs using the Spanish Accreditation Program on request of the Saint Petersburg State University (SPbSU, Russia). To this end, a reviewer panel was created, consisting of one Spanish reviewer (university professor) with the assistance of two Russian reviewers, one researcher and on student. The University provided the reviewers' committee with

a self-report (English written) which include the necessary evidences and additional documents (although not all of them translated to English).

All members of the review panel participated in a two-day visit to the University in November 2018. The visit agenda was planned in advance, in which meetings and interviews with representatives of different stakeholders (University's management board representatives, Dean, students and graduates of all educational programs under evaluation, employers, and administrative and teaching staff) and a tour to visit to the resource facilities for educational programs were included. The visit took place as accorded without any remarkable incident. This evaluation is based on the self-report, the additional documents provided on request, and the testimonies collected during the site-visit. The University/Faculty may send its allegations to specific aspects contained into this report. These allegations will be taken into account by the panel of experts for the final report. It is advisable to include, together with the allegations, an improvement plan explaining how the University/Faculty will consider the recommendations stated in this report.

3. Review of the institutional profile of the Saint Petersburg State University (SPbSU)

Russia's present-day education system is based upon the Bologna principles and includes different levels of education at University. In accordance with the "Framework for Qualifications of the European Higher Education Area", level 1 is a complete higher education course in which individuals who have completed education equivalent to Russian general secondary or vocational secondary education can enroll in a Bachelor's Degree course. The course lasts 4 years and gives general fundamental training. At the end of their Degree, students defend their thesis and, if successful, they are awarded a Bachelor's Degree certificate (BA, BSc) which grants them the right to work according to profession or to further their studies on a Master's Degree course. Level 2 includes Specialists and Master Degrees. Specialist Degrees are more focused on practical work in industry according to the selected discipline and lasts for a minimum of 5 years. Master's Degree allows in-depth specialization in the student's chosen field. Bachelor and Specialist Degree holders can enroll and the course, which lasts at least two years, involves training students for research work. Students defend a thesis which, if successful, leads to a Master's Degree certificate and the qualification of Master. The highest level, level 3, involves Postgraduate courses to be trained as academics. Postgraduate students select a research field and subject of research for their dissertation. Full-time study lasts at least 3 years and the graduate is awarded a postgraduate certificate with the corresponding qualification. Candidates of Sciences proceed to their Doctoral Degree (the second Degree to confirm the status of scientist), which is awarded following successful defense of their doctoral dissertation. It should be

noted that the SPbSU is a pioneer in the introduction of the Bologna process in the educational system of the Russian Federation.

Federal state educational standards define the learning outcomes of each educational program at each level of qualification. The structure and content of the curriculum depends largely on the requirements of the Ministry of Science and Higher Education of the Russian Federation. All bachelor and master programs consist of several modules, that is, courses from different disciplinary areas. The educational programs do not focus only on a specific educational area, but offer more general education, in humanities or social sciences. This is especially true for bachelor students.

SPbSU and the St Petersburg Academy of Sciences were founded in 28 January 1724. On 8 February 1819 SPbSU was re-established. Emperor Alexander I approved a legislative proposal of Sergey Uvarov, the by-then curator of the St Petersburg Academic District, to re-establish the University in St Petersburg by means of reforming the Main Pedagogical Institute. As noted on the own website of the University, on 30 November 1992 SPbSU was declared an institution of the highest level of accounting and protection enjoying special governmental support and having the status of an independent (autonomous) Russian higher education institution.

At present, the structure and features of the educational process at SPbSU includes:
- 30,000 students
- 6,000 academic staff
- 398 main educational programmes
- 1,500 internship contracts and partnership agreements
- Over 450 partner universities
- 9 Nobel Prize winners
- 26 resource centres of the University Research Park
- 7 mln. books at the St Petersburg state university M. Gorky Scientific Library
- Over 12,000 places in the University halls of residence

The Department of Psychology of the SPbSU was founded in 1966. The Academic and Research Staff, including professors and research staff, is about 250 members. The Department comprises 14 divisions:
- General Psychology
- Developmental Psychology
- Social Psychology
- Ergonomics and Engineering Psychology
- Special Needs Psychology
- Political Psychology
- Education Psychology
- Medical Psychology and Psychophysiology

- Professional Activity Psychology
- Ontopsychology
- Child and Parent Mental Health and Early Intervention
- Psychology of Personal and Professional Development
- Psychology of Behavior and Behavioral Deviations
- Crisis Management and Emergency Psychology

