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Агентство
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качества образования
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REPORT

**on the results of a Bachelor's degree programme review
« Management Psychology »**

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SUMMARY OF THE PROGRAMME

The educational programme “Management Psychology” is implemented by the Psychology Department of the Humanitarian Training Center, and allows awarding a Bachelor's degree. The programme is managed by Vasiakin Bogdan Sergeevich, Ph.D. in Economic Sciences, Associate Professor, Head of the Department of Psychology.

An online visit within the framework of the external evaluation of the program was conducted by AKKORK experts in the period from April 20 to April 21, 2021.

Strengths of the programme:

1. The programme's greatest strength is the involvement of employers in the implementation of the educational programme (EP), who are also involved in the updating of the programme and are invited to conduct educational and extracurricular activities. The procedures for the involvement of employers are described in the regulatory documents. Employers' opinion is considered in the formulation of competencies, in the development of the curriculum, and the formation of the content of disciplines. Employers actively promote the selection of student practice bases and the employment of graduates.

2. Students themselves highly appreciate the quality of the programme, consider the content of education useful and interesting. The programme structure seems adequate to students. The formation of program-specific learning outcomes begins at junior courses. Students can influence the content of the programme, its structure, and the methods used in the educational process. Students demonstrate a sufficiently high level of development of the necessary competencies.

3. Teachers are involved in the implementation of the programme on a personal level, show interest in students and disciplines, and actively undergo ongoing professional development. Teachers-practitioners, as well as employers, are involved in the programme implementation.

4. The programme does not require essential laboratory equipment, which simplifies the task of achieving high-quality maintenance infrastructure (MI). The material base of the university in general (classroom fund, equipment, etc.) and information support are at a high level. Within the framework of the programme conditions for training people with reduced capabilities were created. E-learning technologies are actively used.

5. Within the framework of the programme, activities that are carried out are aimed at adapting and improving the skills of young and foreign teachers, as well as teachers-practitioners. The practice of mutual attendance of classes for sharing of experience and self-improvement is widely used. A system of accounting for individual achievements and setting incentive payments based on the results of the assessment of achievements has been implemented. Student assessment is one of the key parameters of teacher's evaluation.

6. The university has an employment center for students and graduates whose vacancies database is constantly updated. Students can undergo training on employment and get consultations on the preparation of CVs. Financial support tools for students (scholarships and grants, as well as direct financial assistance) are available. The

university has creative associations of students, provides access to infrastructure facilities in terms of sports, health, and cultural leisure. Some student benefits are also available.

7. Special events are held for applicants, a system to support talented applicants has been created, as well as a system of pre-university training of applicants. Students enrolled in the program have a high average Unified State Exam (USE) score.

Weaknesses of the programme:

The main weaknesses of the programme are:

1. The insufficient number of teaching staff with specialized basic education and/or academic degrees, which reduces the overall quality of the educational content, since not all teachers fully possess knowledge, skills, and abilities specific to management psychology.

2. Overloading of the curriculum with general psychological disciplines in a significant amount instead of disciplines that are more specific to the programme profile. Despite the expressed interest of students in such disciplines, the curriculum design does not allow allocating more time for studying specialized disciplines and forming specific competencies.

3. Specialized professional disciplines are included in the curriculum quite late, which blurs the programme focus.

4. The program is implemented in a specialized economic university, and therefore, at the institutional level, some mechanisms and procedures aimed at meeting the needs of students in the field of "Management Psychology" are poorly expressed or absent. For example, access to specialized vacancies, practice bases, internships, and other activities necessary for the qualitative formation of competencies.

5. While in general employers are satisfied with the competencies of students of the programme, there is a certain lack of feedback from employers, the lack of initiative proposals concerning the development and optimization of the programme. Also, employers with whom the Faculty of Management cooperates are not represented on the website of the Department of Psychology. There is no information about the vacancies that the employer requests or plans to request, there is no understanding of which specialists in the field of management psychology are relevant to the labor market today.

6. The programme website and the Department website do not provide a clear curriculum structure of the programme. Presentations of disciplines, such as "Psychology", "Pedagogy", "Physiology of HNA", and "Psychophysiology of professional activity" are given, while only the discipline "Management Psychology" is presented from specialized programs. The site resources do not allow the applicant to get an idea of what the specifics aspects of the program are, what professional areas of psychological knowledge applicants will study under this EP, where they will be able to work, and what advantages this program has in comparison with analog ones.

