

Expert report
on the assessment of the master study programme
“Psychology” specialty 053
implemented by branches of the Interregional Academy of
Personal Management (Ukraine) in Dnipro and Lviv

1. Summary

This report provides the results of the assessment of professional master study programmes in Psychology implemented at Lviv Institute and at Dnipro Institute of Interregional Academy of Personnel Management (IAPM). The report is based on the document analysis and remote site visit to both institutes by an international experts' group.

The assessment procedure has established that the study programmes are well-managed and correspond to the relevant normative regulations of Ukraine. Employers and students are involved in the development of both programmes, and the programmes fulfil the strong demand for specialists in psychology in the respective regions, which facilitates the employment prospects of the programme graduates. The teaching staff at both programmes is competent and highly motivated. The teaching materials, and techniques and methods of educational activity in general correspond to the programme goals and principles of good educational practice. The material resources available to both programmes are sufficient for reaching the programme goals, and both institutes provide good student services to those enrolled in the programmes.

The main challenges for the programmes are associated with the status of the psychologist's profession in Ukraine. The profession lacks a defined standard, it is not regulated, and the understanding of demands for this profession among the educational and policy-making institutions is incomplete. As a result, the educational standard for professional psychologists does not correspond to the requirements for this profession accepted in many other European countries, and to the principles of good practice of educating professional psychologists used in many university curricula around the world. This has an effect on the quality of content of both programmes, where the training of practical skills and gaining professional experience through internships is not optimized, and the requirements for students to be accepted in the programmes are not clear enough and may jeopardize the professional qualification of the programme graduates and their employment prospects in the long term. It is suggested that IAPM takes initiative in developing the professional standard of psychologists and a system of professional regulation, in parallel to working on the alignment of professional psychology master programmes to the European standards even before the normative regulation requires to do so. Other suggestions for programme development include activating the international cooperation and mobility involving the teaching staff and students from both programmes, and facilitation of scientific research in psychology at both institutes, especially in regard to increasing the number of publications in international peer-reviewed journals.

The assessment concludes that both programmes have a good potential for development, although a number of challenges and shortcomings should be addressed. The recommendation of the expert group is to accredit both programmes for a term appropriate for implementation of the necessary improvements and revisions.

2. Information about the assessment procedure (timeline, experts' group, scope of evaluation)

The site visit (organized remotely) took place on September 24th - September 25th. The assessment was conducted by an international team of experts:

- Professor Aleksejs Ruža, Daugavpils University (team chair);
- Professor Ģirts Dimdiņš, University of Latvia (team secretary);
- Professor Irina Plotka, Baltic International Academy;
- Anna Varuntsian (student member);
- Dr.psych. Solveiga Blumberga (representative of employers).

The assessment was based on the following sources of information:

- Self-assessment report and supplementary information provided by IAPM prior to the start of the assessment procedure;
- Additional information supplied by IAPM at the request of AIC prior to the site visit;
- Information gathered during the remote site visit on September 24-25 from meetings with the top management of IAPM, the central administration and support staff, the study programme directors, teaching staff from Dnipro and Lviv institutes, students from Dnipro and Lviv institutes, and employer representatives;
- Additional information supplied by IAPM during the assessment procedure.

The assessment report is based on the analysis of the available information from the sources listed above, in-person and remote discussions of the expert team members, and consensus decisions of the expert team.

The assessment procedure of the master study programme "Psychology" was based on ten defined criteria: Criterion 1. Strategy, aims and programme management; Criterion 2. Structure and content of the programme; Criterion 3. Teaching and learning materials; Criterion 4. Techniques and methods of educational activity; Criterion 5. Teaching staff; Criterion 6. Resources; Criterion 7. Research work; Criterion 8. Cooperation and internationalisation; Criterion 9. Employability of graduates; Criterion 10. Student services.

Each criterion was assessed according to the following evaluation scale:

- Excellent – no deficiencies in meeting the set criterion have been identified;
- Good – minor deficiencies in meeting the set criterion have been identified;
- Average – deficiencies have been identified in meeting a criterion, but they can be eliminated within a short period of time;
- Poor – significant deficiencies have been identified, and they cannot be eliminated within a short period of time.