Educational programs are Bachelor, Specialist, and Masters programs in Psychology, including three Bachelor modulates (Psychology in Health Services, Psychology at the Enterprise, Psychology in Education), five Masters programs (General Psychology and Psychology of Personality, Developmental Psychology, Educational Psychology, Social Psychology, Mental Health, and Organizational Psychology and Psychology of Management). There is also a Specialist program in Clinical Psychology that takes 6 years for the students and includes practical courses, counseling and supervision. Postgraduate programs include the following directions:

- General psychology, psychology of personality, history of psychology
- Psychophysiology
- Industrial psychology, engineering psychology, ergonomics
- Medical psychology
- Social psychology
- Educational psychology
- Psychology of special needs
- Political psychology
- Developmental psychology, acmeology
- General pedagogy, history of pedagogy and education
- Theory and methodology of education and upbringing
- Theory and methodology of professional education

4. Introductory remarks

According to the signed contract, the seven criteria used in this assessment report correspond, with some necessary adaptations, to the structure of the Quality Handbook elaborated to that effect by the Division of Evaluation and Accreditation (DEVA) of the Andalusian Knowledge Agency (AAC). Specifically, this evaluation process relies on the last edition of the "Guide for Renewing the Accreditation of University Bachelor's and Master's Degrees in Andalusia".

For each of these seven criteria, one of four possible ratings was chosen, namely:

"Exceed",
"Attained",

"Attained in part",
"Not attained"

As applied here, the latter implies very serious shortcomings and might, depending on the criteria in question, originate an unfavorable overall assessment. A rating as "Attained in part" implies some shortcomings, sometimes severe enough to demand changes in some aspects of the educational process. "Attained" rate implies a satisfactory situation; however, there may be some, or even considerable, room for improvement. "Exceed" implies that there is ample evidence that the achievements in this criterion significantly exceed the requirements of the standard. Therefore, whatever the rating chosen for each criterion, the stakeholders are encouraged to pay close attention to the provided comments and recommendations, being some of them stated as mandatory to obtain a positive evaluation.

Under no circumstances will accreditation be granted if the "not attained" rating is obtained for any of the following criteria:

Criterion 4. Teaching staff.
Criterion 5. Infrastructure, services and provision of resources.
Criterion 6. Learning outcomes

5. Assessment of key quality criteria

CRITERION 1. PUBLIC INFORMATION AVAILABLE

The web of the Degree in Psychology from Saint Petersburg State University (SPbSU) provides the general characteristics of the program and the system to access to the degree. The schedule is updated regularly, which was confirmed during the interviews with students and teachers.

Likewise, the learning outcomes of the degree and the reports of monitoring and improvement plans are not totally clear or easy to reach. The information does not extend to the visibility of the Internal Quality Assurance System (IQAS) and different indicators related to the degree, the internal-external projection of the Faculty, the relations with different entities and institutions, the professional world, etc. which are essential evidence for passing this criterion.

The public information is in fact available to students, the rest of the university community, and society in general. The website of the University helps to provide further and clear information since much of the evidence regarding the Degree Programme is in the University website. Therefore, to gather all the necessary information the different stakeholders require to access to different sites (University and the Faculty webs) which

makes the process confusing. Before the visit and during the visit itself, this panel observed that the access to specific information results in some cases difficult, particularly for students who are not familiar with the web page. All the information regarding the degree should be integrated in a unique web of the degree accessible by a direct link. It is recommended to keep the information regarding the Psychology degree programme at only one click. It is very unlikely that students look for information of their programme at the University website. However, the educational process is provided by the university-wide Blackboard information system. Its platform hosts the timetable, teaching materials and manuals, surveys and questionnaires about the quality of the obtained education. Thanks to the personal account, which every university student has, continuous interaction of students, teachers and the University administration in online mode is possible.

While studying the information posted on the page for applicants (http://www.psy.spbu.ru/abitur/abiturfirst/bachalaureat1) it is difficult to understand and evaluate how the implemented Bachelor's program at St. Petersburg University differs from similar programs at other universities.

The site has little information intended for the program's students. Generally, you can find here the contact data of people responsible for different types of work (scientific, international, etc.). Initiatives that students can choose for themselves and which can take part in are not reflected on the site. For example, on the page of the International Educational Cooperation Department there are only contacts of the department deputy head, but it remains unclear what is the purpose of this department and what questions the students can clear up applying to it.