Recommendations:

1. To formulate the graduate's competence model considering the requirements of the Federal State Education Standard (FSSES) 3++ and to reflect more specific learning

outcomes (professional competencies) for this program to reduce the effect of the blurred focus of the EP at the level of learning outcomes.

2. Expand the pool of students' graduation theses, performed according to the tasks/orders of employers to strengthen the role of employers in the educational process and the formation of students' competencies for implementing real projects.

3. To describe in more detail for students the scope of their future professional activities to increase the meaningfulness of students' choice of certain courses, as well as the role and place of individual disciplines in the EP.

4. To respond more quickly to students' requests regarding the formation of the programme staff.

5. To expand the number of teachers who have a specialized basic education/academic degree to provide basic training in the program. Currently, the focus is on practitioners and specialists with work experience, while not all teachers demonstrate fundamental knowledge in the field of psychology at the required level.

6. To consider the possibility of creating special classrooms for conducting classes specific to the programme (training rooms, classrooms for business games, etc.) to develop specific practical skills in typical work situations.

7. To expand the list of vacancies, training, internships, etc., suitable for students of the "Management Psychology" programme since most of the opportunities are oriented to students of the "Economics" and "Management" fields of training.

8. To consider the possibility of creating a psychological service of the university to assist university students in general, as well as to create an internal database of practices/internships for students of the accredited programme.

9. To consider paying tuition fees in installments to relieve the unnecessary stress of students and their families, especially in the current economic situation.

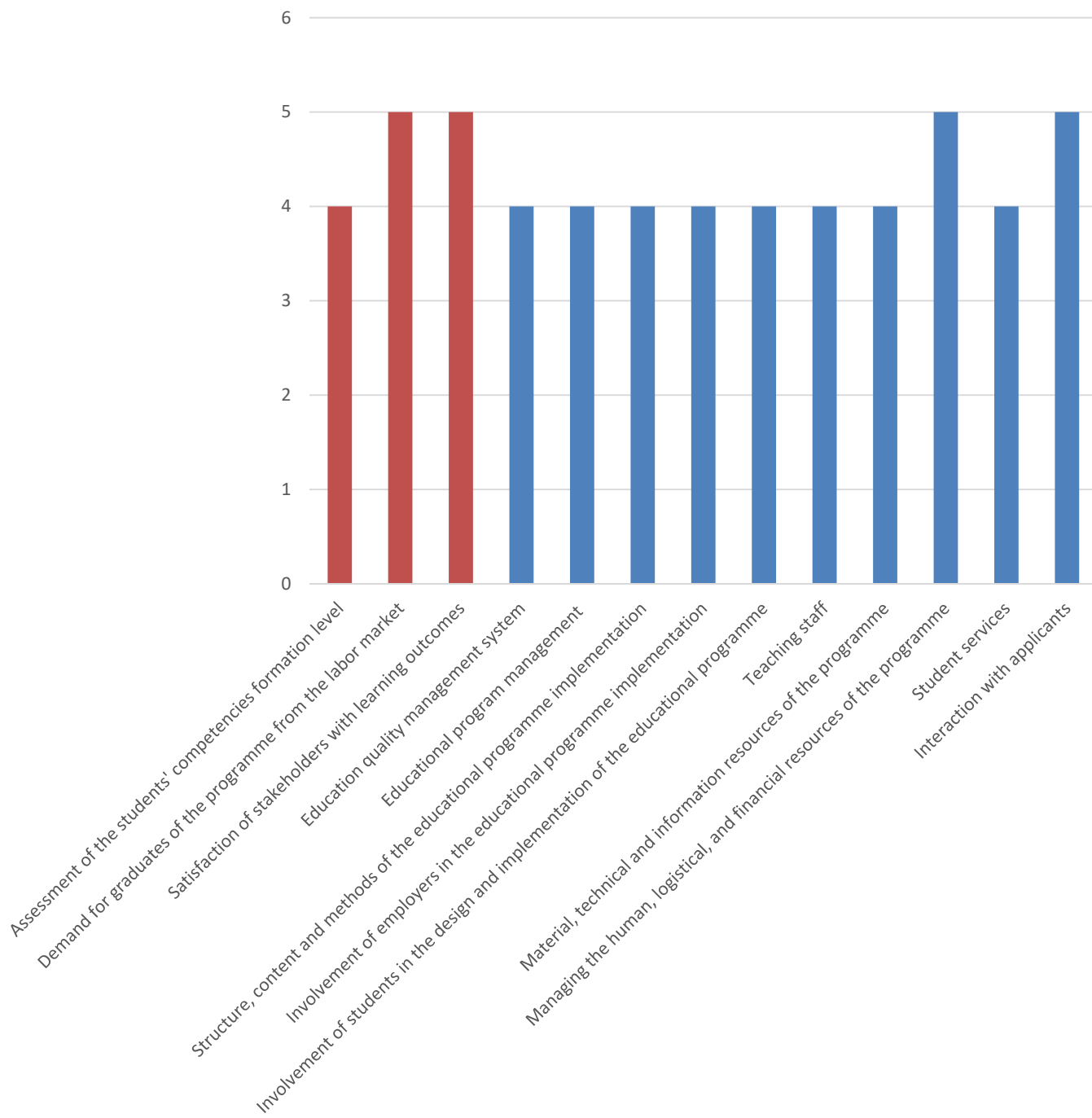
10. To optimize the website of the Chair of Psychology and the program website, aimed at displaying complete information about the EP: the program implementation schedule, the syllabi of disciplines, the competencies being formed, possible employment options, the main disciplines (the most important for this EP), and the program training outcomes. Besides, it is necessary to add information about cooperation with various organizations in the field of training to strengthen the recognition and promotion of the "Management Psychology" programme of the Management Faculty of the Plekhanov Russian University of Economics.