3. General description of the IAPM profile

Interregional Academy of Personnel Management (Ukrainian: "Міжрегіональна Академія управління персоналом", МАУП) is a private educational establishment founded in 1989. Currently IAPM is the largest economic and humanitarian higher educational institution of

Ukraine. It has over 50,000 students in many branches throughout the country. The student body includes students from 39 countries, of 17 specialties, 93 specializations, in 8 disciplines. Academy includes Presidential University (located in Kyiv), Ukrainian University (over 40 institutes, branches and subsidiaries in all regions of Ukraine) and International Open University (International Preparatory Institute in Kyiv, network of IAPM open education centres abroad). The educational process in the Academy is provided by over 2,300 teachers, 70% of whom have PhD degrees. The Academy is licensed by the Ministry of Education, Youth and Sports of Ukraine (License number AE 458585 from 07.28.2014), including the provision of educational services to foreigners. IAPM is accredited by IV (higher) level of all licensed specialties. IAPM is included in the World Higher Education Database (WHED, which is regularly issued by the International Association of universities under UNESCO auspices).

4. Strategy, aims and programme management.

The strategy of the educational-professional master study program “Psychology” is consistent with the IAPM general strategy and the mission of the Academy, and makes sure to encompass the existing factors of human capital, development of talents, excellence and quality of education, industry integration, sustainability and balance for the sake of prosperity of Ukraine. There is a constant demand for qualified psychologists in the Ukrainian labour market. Facing the topical challenges that emerged in the Ukrainian society over the last decades (e.g. political instability and economic crises, the civil war in eastern Ukraine, etc.), an increased demand for professional psychologists ready to cope with these challenges is also expected.

The aim of the IAPM educational-professional master study program “Psychology” is to provide academic training of highly qualified professionals in the area of social and behavioural sciences capable of solving complex specialized problems and practical problems in the field of professional activity in the area of psychology, conducting scientific and project research and/or carrying out scientific-pedagogical activities oriented toward further professional self-education. The aims are defined appropriately for the MA level of studies and correspond to the general content of the study programme in accordance with and based on Ukrainian state standard of higher education regarding the major 053 “Psychology” in the branch of knowledge 05 “Social and Behavioural Sciences” for the second (master’s) level of higher education approved by Order of the Ministry of Education and Science of Ukraine of June 16, 2014 Nr.600 (as amended by Order of the Ministry of Education and Science of Ukraine of December 21, 2017 Nr 1648).

The strategic development directions of the IAPM comply with the developmental trends in Ukrainian society and labour market in the region.

The management of the IAPM educational-professional master study program “Psychology” and the quality assurance of higher education and educational activities at the Academy operates at three levels including academy level, institute level, and departmental level. At the Academy level, there are several structures responsible for programme’s management. These are Council of Academy, Methodology Board of IAMP and Academic Integrity Commission. There are also two external structures participating in program’s management such as the Employers’ Council and Students’ Council. At the institute level, there are two structures involved in program’s management. These are the Training department and Psychology department. Besides, each Institute has a Deputy director responsible for scientific and methodological work. At the departmental level, there is a

Scientific-Methodological commission of Psychology department, Guarantor of the educational program. There is a clear division of responsibilities in each level, and cooperation between all structures seems reasonable and quite effective.

The internal quality assurance procedures are implemented in accordance with a number of IAPM's regulatory documents (Regulations on Internal Higher Education Quality Assurance and Academic Integrity Code) by maintaining a set of values, principles, norms, rules of conduct that constitute a culture of educational quality, through academic autonomy, trust, transparency, partnership, objectivity, subsidiarity, academic integrity, academic freedom, communication, collegial responsibility and corruption prevention.

In the IAPM the interests of the academic community as a stakeholder in the formulation of goals and program "Psychology" outcomes are implemented through the monitoring of its compliance with the State Higher Education Standard and by providing proposals to improve the quality of training specialists and to implement modern information technologies in the field of higher education.