Also there is no information about the implementation of the training program on the site, for example, there is no information about the appointment of curator or another procedure to support students who are experiencing difficulties in the learning process.

It is worth paying attention to the fact that some pages with useful information for applicants exist separately from the site interface. For example, in paragraph 1.5 of the self-examination report a reference is made to the following faculty site page: http://www.psy.spbu.ru/abitur(various information for applicants), but it's impossible to go to this page of the site by yourself, the interface of the site simply does not allow it.

As a part of the faculty there is a Student Council, which is actively involved in reporting students proposals to the faculty administration, as well as establishing communication between students and the administration, teachers. The faculty Student Council has its own page (http://www.psy.spbu.ru/students/informal/stud-board), but it's impossible to get there on your own. At the same time, on this page

there is also no relevant information about the activities of this council (the latest information is on the 2014 meeting), although the information is presented on the general website of SPbSU.

In addition, a full English version of the website would be helpful to international students. Besides, the information available is not always easy to find in the website. It would be advisable to have more self-contained information regarding the programme within the Faculty website including calendars, teaching guides (syllabi), teaching organization, training activities, and the relevant information about external internships (list of centres, periods to do the internship, etc.). Information should be clear, complete and easy to access to all stakeholders. Therefore, more information relevant to employers should be added. In the same vein, more information regarding the collaboration centres and institutions for external internship programmes, the protocols to apply for internship, and the general guidelines/ aims, content, methodology & evaluation.

To conclude, there are an important amount of aspects found to be missing (see recommendations below).

Recommendations:

RECOMMENDATION 1.- It is recommended that information of the result of the main indicators of the Internal Quality Assurance System applied to the program and the program Improvement Plan are published in the official website.

RECOMMENDATION 2.- It is recommended that the English version of the programme website contain the same information as the Russian one and be available for all aspects of the degree for the sake of all the stakeholders.

RECOMMENDATION 3.- It is recommended to maintain and, if possible to increase, the opportunities for feedback and interaction that information systems enable, trying to make more participative the teaching staff, students and other stakeholders. Therefore, more information on the web site of the procedure for making suggestions and complaints should be introduced.

RECOMMENDATION 4.- For applicants of the program and their parents it is recommended to add information about the program singularity, so they can decide upon whether to choose the program of this particular university. Provide the opportunity to study the plan of the program implementation, the fullness with certain disciplines, etc., for example, upload the link of the curriculum and training schedule on the Psychology program web page, without creating additional sites and pages.

RECOMMENDATION 5.- It is recommended to provide information on the practice bases in a more transparent and public way and more detailed information about R&D, conferences, grants, competitions, conditions for international cooperation.

RECOMMENDATION 6.- It is recommended to reflect on the site the information about support procedures for students having difficulties in the learning process (assignment of curators, additional classes, etc.). This information will help the students, including foreign ones, to understand what kind of assistance they can expect in case of problems with learning and adaption to studies.

RECOMMENDATION 7.- It is recommended to make all relevant information about the Student Council available to the students through the faculty's website (Student Council statutes, information about its members, regularly updated relevant information about its activities, information on the possibility of making suggestions so the students are aware and can affect its activities).

Assessment: **ATTAINED IN PART**

CRITERION 2. QUALITY ASSURANCE SYSTEM

Although the Faculty counts on tools for collecting information, title results and satisfaction of students with the training, the QAS is not only fully implemented o clear. A brief outline of the significant aspects, decisions and changes in the application of the QAS seem to be missing. Moreover, it is not only partially complete, but it is not public, accessible nor updated on the website of the programme. Documentation on procedures, indicators, commissions (Centre and Degree), and Results are missing or not easy to access. The QAS do not seem to incorporate documents on procedures, indicators and, commissions (except the Educational and Methodological Commissions). The self-evaluation report does not contribute sufficient evidence in this regard about: Procedures and indicators of quality of the title. It would be advisable to count on a Procedure manual or document to understand how operates the dynamic of the internal quality assurance commission and how significant changes are taken based on evidence.