11. To strengthen cooperation with employers not only in terms of organizing practices but also in the field of optimizing the program. These concerns involving employers in the creation of a pool of graduation theses topics; developing proposals for adding new disciplines demanded in practice and holding individual seminars that would allow improving competence exactly in management psychology, conducting master classes, organizing field study events that allow seeing the work of a psychologist in the field of management.

Assessment profile of the learning outcomes and education quality assurance

№	Criterion		<i>Evaluation</i>
<i>I</i>	<i>Quality of learning outcomes</i>		
	1.	Assessment of the students' competencies formation level	<i>good</i>
	2.	Demand for graduates of the programme from the labor market	<i>excellent</i>
	3.	Satisfaction of stakeholders with learning outcomes	<i>excellent</i>
<i>II</i>	<i>Quality assurance of education</i>		
	1.	Education quality management system	<i>good</i>
	2.	Educational program management	<i>good</i>
	3.	Structure, content and methods of the educational programme implementation	<i>good</i>
	4.	Involvement of employers in the educational programme implementation	<i>good</i>
	5.	Involvement of students in the design and implementation of the educational programme	<i>good</i>
	6.	Teaching staff	<i>good</i>
	7.	Material, technical and information resources of the programme	<i>excellent</i>
	8.	Managing the human, logistical, and financial resources of the programme	<i>good</i>
	9.	Student services	<i>good</i>
10.	Interaction with applicants	<i>excellent</i>	

Profile of learning outcomes assessments and education quality assurance



QUALITY OF THE LEARNING OUTCOMES

1. *Assessment of the students' competencies formation level* **Criterion assessment: good**

During the online visit, a direct assessment of 4th-year students' competencies was conducted. There were six 4th-year students who participated in the direct assessment,

During the direct assessment of graduates, evaluation tools prepared by experts were used.

To analyze the development of competencies, the experts selected the following ones:

- Assessment of general cultural (universal) competencies:

CA-5 — ability to communicate orally and in writing in Russian and foreign languages to solve problems of interpersonal and intercultural interaction.

- Assessment of general professional competencies:

CAS-1 — the ability to solve standard tasks of professional activity based on the information and bibliographic culture using information and communication technologies and taking into account the basic requirements of information security.

- Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of programme graduates:

AT-13 — the ability to work with the organization's staff to select personnel and create a psychological climate that contributes to the production process optimization;

AT-14 — the ability to implement psychological technologies focused on the personal growth of employees of the organization and the protection of the health of individuals and groups.

In carrying out the procedure of direct assessment of competencies, the experts used the following testing and evaluation materials:

Case study "Evaluation of personnel reserve employees in the selection of candidates for senior positions".

According to the results of the direct assessment of competencies, experts found that 50% of students coped with 80% of the proposed tasks, while 50% of students completed from 50 to 79% of the tasks.