The strengths of the study program are as follows: there is a procedure developed for internal examination and approval of educational programs at the Academy; the educational program meets the requirements for educational programs specified in Article 10 of the Law of Ukraine on Higher Education; the relatively modern material and technical basis have been developed for the implementation of educational program.

The most important weaknesses of the program are: insufficient interaction and coordination of working groups in different departments; the students' involvement in the process of developing educational programs is not high; the level of professionalism of some academic staff does not fully meet modern requirements. There is no any supporting system within the Academy encouraging professional development of academic staff.

There are many possibilities for program's development, which are necessary to focus on while planning the program's further development. The most important of them are: introduction of scientific methods and European values into the Institute management model; orientation of research and teaching staff and students to education quality improvement; introduction of practice-oriented learning; improving personnel policy and employee motivation; assistance to students in employment; application of foreign and domestic experience in internal quality assurance of education.

The most important threats of the program seem to be as follows: a lack of professional standards elaborated on a State level; insufficient regulatory support and limited financial opportunities for the participation of external stakeholders in ensuring the quality of education at the Institute level; a lack of regulatory support on the part of governing government bodies from the practices and needs of higher education; unstable political, financial and economic situation in Ukraine.

The admission requirements for the study program conforms to the legislation of Ukraine and the IAPM's internal regulations. The Interregional Academy of Personnel Management enrolls applicants for a master's degree on the basis of a bachelor's, master's and educational qualification of a specialist level obtained in another specialty, subject to successful completion of additional entrance tests taking into account the average score of the relevant diploma supplement.

The students also have the right to confirm the qualifications and learning outcomes obtained through non-formal education. The evaluation of learning outcomes obtained by a student through non-formal education occurs as follows: components of non-formal education such as: open public lectures, seminars, conferences, practical training sessions, trainings, round tables, master classes, etc., the confirmation of participation in which is a certificate or

other non-government-issued document on obtaining new and/or additional competences, can be credited to the student.

For the completion of non-formal education programs, higher education students are awarded points that are subject to assessment and accounting maintained by the graduating sub departments (through the creation and maintenance of a personal educational portfolio).

The number of points for each fact of the participation of a higher education student in non-formal education programs is determined and approved by the graduating sub department separately and used by the higher education student to fill the individual educational trajectory. The scientific-pedagogical workers, giving classes to students, recommend them to take on-line training courses, to complete professional certification, internships, projects, etc.

The issue of recognition of learning outcomes obtained at other institutions of higher education is regulated at the Academy by clause 13 of "Regulations on Organization of the Educational Process at PJSC "HEI "IAPM" which stipulates that the student provides an academic certificate in the established standard form, which confirms the completion of educational program at another HEI and contains information about the learning outcomes and reports on the completion of individual curriculum. In accordance with the established procedure, the Academy, upon the recommendation of relevant sub department, credits the results of training at another HEI.

There is a system for internal monitoring, development and review of study programme, including the system for receiving and using the feedback of stakeholders and use of key-performance indicators (KPI). There is an Accreditation Center, which is responsible for ensuring the monitoring and operation of the internal quality system at the Academy; it interacts with directorates, administrations of institutes, dean's offices of departments, sub-departments on organization of educational activity, monitoring of the quality of higher education. The Institute is responsible for high-quality implementation of the educational program. The Board for Organization of the Educational process is responsible for receiving information on the number of graduates of the Academy by specialty; monitoring the functioning of information systems for managing the educational process at the Academy, including obtaining: information for determining qualitative and absolute indicators of the higher education students' academic performance; information on the higher education students' rating of knowledge based on the results of the examination and test session, academic year. The Center for Organization of Scientific Work and Innovation in the Educational Process is responsible for organizing and conducting research in the field of higher education. The Department of Distance Education is responsible for organization and normative support of the educational process in distance learning, use of distance technologies in the educational process, development and certification of distance courses of educational disciplines, conduct of the Principal's control of the higher education students' knowledge by means of educational content management systems. The Department of Licensing is responsible for submitting documents to the Unified State Electronic Database on Education (USEDE) to ensure the implementation of electronic licensing (the structure of the Academy, logistics, staffing support, licenses, accreditation certificates, etc.). The Department for Ensuring the Work of the Admissions Committee and the Processing of Documents on Education is responsible for exchanging information between the information system of management of the educational process and the USEDE; on enrolling and expelling students, admissions, production of duplicate official transcripts, issuing higher education documents; on timely submitting information on the movement of the student contingent, forming orders for the issuance of state recognized student cards and documents on education; on extending the functionality and improving the functioning of the USEDE program modules; receiving