There are not sufficient contributions or evidence in this regard about: procedures and indicators of quality of the degree. Although some information is available, its arrangement makes its use complex. It is not easy to identify if the programme has a periodically reviewed and updated Improvement Plan, which includes specific initiatives stemming from analysis and review of the results. QA manual and the Procedures manual should provide information on the composition, responsibilities and roles of student organizations and associations like the Education Quality Committee

and all this should be made available in the website of the degree. Although the system itself looks as if does exist something of that sort. However, in real terms it is not shown or a procedure of how it is implemented does not exist.

In addition, the Improvement Plan is not defined in a particular way for the degree. The Panel found lack of precision on certain important aspects related to the Improvement Plan and the assessment of teaching staff. Therefore, the Improvement Plan of the programme does not appear to include specific initiatives coming from analysis. Although the basic information is provided, a review of general satisfaction results would be useful and how the commission goes about in the decision making base on concrete indicators. Likewise, the QAS should be reviewed periodically. Thus, the programme should make greater effort to show sufficient evidence that the institution possesses a formally-established and implemented quality assurance system that effectively ensures continuous improvement.

The Faculty should establish a clearer Improvement action Plan where the procedures should be explained in more detail. Concrete actions should be established with the planning of specific initiatives and the responsible people appointed, as well as a precise calendar for the development of the measures proposed, together with the procedures and measures for their monitoring and evaluation. The indicated improvement measures are defined in the general frame of the University but they do not seem to be defined specifically for the Faculty or the degree programme in particular. It would be advisable to specify more the actions and improvement proposals specifically for the degree in question.

Meanwhile, some forms of education quality management upon the program have been demonstrated to experts. Thus, an important stage in the development of the quality control system of education at St. Petersburg University was the involvement of the student community in the internal audit of the education quality. The Teaching & Methodological Committee was created in the Student Council of St. Petersburg University, it operates successfully and has the responsibility of ensuring the quality work of the SPbSU Student Council on the organization of studies, internships, exchanges, exams, reviews and also including the matter of curricula and syllabuses. Thus, in 2014, 2015 and 2018 the Student Council of the Psychological Faculty conducted the survey as part of the Level Up student initiative project, which includes 114 closed questions and two open questions aimed at studying the opinions of students about the faculty over the last three years (BB-3). During the meeting with the representatives of the Student Council, it was revealed that despite their activity there is no organized process of bringing relevant information about their work to other students.

The feedback system created at SPbSU allows to receive suggestions and recommendations for improving the education quality from outside of the university through such sections on the St. Petersburg University website as: Virtual reception of SPbSU; Information about the reception of citizens by the Rector; Appeal to the Rector; Public discussion; Information for employers.

During the meeting with the teaching staff, the Educational programs Council and other representatives of the psychological faculty, it was confirmed that in order to improve the educational program the students' opinion is taken into account. However, the students themselves do not feel their ability to influence the program quality during their studies. It is due to the fact that the changes are taken into account for the future, so students who gave the feedback may not be aware that their opinion has been taken into account.

When analyzing the student survey system about the program quality, the attention is drawn to the fact that questions about favorite and unpopular subjects are formulated too broadly and openly.

Olga Baranova, Director of the Psychological, Pedagogical, Medical and Social Assistance Center of the Kalininsky District of St. Petersburg, is the Board Chairman of the Psychology Educational Program, which helps to ensure the external quality assessment of this educational program.

In summary, the degree counts on an IQAS in general terms but there if the need to be more specific spelling procedures, indicators and actions to carry out the programme since we have found certain lack of precision and information of certain important aspect related to the Improvement Plan, the assessment of teaching staff, quality of external internships and mobility programmes. Protocols need to be more specific to assure the participation in quality assurance systems of all stakeholders.

Recommendations:

RECOMMENDATION 8.- It is recommended that the Improvement Plan of the degree be more detailed. Specific initiatives coming from the analysis and review of general results would be useful. Concrete actions with the planning of specific initiatives should be established, as well as the responsible persons and a precise calendar for the development of the measures proposed, together with the procedures established for their monitoring and evaluation.

RECOMMENDATION 9.- It is recommended to increase the student participation on the satisfaction survey. The IQAS should include a procedure on how this information is

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analysed and use to design specific actions whose results should be reviewed.

RECOMMENDATION 10.- It is recommended to provide more detail on the QAS procedures and responsibilities, with special emphasis on the related to instruments used to collect stakeholders' opinion.

RECOMMENDATION 11.- To introduce clearer procedure to warrant the quality of external internships and the quality of mobility programmes.