Level	Sufficient level (students coped with 80 % of the proposed tasks)	Acceptable level (percentage of the solved tasks is from 50 to 79 %)	Low level (percentage of the solved tasks is less than or equal to 49 %)
Share of students			
Results of direct assessment of general cultural (universal) competencies			
Share of students	40%	60%	
Results of direct assessment of general professional competencies			
Share of students	50%	50%	

Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates			
Share of students	50%	50%	

When assessing the quality of education, experts reviewed 3 GQWs, which was 20% of last year's GQWs in this field. The experts conclude that the reviewed GQW meet the requirements stated below as follows:

GRADUATE QUALIFICATION WORKS

№	Assessment criteria	Reviewers' comments
1.	Topics of GQW correspond to the field of training and the current level of development of science, engineering and (or) technology in the program field.	Mostly correspond
2.	Tasks and contents of GQWs are aimed at confirmation of formation of competencies of the graduate.	Correspond
3.	Degree of use of the materials collected or received during the pre-degree internship and course projects in the implementation of independent research parts of the GQW.	Use coursework materials, but do not always use pre-graduate practice materials
4.	The topics of GQW are determined by the requests of industry organizations and the tasks of experimental activities, implemented by the teachers of the HEI.	In most cases – yes
5.	GQW results find practical application in industry.	Nearly 45%
6.	Degree of use of the research results of the Chair's, Faculty's and third-party research and production and / or research organizations in the implementation of independent research parts of the GQW.	The percent of the usage of the results of GQW in the innovative science activity of the department is not high, about 20-30%

2. Demand for graduates of the programme from the labor market

Criterion assessment: excellent

Analysis of the role and place of the programme

1. The region's demand for graduates in this field of training is stable and relatively high, especially at large enterprises that require significant administrative and human resource management personnel.

2. The educational policy of the regional (municipal) government is not likely to affect this programme, but this is due to the characteristics of the region, rather than the program itself.

3. There is a pronounced competitive environment in the Region (more than 50 universities), however, the region's peculiarities (a significant population, the presence of a significant number of enterprises that require graduates, etc.) neutralize the effects of the competitive environment. An important competitive advantage of the program is the status

of the university implementing the program (one of the leading universities in the field of executive staff training).

Analysis of information indicators submitted by the higher education institution (conclusions)

- *The percentage of students combining study at the higher education institution with work in their specialization field – 60%;*
- *The percentage of graduates who were employed in their specialization field within one year after their graduation from the university — ~83%*
- *The percentage of graduates working in their specialization field within the region — ~60%*
- *The percentage of graduates working in their specialization field outside of the region — ~22%*
- *The percentage of university graduates in the educational programme in relation to the proportion of graduates of all other universities in the region in the educational programme — ~1.4%.*

Additional information

According to the results of a self-examination conducted by an educational organization, data on the distribution of graduates are presented. The data provided by the university have been confirmed through examination of the relevant documents.

3. Satisfaction of stakeholders with learning outcomes

Criterion assessment: excellent

- *The percentage of employers who believe that the competencies of graduates of the programme:*
 - *are substantially compliant with the requirements for modern professionals in the industry — 80%*
 - *mostly meet modern requirements for professionals in this industry with minor deficiencies — 10%*
 - *there are few graduates whose competencies meet modern requirements for professionals in this industry — 10%*
 - *do not meet the requirements for modern professionals in the industry — 0%*
- *Percentage of graduates who are fully satisfied with the learning outcomes — 100%, out of them 83% are completely satisfied, in general satisfied – 17%.*

Additional information

The university self-study report provides information about the results of a survey of employers about their satisfaction with the quality of graduates' training.

At that, employers noted that graduates do not have enough competencies in the field of IT and the use of information technologies in the work of a psychologist in the field of management.

This allows to make a conclusion about the need to update the content of education in terms of training in the field of IT technologies and recommend revising the curricula in such disciplines and, if necessary, adding new disciplines in the curriculum.

Reviewers' recommendations and conclusions

Conclusions:

In general, graduates of the program are demanded in the labor market. Employers and graduates are satisfied with the training outcomes.

In the framework of a direct assessment of competencies, students of the final year demonstrate an understanding of the material, the formedness of skills for analyzing typical situations, knowledge of key methods and tools of professional activity, as well as the reasoning ability, concluding, suggesting action options, and making recommendations in the field of personnel management from the standpoint of management psychology.