information about the results of admission to the Academy. The International Open University is responsible for implementing international cooperation in the field of quality assurance in higher education. The Center for Organization of Student Practice and Employment and for Work with Graduates is responsible for involving enterprises and organizations of different branches of economy, industry associations, etc. in organizing and conducting class exercises and all types of practice of knowledge of the higher education students, promoting the employment of graduates, training and advanced training of scientific-pedagogical (pedagogical) employees, etc. The Institute of the Development of Scientific Personnel and Business Education to obtain information on training and advanced training of scientific-pedagogical staff. The Department of Staffing Support and Labour Economics is responsible for forming the staffing list, material incentives for the staff; obtaining information on the staffing support of the educational process; providing conclusions on the compliance of the staffing support with the regulatory requirements, information on the ranking of educational and scientific institutes, departments by the indicators of the staffing support of the educational process; on issuing orders and transferring individuals' record files. Yaroslav the Wise International Library and Information Center is responsible for providing educational and methodological literature. Besides, there are student self-government bodies responsible for organizing and analyzing the results of student monitoring of the educational process and implementing proposals formed based on its results.

Strengths

- The study program fulfils the strong demand for specialists in psychology in the respective regions;
- There is a good and reliable system for internal quality assurance and control;
- There is a good procedure for recognition of the study period, professional experience and previously acquired formal and non-formal education within the study programme;
- All representatives of the academic community as well as employers and students are actively involved in the program's development and potentially may influence the content of the educational program. The interests of the academic community as a stakeholder in the formulation of goals and program "Psychology" outcomes are implemented through the monitoring of its compliance with the Higher Education Standard and by providing proposals to improve the quality of training specialists and to implement modern information technologies in the field of higher education.

Weaknesses

- The Standard of Higher Education of Ukraine provides a possibility for admission to the educational-professional master study program "Psychology" for applicants on a basis of bachelor's degree with related fields of knowledge as well as unrelated fields of knowledge. On one hand, this possibility fulfils the strong demand for specialists in psychology in the regions, on the other hand the bachelor's degree in psychology is devalued and gives no advantage at all, since the psychology education on master's level is possible to get on a basis of bachelor's degree in "unrelated field of knowledge";
- The level of professionalism of some academic staff does not fully meet modern requirements for academic work. There is a lack of motivation for professional growth and indifference of some academic staff to the introduction of innovations and changes.

Recommendations for elimination of weaknesses and for further development

Short-term recommendations:

- It is necessary to encourage, support and motivate new academic staff to develop their professional skills and competences (e.g. scientific data processing skills, academic writing, professional English, etc) providing additional courses and training for perspective teaching staff;
- Invitation the good professionals from abroad as guest academic staff (at least on-line) to participate in program's implementation could substantially help developing some modern academic and scientific skills and competencies as for students, as well as for academic staff of the program;
- It is necessary to develop a clear procedure for recognition of the study period, professional experience and previously acquired formal and non-formal education within the study program.

Long-term recommendations:

- It is necessary to develop a long-lasting strategy for motivating and supporting the perspective academic staff developing their professional competences in order to meet the requirements for modern academic and scientific work;
- In order to help the graduates to be competitive and qualified enough to meet the requirements of the EuroPsy standard and to have a possibility to get an international recognition of master's diploma, the system of psychologists' training should include the full circle of education (bachelor's degree in psychology + professional master's degree + supervised internship);
- Academy representatives and other interested sides (e.g. other universities offering psychology education, professional psychology associations, psychologists, etc.) should be very active and close-knit in stimulating the necessary reforms in state standard of higher education regarding the major 053 "Psychology" in the branch of knowledge 05 "Social and Behavioural Sciences" for the second (master's) level of higher education in order to change and unify the admission requirements for the master's study program in psychology at the State's level;

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|-----------|------|---------|------|------|
| | X | | | |

5. Structure and content of the programme

Both professional Master programs in Psychology (at Lviv Institute and at Dnipro Institute) have the same structure and contents in terms of study courses, therefore the following assessment applies to both of them.