RECOMMENDATION 12.- It is recommended to give the opportunity to the students to provide the feedback of their satisfaction with the answer received through the "Virtual Reception" (for example, to provide such an opportunity through the BlackBoard system).

RECOMMENDATION 13.- It is recommended to refine the student survey system about their satisfaction with the program, to collect more specific and diverse information, as well as to simplify its subsequent analysis and accounting while improving the program.

RECOMMENDATION 14.- It is recommended to describe and make available the procedures for updating the teaching materials of the educational program and the description of the work of the internal quality control system of education, which were discussed during the site visit.

Assessment: **ATTAINED IN PART**

CRITERION 3. DESIGN, ORGANIZATION AND DEVELOPMENT OF THE EDUCATIONAL PROGRAMME

In general, the evidence provided demonstrates that the Bachelor's Degree Programme on Psychology at Saint Petersburg State University (SPbSU) counts on an adequate design as well as with an organization and a suitable curricular development according to the nature and scope of the degree. The educational program includes information on competences and curricular structure, recognition of credits and complementary training. The contents of the programme include a curriculum of fundamental disciplines of different areas in psychology and a broad range of elective courses. In addition, the design of the degree (competence profile and curriculum structure) is updated and responds to the formative level of Bachelor. It is worth considering positively the concern for freshmen adaptation to University through the initial camp.

Special emphasis is placed on introducing students to research projects at a very early stage of the formation process. It is worth considering positively the concern of the

staff to include employers in the development of topics of scientific research, topics for term papers and graduation theses of the students. It is also worth to pay attention to the participation of representatives of employers in the state examination commissions. Hence, special emphasis is placed on the important role of external internships in the training of students.

During the visit the Faculty, more completed and detailed guides with more academic information available to students were provided, which confirmed that the information of the different subjects given to students is clear and complete. However it would be advisable to publish the general syllabi of the courses in the website and to establish clearer procedures to update the content of the programmes. It might help too in the development of the programme to make a rubric for the evaluation of the end-of-degree dissertations so that students know beforehand which the competences they need to command.

During the visit, students reported that the articulation theory-practice is missing. They find the theoretical approach too heavy in the teaching methodology. On the other hand, teachers claimed the imperious need to handle strong theoretical foundations in the acquirement of the degree. It seems this mismatch of expectations could be improved by incorporating more active teaching methodologies in the development of the educational programme. It might help too to demonstrate a more relevant connection of the different subjects with the external internship.

Current students as well as former ones reported that the acquirement of the B2 in English is not easy for many of the students although there are some courses to help them in doing so. Students liked the possibility of having some specialized Psychology subjects in English. It should be also possible to gradually introduce the teaching of certain principal subjects in English. Such opportunity will have a beneficial effect on international student exchange.

It is worth to mention the inclusion of the on-line mode of the subject matters in the curriculum (for example, the online course on the "History of Russia"), it facilitates the educational process and makes it more convenient for students.

When revising the website, the information about the procedure for the allocation of internship and the assignation of the tutor for the end-degree project and course works are not available. In order to ensure the quality system it would be handy to publish the procedures that students need to follow in this regard.

Recommendations:

RECOMMENDATION 15.-It is recommended, either to increase the external internships in the training of students or to stress the use of teaching methodologies that enable students to get closer to real practices such as Learning Service. This might help to improve the practical approaches that students claim. Thus, the theoretical-practical development of the subjects should be made explicit, as well as the articulation of its contents with external practices, teaching work, methodologies and systems of evaluation.

RECOMMENDATION 16.- It is recommended to specify the procedure in updating the subjects program and in the management of the end-of-degree dissertations and course works and improve the systems of evaluation. In addition, the teaching guides /syllabi need to be available on the website.

RECOMMENDATION 17.- Taken into account that students are expected to certify a B2 in English at the end of the programme, management should start a gradual process of implementing psychology courses in English to increase the quality of the degree and to enable students to acquire the B2 in a real manner. In this regard, the review panel was unable to communicate in English with most of the teachers so they should also begin a process of acquisition of language skills. Moreover, this effort would be appreciated by non-Russian students who put a lot of work in acquiring other language different from their own in order to be accepted at the University. This effort could help to improve the internationalization of the title as well. In this regard the Faculty could take advantage of the researchers from the international scientific community with whom they already collaborate.

RECOMMENDATION 18.- It is recommended to specify the management and implementation of the procedure to ensure the quality of external practices as well as the management and implementation of the final thesis and course works.