Employers are satisfied with the inclusion and competence of students trained in the programme and are ready for fruitful cooperation, highly assess the graduates' potential for practical work in the field of management psychology.

At the same time, some weaknesses of the program are noted, namely:

1. A significant number of non-core courses for EP ("Physiology of Higher Nervous Activity", "Anatomy of the Central Nervous System", "Fundamentals of Pathopsychology", etc.) of a sufficiently large volume to the detriment of increasing the scope of specialized disciplines.
2. Duplication of content information within different disciplines.
3. Poorly formed IT competencies for early graduates.

Recommendations:

In terms of improving the quality of training, the following recommendations can be made:

1. To reduce the volume and/or several disciplines that are not directly related to management psychology, or offer such courses as alternative electives, since students show a strong interest in them. To add disciplines that are closer to the profile of "Management Psychology", for example, "Change management Psychology", "Business Communication Psychology", "Management Consulting and Coaching", "Psychology of Impact", "Sotering", "Economic Psychology", "Psychology of Negotiations", "Psychology of Marketing and Advertising", "Psychology of Entrepreneurship", etc.
2. To conduct a comprehensive audit of the content of academic disciplines to identify duplicate sections to further eliminate their duplication.

Additional information:

Based on the results of the student survey, the educational organization presented the data, which was verified by reviewers during the site visit. The data provided by the university was confirmed by the reviewers.

QUALITY ASSURANCE OF EDUCATION

1. Education quality management system

Criterion assessment: good

Strengths

1. The education quality management system of the university applies to all programmes, what is reflected in the documents, and is brought to the attention of interested parties.

2. The education quality monitoring is carried out at the institutional and programmatic levels.

3. Real managerial decisions are made based on implemented feedback procedures.

Recommendations

To improve the effectiveness of the education quality management system, it is recommended to implement clearer descriptions of processes to increase the openness and transparency of the system through the issuance of appropriate administrative documents (at the institutional level).

Additional information

During the site visit, the experts interviewed students, teachers, employers and received data that allow the experts to conclude that Internal Education Quality Assurance System operates at a level sufficient to provide basic quality assurance.

2. Educational programme management

Criterion assessment: good

Strengths

1. The EP management sets clear goals for the development of the educational program and demonstrates ways to achieve them.

2. Within the framework of the program, the needs of stakeholders are regularly monitored, and the results of the analysis are promptly reflected in the content of the EP.

3. Concerned parties are directly involved in the program management (in terms of updating).

4. Within the framework of the EP, the procedures for standardization of educational and methodological materials are implemented, which has a positive effect on the program quality.

5. All information about the program is promptly communicated to stakeholders.

Recommendations

1. It is recommended to apply the best practices of quality management in the analysis and monitoring of the programme implementation (currently monitoring is carried

out, but the evaluation criteria are not sufficiently detailed and do not allow making more flexible managerial decisions).

2. To improve the website of the programme which should provide clear and understandable information to all concerned parties about the features and methods of implementing the program. For example, to offer students with more detailed and thorough information about the traineeship procedures their monitoring by the teaching staff, as well as concerning the criteria for selecting research supervisors for the graduation thesis. This information should be posted on the program's website. To provide applicants and their parents with information published on the website concerning the enterprises where students will be interned within the framework of the program, as well as the advantages of this educational program, the employment potential after obtaining the qualification of "Management Psychologist", and the internship opportunities.

3. Structure, content and methods of the educational programme implementation ***Criterion assessment: good***

Strengths:

1. The graduate's competence model includes information, communication, and instrumental competencies, as well as decision-making and judgment-making competencies, and motivates for further training.

2. When forming the competence model, the needs of the labor market, individual employers, and students are taken into account.

3. Active learning methods are used, including business games, discussions, and training methods when implementing EP.

4. Practical training of students is carried out at targeted enterprises.

5. The programme structure includes both compulsory and semi-optional, as well as electives.

Recommendations:

1. To formulate the graduate's competence model considering the requirements of the FSES 3++ standards and reflect more specific learning outcomes (professional competencies) for this programme in order to reduce the effect of the blurred focus of the EP at the level of learning outcomes.

2. To involve more employers when implementing the programme, as well as recognized specialists-psychologists in the field of management, having practical experience in the field of management, evaluation, and personnel development.

Additional information:

During the site visit, the experts analyzed the testing and assessment materials that are used by the educational organization.