The program amounts to 90 ECTS credit points and consists of 4 elements: general training cycle, professional training cycle, practical training (professional and pre-degree

practice), and qualification paper. The general training cycle and professional training cycle each is composed of compulsory disciplines and selective disciplines. In total, the compulsory disciplines are worth 66 ETCS, and optional components are worth 24 ETCS. In accordance with the Ukrainian Law on Higher Education, the proportion of selective disciplines in the program should be not less than 25% of the total number of ECTS. Therefore, the structure of the programme “Psychology” corresponds to the normative requirements.

The content of the study programme also corresponds to the Ukrainian State Standard of higher education regarding the major 053 “Psychology” for the second (master’s) level of higher education. The self-assessment report provides a mapping of the study courses (disciplines) on the general and special competencies specified in the standard, and the mapping demonstrates that the relevant competencies are covered by the courses of the study programme.

It should be noted that the proportion of courses explicitly oriented towards building practical skills (specifically related to consulting and assessment) is relatively low for a professional programme. Many of the courses in the “professional training cycle” part of the programme seem to have a strong theoretical component judging from the course descriptions (which is generally good, but it is unclear how much time in the training is dedicated to mastering practical skills for assessment and intervention). Judging from the available course descriptions, a large amount of material, both theoretical and practical, is covered in relatively few hours of instruction. Majority of hours are devoted to students’ independent work. It is not obvious that in the remaining contact hours the students receive the necessary practical knowledge and skills for conducting full-fledged psychological assessment, consulting, and intervention activities in their professional practice and after the graduation. Given the amount of training that must be accommodated in the 90 ECTS of the programme, the inclusion of some courses in the programme is not self-understandable (e.g., The basics of public relations, General and criminal sexology among the selective disciplines, or Psychology of creativity as compulsory discipline for the professional training cycle; there also seems to be some overlap between the selective courses Social and political conflicts in the general training cycle and Practical psychology of conflict in the professional training cycle). It should be concluded that currently the programme plan is not optimized to gain a maximum benefit from the limited number of instruction hours in the course.

This aspect is even more concerning given that a majority of students in the programme currently do not have a first-level higher education in psychology, so their knowledge of basic disciplines of psychology can be variable and incomplete. The criteria for acceptance of non-psychology bachelor degree holders to the programme are not defined clearly enough. Currently, the programme does not ensure that non-psychology bachelor degree holders receive full basic psychology education. The additional training offered to non-psychology bachelor degree holders is informal. According to the information provided by the programme representatives during the evaluation visit, the non-psychology bachelor degree holders may take selective courses at the Psychology bachelor programme at IAPM, or take other Psychology-related formal or informal courses at the Academy or other institutions/ sources. According to the information available to the expert group, there is no formal mechanism of checking the quality and completeness of this additional training, nor is it in any way integrated in the formal education received by the programme graduates. As a result, the program graduates who do not hold a bachelor degree in Psychology, receive only a 2-year total training in Psychology. This does not constitute a good practice of training of professional

psychologists, and does not correspond to the EuroPsy requirements¹, which provide for 5 years of full-time university-level education in psychology, and 1 year of supervised practice. The programme thus does not comply with the EuroPsy standards (in relation to students without a bachelor-level education in Psychology). This may not be a formal problem in the short term, but may result in complications for the programme graduates in the future, when Ukraine joins the EuroPsy standard (as a member of EFPA, the European Federation of Psychologists' Associations, Ukraine is eligible to participate in this standard²). In the current assessment, the practice of providing professional master's training to students without a first-level higher education in psychology is regarded by the expert group as a major shortcoming of the programme that prevents an assessment of the programme as good.