RECOMMENDATION 19- It is recommended to invite, at the request and interests of students, leading specialists in certain psychological knowledge branches, which are currently the most relevant and future-oriented in the development of the modern psychologist qualification.

Assessment: **ATTAINED**

CRITERION 4. TEACHING STAFF

The teaching staff involved in the degree programme on Psychology at Saint Petersburg State University (SPbSU) is sufficient and appropriate, and it is in accordance with the characteristics of the educational program. Academic categories, teaching and research experiences are optimal for the implementation of the degree. The visit confirmed that the academic staff is appropriate and in line with the scope of the program. The teaching staff involved in the development of the degree programme constitutes a sufficient number to warrant the development of the programme and the acquisition of competences foreseen by the students. However, no detailed information is provided regarding the recruitment or selection process of professors. These aspects should be more transparent and criteria should be published on the website of the programme and not only on the University website.

Regarding supervision and teaching assignment, little information about practice/internship supervision by teaching staff is provided on the degree programme website. Neither there is information about the teaching staff's selection criteria for appointment as directors of end-of-degree dissertations.

Regarding the coordination of teaching, more information should be provided to make the procedures clearer to students and to all stakeholders. No much detailed information is provided in the website concerning the supervision of internships, although students are satisfied as well as employers. During the visit some more information about supervision and teaching assignment procedures, and about specific mechanisms that ensure the coordination of teaching, were provided during interview with the Head of the Program and several professors. Coordination is implemented through regular meetings between the teaching staff of the Department.

The staff seems to be very committed with students and with the success of the programme. Students appreciate their dedication and availability to deal with their concerns. The documentary references provided, as well as the employers opinions coincide in pointing out that the profile of the teaching staff is appropriate to the characteristics of the degree and its training program. Students' satisfaction with the teaching activity of academic staff is sufficiently high.

Recommendations:

RECOMMENDATION 20.- It is recommended to provide students more information about the procedures of practice/internship supervision by teaching staff, as well as the selection criteria to appoint supervisors of the final paper. This information should be published on the degree website. It would be relatively easy to develop a protocol

to clarify the assignment of the final paper dissertation and tutors for internship.

RECOMMENDATION 21.- It is recommended to provide more detailed information regarding the recruitment or selection process of professors. Selection processes should be more transparent and criteria should be public.

RECOMMENDATION 22.- It is recommended to articulate clearer mechanisms to improve the horizontal and vertical coordination, as well as the management of end-of-degree dissertations.

RECOMMENDATION 23.- It is recommended, wherever possible, to involve the university teaching staff in the implementation of the international scientific projects and to ensure the possibility of international work trips.

RECOMMENDATION 24.- Due to the fact that the faculty monitors student satisfaction with the educational process, in order to improve the educational process quality, it would be worthwhile to bring the results of student surveys to the attention of the university teaching staff.

Assessment: **ATTAINED**.

CRITERION 5. INFRASTRUCTURES, SERVICES, AND PROVISION OF RESOURCES

The infrastructure and resources (classrooms, library, computer labs, etc.) are appropriate to the characteristics of the qualification. Material-and-technical and educational conditions of realization of the educational program are provided and seems to be enough to develop teaching as well as initiation to research. The library is sufficiently equipped and it has a digital catalogue that allows the access to several databases. However, the study room attached to the library seems rather small for the amount of students enrolled in the programme. Laboratories seem to be sufficient as well and some of them are extremely well equipped. All in all, there are enough infrastructures to develop teaching activities.

Although information on academic guidance and professional orientation services are not provided on the website of the degree, in general, the support personnel and resources seem appropriate to the programme and the traits of the students.

Mentions should be made of the lack of barrier-free access for people with functional disabilities. Moreover, it is worthwhile mentioning the sensibility to facilitate the barrier-free access for people with eye impairments.