Experts conclude the sufficiency and content compliance of the materials with the stated goals and results of mastering the programme.

During the online visit, the experts analyzed the testing and assessment materials that are used by the educational organization for the current control of progress.

This allowed the experts to conclude that the current monitoring of academic performance is carried out systematically, is objective, allows adequately assessing the level of competence formedness of students, and give them feedback on their progress, as well as recommendations for improving their educational outcomes.

In a desk analysis of the self-assessment report, analysis of the curriculum and schedule, the experts determined that the share of conducting classes in an interactive form on average is ~35%.

In the process of conducting an online visit, syllabi of five disciplines were studied. Data on classes conducted in an interactive form in the context of the studied teaching materials are presented below. Based on them, experts conclude that interactive classes really allow students to form the necessary competencies, in particular, the skills of using techniques, technologies, and other working tools in typical professional situations.

4. Involvement of employers in the educational programme implementation ***Criterion assessment: good***

Strengths:

1. Employers are actively involved in the programme implementation and updating process and are also invited to conduct educational and extracurricular activities.
2. The procedures for the involvement of employers in the implementation of the programme are described in the regulatory documents.
3. The opinion of employers is taken into account both in the formulation of competencies and in the development of the curriculum and the formation of the content of disciplines.
4. Employers actively promote the selection of student practice bases and the employment of graduates.

Recommendations

1. To expand the pool of students' graduation theses performed according to the tasks/orders of employers to strengthen the role of employers in the educational process and the formation of students' competencies for the implementation of real projects.
2. To involve employers in optimizing the EP, adding new promising problems that are necessary for studying within the framework of specialized disciplines, as well as new disciplines that would allow forming the desired competencies in management psychology.

5. Involvement of students in the design and implementation of the educational programme ***Criterion assessment: good***

Strengths

1. Students highly appreciate the quality of the programme and find the content of education useful and exciting.

2. The structure of the programme seems adequate to the students, the programme-specific learning outcomes start forming quite early.

3. Students generally understand the goals of the programme.

4. Students have the opportunity to influence the content of the programme, its structure, and the methods used.

5. The programme allows carrying out students' scientific activities within its framework.

Recommendations

1. To describe in more detail for students the scope of their future professional activities to increase the meaningfulness of students' choice of certain courses, as well as the role and place of individual disciplines in the EP.

2. To respond more quickly to feedback from students regarding the programme teaching staff to improve the quality of teaching through competitive procedures. During the meeting with the students, there were some comments that not all teachers were specialists in the field of psychology.

3. Within the framework of specialized disciplines, more attention should be paid to practical methods, tasks, real cases, and real context training experiences from the professional practice of a modern psychologist in the field of management.

Additional information

During the online visit, experts held meetings with the students of the assessed programme. One of the questions discussed is the compliance of the structure and content of the programme with the expectations of the direct stakeholders of the programme – students. According to the results of the meetings, experts conclude that students are generally satisfied with the structure of the program, the content of the disciplines and their set, as well as the terms of mastering and the scope of the disciplines. The methods used seem adequate to students.

According to the survey results submitted by the educational organization, results of which were confirmed during the online visit, most of the students believe that their opinion is taken into account when developing and updating the teaching and learning aids. Besides, new courses are introduced into the program, the content of traditional courses is significantly updated, and catch-up mechanisms are provided for students when implementing new courses and/or their significant updating.

During the online visit experts analyzed students' participation in student's government bodies.

Based on the analysis of the presented data, the experts conclude that in general EP students are satisfied, and the declared content of the program complies with the student's expectations and needs.

6. Teaching staff

Criterion assessment: good

Strengths

1. Teachers are involved in the implementation of the programme on a personal level, show interest in students and disciplines.
2. Teachers are actively undergoing advanced training.
3. Teachers-practitioners and employers are involved in the implementation of the programme.

Recommendations

1. To increase the number of teachers who have a specialized basic education/academic degree in management psychology to provide more specific training in the programme.
2. To expand opportunities for professional development of teaching staff in the field of management psychology, as well as the study of a foreign language to increase the opportunity to teach some disciplines in English.
3. To invite practitioners with experience in the field of management psychology and counseling to teach specialized disciplines.
4. To expand the opportunities for teaching staff to implement academic mobility to conduct classes and joint research with foreign partner universities.

Additional information

No scientific circles are available in the program, the scientific activity of students is expressed in one-time publications.