In the opinion of the expert group, the additional training of those students, who do not have a first-level degree in psychology, should be formalized. In transitional period, this formalization could be based on modular training, where students without a bachelor's degree can gradually receive equivalent education by taking the necessary modules and/ or getting their previously taken university courses and informal education courses recognized. In the long term, the practice of accepting non-psychology graduates in the program should be phased out and stopped.

It is understandable that this situation cannot be solved in isolation from the development of understanding the essence of psychology as a profession in Ukrainian society, solidification of the discipline's professional status, and regulation of the psychologists' professional activities. At present, the profession of psychologist is not regulated in Ukraine, either on a state level, or at the level of professional associations. Defining the professional standard of psychologists and movement towards professional regulation is a necessary precondition for raising the standard of psychologists' professional education in Ukraine. IAPM and other HEIs can contribute to this process by gradually adjusting their study programmes to EuroPsy standards (or other comparable professional standards), by contributing to the development of psychologists' professional standard, and by lobbying professional associations and state institutions to develop a regulation of psychologists' professional work. This work will require close collaboration with other universities and national-level professional psychologists' associations.

According to information acquired from employer representatives during the evaluation visit, the contents of the programme are very much shaped by the needs of the labour market, and by its resources. There is high demand for professional psychologists and not enough educated specialists to meet this demand. Therefore, the programme is geared towards a fast and efficient preparation of practicing psychologists. This is a short-term advantage of the programme. However, there is a high risk that this quick fulfilment of labour market demand may happen at the expense of the overall quality of education of professional psychologists in the long term. After the demand for psychologists will be satisfied, the expectations and requirements regarding their practical skills will go up, and the current specialists may not meet these requirements. A special attention should be paid to ensuring that the program graduates receive a complete, versatile and many-sided practical training in all the main areas of applied psychology.

Also, the module-based additional training system for non-psychology bachelor students mentioned above might complement the current continuous education courses aimed at

¹ https://www.europsy.eu/webdata/europsy_regulations_july_2019_moscow.pdf

² see the participant list at <https://www.europsy.eu>, <http://www.efpa.eu/members>

improvement of qualification of the practicing psychologists, to help them meet the changing market demand in the future.

The additional information provided by the programme management convincingly demonstrates how different disciplines (courses) are related to the intended outcomes of the study programme. Formally, the content of the study courses is related to the outcomes of the study programme and the educational standard. But, as outlined above, the specific choice of the study courses included in the programme is not always optimal and understandable in the light of the limited instruction time.

Internship is integrated into the study programme. But the total amount of internship (professional and pre-degree practice) hours is very low for a professional programme. For example, only 120 hours of professional and pre-degree practice are indicated in the curriculum for the extramural form of studies. The rest of practice hours (720 h) is integrated into the Diploma paper writing, where it is unclear how many of these hours are devoted to actual practical skills training with clients. The assignment of dedicated practice hours looks better in the curriculum of full-time studies (300 h of professional and pre-degree practice vs. 540 h for the Diploma paper writing), but even 300 hours is a very modest amount of practice for a master-level professional programme in psychology. In general, it is commendable that a significant part of the programme is devoted to the Diploma project writing. However, in a professional programme this should not happen at the expense of practice hours dedicated to preparing the students for the practical work with clients in different professional contexts and supervised development of students' practical skills in real-life settings. In the expert group's opinion, the limited number of hours dedicated to professional and pre-degree practice in the programme is another major shortcoming that prevents the programme in its current form from being assessed as good. It should be noted that this shortcoming is related to the other limitation of the programme discussed above--the practice of admitting non-psychology bachelor students into the programme. The IAPM representatives have pointed out that the programme includes a large volume of theoretical disciplines in order to provide master students without prior psychological training to catch up with the lack of the necessary theoretical psychological training. In the expert group's opinion, the lack of prior theoretical knowledge in psychology is one of the main reasons why non-psychology bachelor students should not be admitted to the programme, or, if admitted, they should be provided with additional, formalized training equal to bachelor-level psychology education. The professional master's programme, on the other hand, should focus primarily on teaching the state-of-the-art professional skills, backed by select in-depth theoretical courses. A basic theoretical training that is equal to a bachelor's degree in psychology cannot be adequately provided within the time limit of the master's programme. Attempting to cover the vast theoretical material in a limited amount of time not only cannot provide the depth of knowledge that a professional practicing psychologist must possess, but it also takes away the valuable contact hours that could be used for training of practical skills and providing supervised practice in real-world settings.