At the same time, it is worth mentioning that access to all educational electronic resources in the SPbSU subscription is open from any computer that has access to the Internet using an individual login and password, which all students at SPbSU have: http://www.library.spbu.ru/help/ezpr.html, which does not require from persons with disabilities of the motor apparatus accessing the library physically. Students with visual impairments can use the functionality of the personal computer's operating system (image magnification) when working with electronic resources. A specialized computer for disabled persons is installed in the reading room of the Scientific Library of St. Petersburg University, located at the 22nd line of V.O. bld. 7. The computer is equipped with a braille keyboard and headphones. It has special programs allowing to enlarge the image on the monitor as well as to vocalize all the electronic text. Monoblock Lenovo Ideacentre C540 with 23-inch display, keyboard- Focus 40 Blue (full name is portable tactile braille display with wireless Bluetooth technology). Also, concerning the students with visual disabilities, we provide information obtained from the State Library for the Blind and Visually Impaired http://www.gbs.spb.ru/

Recommendations:

RECOMMENDATION 25.- It is recommended to implement a barrier-free access to all premises.

RECOMMENDATION 26.- It is recommended that the main information of the academic guidance and professional orientation services should be explained to students during ~~in~~ specific activities and in specific documents, not only on the website.

RECOMMENDATION 27.- It is recommended to make the electronic library interface available in English, this option would facilitate the access to the library materials for foreign students.

Assessment: **ATTAINED**

CRITERION 6. LEARNING OUTCOMES

On the whole, the training activities reported in the program seem optimal to attain the competences and goals of the degree, although more active methodologies should be implemented in the teaching process to warrant the acquisition of competences. According to the report of students, the assessment systems seem to be a bit scored on multiple choice types of tests. It would be appropriate trying to broader the evaluation system to case studies, portfolio assessment, essays, etc. The teaching syllabi of the courses provide enough information about the methodology and evaluation systems, although they are not always available in the website. Besides, the

learning outcomes could be improved if the teachers orient a bit more the teaching towards the acquisition of competences rather than to the mere accumulation of content. It is recommended to continue the process to shift from content to competences since students seem to be claiming for that.

At large, criteria for evaluation are provided to students beforehand. There are open and transparent criteria that are translated in some cases into rubrics used for the evaluation activity so that students have a chance get to know the indicators for assessment. Especially translate in some cases into evaluation through rubrics.

The procedure for elaborating questions for exams and tests is rather clear and well specified. Performance by subject shows that the number of students that pass is very high. Overall, the educational activities and results of learning are consistent with the graduate profile.

During the site visit, the experts established that there is a system of support for students in case of their poor progress. However, within the held meetings, it was found, that such support is provided in the form of additional classes in certain subjects, which are conducted by senior students on their own initiative. However, according to what the students say, these classes periodically coincide with classes on the general schedule, which makes their attendance impossible.

Also during the site visit, it turned out that students have difficulties with mathematics, because the program has a big gap between studying it during the first year of study (see Curriculum) and the subsequent application of the gain knowledge in the course and graduation works.

As part of the site visit, it was found that in the first year of study there is a curators system, which helps to establish interaction between students and teachers, and the administration. However, in the following years of study there is no curator institute.

Recommendations:

RECOMMENDATION 28.- It is recommended to start a process to shift the emphasis of the courses from contents to competences that it would result in amplifying the range of methodologies and evaluation systems used by teachers.

RECOMMENDATION 29.- The syllabi of the courses should be published on the website so that sspecific information on methodology of the training activities and assessment systems reported in the program should be transparent. The syllabi are published, but access to them is rather complicated (they are located in the same place as the

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curriculums). It is necessary to simplify the access or upload the syllabi in the Blackboard system.

RECOMMENDATION 30.- It is recommended to work out the student support system in case of their poor progress (additional classes that do not coincide with the grid of mandatory classes, tutoring, etc.). For example, it is possible to put online the necessary re-courses for the low-performing students. Also, due to the fact that many students have difficulties with mathematics, it may be worthwhile to make changes to the program with introducing the mathematical methods when studying other disciplines or to combine studying this subject with writing the research part of the course and graduation works.

RECOMMENDATION 31.- It is recommended to make a supervising institution at all courses of the program, or to think of another system that would allow students to solve the daily problems promptly during their studies (some link between students and the administration, teachers).

Assessment: **ATTAINED**

CRITERION 7. INDICATORS OF SATISFACTION AND PERFORMANCE

The programme counts on mechanisms to determine the degree of satisfaction among teachers, students, administrative and support staff, graduates and employers. On the whole, different surveys show that students are satisfied with the teaching performance of the staff, as well as with the quality of the program. The degree of satisfaction with the quality of education by all stakeholders seems to be high too. However, there is not enough information about satisfaction with professional guidance services, nor indicators that assess the satisfaction of students with the academic guidance & professional orientation related with the title. The reported alumni employment appears appropriate in the context of the degree, although a number of graduates continue their education within the Master's programmes.