7. Material, technical and information resources of the programme

Criterion assessment: excellent

Strengths:

1. The programme does not require essential laboratory equipment, which simplifies the task of achieving high-quality maintenance infrastructure (MI).
2. The material base of the university in general (classroom fund, equipment, etc.) and information support are at a high level.
3. The programme has created conditions for training disabled people.
4. Within the framework of the programme, e-learning technologies are actively used.

Recommendations

To consider the possibility of creating special classrooms for conducting specialized classes to the program (training rooms, classrooms for business games, etc.) in order to develop specific practical skills in typical production situations.

Additional information

During the online visit, the experts interviewed the students and teachers participating in the programme about their satisfaction with the quality of the classroom fund. The data received allow the experts to conclude that students and teachers are

satisfied with the available material and technical supplying of the educational programme.

During the online visit to the educational organization, experts examined the material and technical resources of the programme. Below is the information concerning the equipment of the laboratories. Presented data allow concluding that the laboratories (information technology) are sufficiently equipped, however program managers are recommended to consider creating special classrooms for conducting classes specific to the program (training classrooms, classrooms for business games, etc.).

8. *Managing the human, logistical, and financial resources of the programme* ***Criterion assessment: good***

Strengths:

1. The activities, carried out within the framework of the programme, are aimed at adapting and improving the skills of young and foreign teachers, as well as practicing teachers.

2. The practice of mutual attendance of classes for sharing of experience and self-improvement is used widely.

3. A system of accounting for individual achievements and setting incentive payments based on the results of the assessment of achievements has been implemented.

4. Student assessment is one of the key parameters of teacher evaluation.

5. A 360-degree assessment practice has been implemented.

Recommendations

1. It is recommended to create a transparent procedure for a comprehensive assessment of employees, an algorithm for communicating feedback on the assessment results to teachers. To develop a clear algorithm for making managerial decisions based on the results of this assessment.

2. To create opportunities for motivating teaching staff by organizing advanced training courses, opportunities to learn and improve English. To find opportunities of organizing internships for teachers abroad and within the country aimed at improving their skills and strengthen international cooperation. This measure would be beneficial in a double manner: first, for teaching in a foreign language which in return would help to recruit more foreign students; and secondly, to improve the quality of research and expand the number of publications in other languages.

Additional information:

Analyzing the facts presented by the educational organization in the self-evaluation report, data were presented to assess the level of satisfaction of teachers with personnel policy and the current system of motivation.

During the online visit, the experts interviewed the teachers participating in the programme. Based on the results of the interview, the experts conclude that the teachers are sufficiently satisfied with the personnel policy of the university and the conditions of their work.

9. Student services

Criterion assessment: good

Strengths

1. The university has an employment center for students and graduates whose vacancies database is constantly updated.
2. Students can undergo training on employment, and get consultations on the preparation of CVs.
3. Financial support tools for students (scholarships and grants, as well as direct financial assistance) are available.
4. The University has a "Center for Tutorial Work and Youth Policy", which carries out multi-faceted activities to increase the spiritual, moral, cultural, aesthetic, intellectual, and physical potential of students.
5. The university has creative associations of students, provides access to infrastructure facilities in terms of sports, health, and cultural leisure.
6. Some student benefits are also available.

Recommendations

1. To extend the list of vacancies, training, internships, etc. that are suitable for students of the "Management Psychology" programme since most of the opportunities are aimed at students of the "Economics" and "Management" fields of training.
2. It is advisable to consider the possibility of concluding bilateral agreements with partner universities that provide training in management psychology training programs. This activity will not only increase the number of students participating in international exchanges but also reduce their academic load by introducing training in partner universities and the recognition of academic disciplines mastered in other university.
3. To consider the possibility of creating a psychological service at the University to provide psychological assistance to students in general, as well as creating an internal database of practices/internships for students of the accredited programme. Psychological assistance services may also be in demand by university teachers.
4. To consider paying tuition fees in installments to relieve the unnecessary stress of students and their families, especially in the current economic situation.

Additional information

During the online visit, the experts were presented with documents confirming students attending additional courses and programmes.