Relation of internship to the topic of diploma paper is both an advantage (it allows students to study the topic of the diploma paper at a more detailed and deeper level) and a disadvantage (the students may not receive as versatile practical experience as may be needed for a professional psychologist) of the program.

The topics of the diploma projects are diverse and correspond to the contents of the programme. Judging from the available topics, working on the diploma projects contributes to the practical training of the students and should improve their understanding of the study

material. The topics of the diploma projects reflect their practical focus, but fail to clearly manifest the research element of the diploma project work.

Strengths

- Programme corresponds to the demands of the job market;
- Programme corresponds to the educational standard;
- Employers and students are involved in the programme development;

Weaknesses

- In relation to students without a bachelor level education in Psychology, the programme does not correspond to the EuroPsy standard and to the generally accepted minimum requirements for professional psychologists training³;
 - The opportunities to teach students practical skills through dedicated courses and professional practice are not optimized in the program;

Recommendations for elimination of weaknesses and for further development.

Short-term recommendations:

- The training of non-psychology bachelor-degree holders should be formalized and incorporated in the professional education of the programme graduates;
- The amount of dedicated practice hours in the programme and the proportion of courses dedicated to practical training should be increased in the programme.

Long-term recommendations:

- The practice of accepting non-psychology graduates in the program should be phased out and stopped.
- The programme management should work in closer cooperation with the Ukrainian National Psychological Association and other psychologists' professional organizations in Ukraine in programme development;
- IAPM should be proactive and cooperate with other HEIs and psychologists' professional organizations in developing the professional standard of psychologists, and align the programme contents with the professional standard to be developed.

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|-----------|------|---------|------|------|
| | | X | | |

6. Teaching and learning materials

The process of developing and updating the teaching and learning materials takes place in accordance with "Regulations on Organization of the Educational Process" and "Regulations on the Development and Implementation of Educational Programs" in the

³ see, for example Pinquart, M., & Bernardo, A. B. I. (2014). Results of the IUPsyS survey on psychology education and training worldwide. In R. K. Silbereisen, P. L.-J. Ritchie, & J. Pandey (Eds.), *Psychology education and training: A global perspective* (pp. 21-44). New York, NY: Psychology Press.

Academy. Relevance and quality of the available teaching materials is discussed at the meeting of the scientific-methodical council of the Academy. The educational, teaching materials (work educational programs, instructional guidelines for independent work, exam questions, subjects of yearly and graduation works, practice programs, in accordance with "Regulations on the Development and Implementation of Educational Programs" are updated annually or as needed (current legislative changes, industry-specific research). The relevance of the educational program is determined by the quality indicators developed by the Academy.

Information acquired during the remote site visit confirmed that students and teachers are involved (at least nominally) in the development of the teaching materials. For example, students can suggest topics, literature, exercises, or teaching formats to the teachers. Teachers, after evaluating such suggestions, can further recommend corresponding revisions in the course content and materials. Thus, teaching materials are developed in a centralized fashion, but some degree of adjustment/ flexibility is possible at the branch level. This approach optimizes the quality of the teaching materials and their correspondence to the needs and requirements of both students and teachers.

Overall, judging from the self-assessment report and additional information provided by IAPM and acquired during the evaluation visit, the quality of teaching materials is good and corresponds to the requirements of the program. The course descriptions and other materials available to the expert group were well-structured and thoroughly written. As a critical remark, judging from the course descriptions and additional information provided by IAPM, some of the available teaching materials are based on outdated literature. For example, for courses on Crisis Counselling, Current Problems of Social Psychology, Modern Psychological Technologies, many of the listed basic literature sources date back to 1990ies or before, and the newest sources are, for the most part, 10 to 15 years old. The course literature for all the courses in the programme is predominantly in Russian and Ukrainian language. Including some contemporary sources in English, at least among the suggested additional reading, would broaden the students' perspective on the contemporary developments in the science and practice of psychology around the world. This, however, should be addressed as a part of a wider solution of making English-language psychological literature more accessible to IAPM students. According to the supplementary information provided by IAPM during the accreditation process, of the 32806 books on Psychology in the IAPM library, only 33 are in English, and the majority of those 33 titles are published before 2000. This puts a considerable limitation on the opportunities to modernize the course contents and teaching materials.