Having said that, it is worth notice that according to the self-report: "Only 39% of students are «fully» or «mostly» satisfied with the organization of practices and internships, 37% are rather dissatisfied, 24% are dissatisfied". Also Employers recommend focusing more on practice-oriented areas. Lack of skills, lack of motivation to work and inability to handle the necessary information were noted as weaknesses of the graduates. It is important to note that these comments are isolated cases. Employers cooperating with the faculty in general are satisfied with the qualifications of the students and graduates, except for the lack of practical competencies, which they easily get during practical activities. At the same time, employers reported that

students do not have the skills to conduct trainings, as well as the skill of conveying psychological information in a language understandable to the client.

These are evidences that the programme should have a closer look at.

Also, students pointed out the lack of information about the possibility of obtaining additional education to deepen the knowledge in the areas of psychology (for example, direct receiving information about the possibility of learning psychotherapy (its various approaches)).

Although specific reports on the sustainability of the degree are not provided in Criterion 7. Neither in the short nor in the medium or long term, the feasibility or sustainability of the title is questioned taking into account the different aspects evaluated and the demand of psychologists in Saint Petersburg. Therefore, from the educational profile of the degree and the resources available, the degree is potentially sustainable.

Recommendations:

RECOMMENDATION 32.- It is recommended to promote student orientation to professional practice instead of to research practice as some students are claiming.

RECOMMENDATION 33.- Mobility of students is low. Strategies to increase it (incoming/outbound) should be implemented.

RECOMMENDATION 34- It would be helpful to elaborate clear indicators to assess the satisfaction of students with the academic guidance and professional orientation they receive.

RECOMMENDATION 35.- According to the information provided, the evolution of academic indicators (for example, percentages of graduates, etc.) has declined a bit. It is recommended to consider additional information to analyse if these values respond to an isolated situation or to a real trend.

RECOMMENDATION 36- It is recommended to involve the employers in formulating the themes of the graduate qualification works and their scientific and practical guidance more actively. It is also recommended to motivate the university teaching staff and students to perform the graduate qualification work on the social employers' orders, and it can be already started in the course projects. For employers and graduates it is recommended to develop questionnaires that would allow to explore their satisfaction, both with the program itself and also with the formed competencies of

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the students under this program.

RECOMMENDATION 37.- In accordance with the employers' demands, we recommend to enhance the program with learning skills of conducting trainings, which will also allow meeting the students need for more practical skills.

RECOMMENDATION 38.- It is recommended to inform students about the possibilities of obtaining additional professional education in the field of psychology, by posting information publicly or by electronic mailing. Of course, it is not included in the Bachelor's program content, but it is still recommended to do this in order to enhance students' understanding of the possibilities of their future professional growth and meet their needs for additional practical skills.

Assessment: **ATTAINED**

6. CONCLUSIONS

After studying the self-assessment report, a vast range of internal documents, and holding extensive on-site meetings with the program's administrators, teaching staff, students, graduates and employers, as well as with staff of Saint-Petersburg State University (SPbSU) quality management and general leadership, we appreciate the program's quality.

Also, we are confident that the program's administrators and teaching staff, in close cooperation with relevant stakeholders at the University level, are fully committed to the objective of permanently monitoring and improving the program's quality. The favorable overall rating reflects recognition of past achievements and an expectation of further progress in that respect.

In general, it is worth pointing out the students', teachers' and employers' interest and willingness to participate in the support of the university. It is pleasant to note the sincere enthusiasm of all departments' staff to communicate and improve the existing system.

On conducting the analysis, the experts' team highly evaluates the prospects of this program's relevance, based on the high marks of students, teaching staff, program graduates and employers. In the midst of a rather big competition in the area of educational services in psychology in St. Petersburg, this program has unique advantages, combining the traditional university thoroughness in basic disciplines theoretical training, as well as a wide range of subjects, allowing to get acquainted with all modern directions of psychology.

Considering that most of the indicators analyzed are attained, and overall criteria are achieved. Although there are some differences in the fulfillment of each quality criteria, we can conclude that the result of the evaluation of this program is optimal. The educational profile of the Bachelor's Degree Programme on Psychology at Saint Petersburg State University (SPbSU) is solid and the quality of the degree is high.

OVERALL ASSESSMENT: FAVOURABLE