The need was revealed to extend the partner base of the university, faculty, and chair, and to include programs in management psychology in the list of programs available for training under the international student exchange program. In particular, it is advised to consider the possibility of concluding a bilateral agreement with the Erasmus University of Rotterdam (the Netherlands), where the Bachelor's program "International Bachelor in Psychology" is implemented (<https://www.eur.nl/en/bachelor/international-bachelor-psychology/study-programme>). This programme involves specialization in the field of

organizational psychology and relevant academic disciplines. It is worth noting that one of the key centers of business education in Europe – the Rotterdam School of Business – is also a structural unit of the Erasmus University of Rotterdam.

Based on the analysis of the presented data, the experts note the existence of a significant number of various student services. However, experts recommend considering the possibility of improving these services, taking into account the interests and needs of students of the "Management Psychology" field of training.

1. Interaction with applicants

Criterion assessment: excellent

Strengths

1. Special events are held for applicants.
2. The University has created a system of supporting talented applicants, as well as a system of pre-university training of applicants.
3. Students enrolled in the program have a high average USE score.

Recommendations:

It is recommended to optimize the educational program website, aimed at displaying detailed information about the main disciplines to be mastered, explaining in which areas a management psychologist can work, on which enterprises the practical training will take place, what is the difference between this program (implemented in the Plekhanov Russian University of Economics) from all other programmes.

Additional information:

Based on the analysis of documents and interviews with program managers, the experts received information on the number of activities carried out during the current academic year. In total, more than 10 events were held during the year, of which:

- seven welcome days;
- career guidance lectures for schoolchildren and students of bachelor's programs within the framework of the Week of Psychology;
- conducting two master classes for schoolchildren and students of bachelor's programs;
- conducting cultural events for schoolchildren (visiting museums).

CURRICULUM VITAE OF REVIEWERS

REVIEWER: Vorobeva Aleksandra Andreevna

Place of work, position	RUDN university, Российский университет дружбы народов, Head of the Department of Educational Policy, Associate Professor of the Department of Social Pedagogy
Academic degree, academic title	PhD in Psychology
Additional titles, degrees	
Education	Social educator (specialist), 2010
Professional achievements	Updating the quality management system of RUDN University (set out in the corresponding joint monograph), managing the process of international accreditation at RUDN University, participating in organizing the creation of the MEP, recording the MEP's author's course on environmental psychology in English, training more than 40 graduates of bachelor's and master's degrees as a scientific advisor, availability publications (more than 40), incl. in the Scopus Q1 / Q2 database
Research interests	Educational psychology, personality psychology, teaching methods in higher education, development of educational systems
Practical experience in the direction of the programme subject to assessment	9 years

REVIEWER: Nesterova Albina Aleksandrovna

Place of work, position	Moscow State Regional University, Professor of the Department of Social Psychology, Leading Psychologist at the British Psychological Center, Practical Psychologist, Expert
Academic degree, academic title	Doctor of Psychology, Associate Professor
Additional titles, degrees	
Education	"Psychologist. Teacher of psychological disciplines "(specialist, 2001)
Professional achievements	Author of over 200 publications, incl. textbooks and teaching aids, monographs, articles in journals, indexed in domestic and international scientific databases. Specialist, consultant psychologist, supervisor, expert in the field of scientific and applied projects in the field of educational psychology. Leader and participant of various scientific and educational projects in cooperation with specialists from Germany, Great Britain, the Republic of Kazakhstan, the Republic of Belarus.

Research interests	Social psychology, psychological counseling, educational psychology, research in education and psychology
Practical experience in the direction of the programme subject to assessment	17 years

REVIEWER: Professor Dr. Rosa Maria Rodriguez-Izquierdo

Place of work, position	Academic Director of the "Social Pedagogy" programme, coordinator of the doctoral study programme in Migration Studies, professor of the Department of Education and Social Psychology, professor at the Intercultural Center for Communication at the Pablo de Olavide University; Research Fellow and Professor at the Institute for Educational Research in Madrid (Spain) (international expert)
Academic degree, academic title	Doctor of Psychological Science, Professor

REVIEWER: Nedoshivina Mariia Aleksandrovna

Place of work, position	Senior Lecturer, Department of Social Psychology, St. Petersburg State University (SPbU)
Academic degree, academic title	PhD in Psychology
Additional titles, degrees	
Education	Saint Petersburg State University, Master's Degree (Social Psychology and Political Psychology), Leiden University, Master's Degree (Social and Organizational Psychology)
Professional achievements	
Research interests	Social psychology, health psychology, psychology of altruism
Practical experience in the direction of the programme subject to assessment	An expert from the student community