Furthermore, a lot of the course materials are based on monographs. Although this approach ensures that the instruction is based on established and well-tested knowledge, it should be noted that it may take time for the latest scientific and professional developments to find their way to the monographs in the field, and the latest developments are usually communicated through international peer-reviewed scientific journals. To keep up with the state of the art of various sub-disciplines of Psychology, scientific journals should be used more in developing the course contents. In addition, non-Ukrainian and non-Russian (primarily, English language) sources should be integrated in the teaching materials to broaden the perspective and ensure up-to-date relevance of the references. In general, all course materials should include at least some sources in the basic literature list that have been published during the last 5 years, and suggest at least some academic periodicals among the recommended reading that can be used by the students to learn about the latest developments in psychological theory and practice in other countries. To achieve this, accessibility of English-language literature sources should be increased, including broadening the library resources and subscribing to major international academic journal databases.

IAPM has well-designed guidelines for preparing and presenting internship reports, for preparing, writing, and presenting course papers, and for completing graduation work. Teaching and methodical materials from all disciplines are placed on the official site of IAPM. Educational and methodological support of the educational program makes it possible to achieve the goals and program learning outcomes defined by the educational program due to its content and constant updating. Working programs of academic disciplines, materials of practical classes, topics of course papers, diploma works, etc. are discussed at the department, and periodically pass methodical examination, which is carried out by the commission of monitoring of educational programs and educational and methodical council of the institute.

Strengths

- Development and quality of the teaching materials are ensured at the level of IAPM;

Weaknesses

- Some materials are based on outdated literature sources;
- There is too much reliance on Russian and Ukrainian language books, while incorporating too few sources in English, and articles from scientific journals;

Recommendations for elimination of weaknesses and for further development

Short-term recommendations:

- More English language sources should be integrated in the teaching materials to broaden the perspective and ensure up-to-date relevance of the references

Long-term recommendations:

- Information published in scientific journals should be used more in developing the course contents, and access to international research journal databases should be increased to facilitate wider use of periodicals both by the academic staff and the students

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|-----------|------|---------|------|------|
| | X | | | |

7. Techniques and methods of educational activity

Teaching methods are determined in accordance with the Higher Education Standard and carried out through student-centred and/ or problem-based learning, information technologies, developmental learning techniques, e-studies in the e-learning system, self-studying and research-based learning. The following teaching methods are applied: lectures, seminars, group work, textbooks, lecture notes, consultations, practical tasks, case studies, discussions, role-playing exercises, testing, brain-storming. In addition, practicing experts are invited to conduct masterclasses, training sessions, and scientific work. Lecturers choose methods of a particular educational activity according to the content of the training course. All the mentioned methods of educational activity correspond to the good practice of contemporary teaching and skills training, they are of appropriate quality and sustainable. This

is further confirmed by the use of digital technologies and interactive methods in the teaching process.

Survey of students' satisfaction is being conducted every term to evaluate the performance of lecturers and quality of educational process. Supervisors and heads of sub-departments assess the level of satisfaction through interviewing students. The following principles to evaluate students' work are being applied: modular control and final control testing in each discipline, presentation of annual paper, the qualification paper, performance of individual tasks. Forms of the control are the following: modular review testing, tests, exams, presentations, seminars. Exams and tests are being conducted in accordance with regulations of the educational process. A lecturer of a particular discipline informs students about forms of the control measures upon starting the studies. The process, principles and criteria of students' evaluation methods within each discipline are reflected in the respective curricula and educational programmes, and students are notified about the former during the first class of the discipline. Schedule of the learning process and classes is available, and it is being updated every term. After surveys on the quality of the educational process, the Academy receives students' feedback.

Principles of an academic integrity are regulated by the following internal documents:

- Academic Integrity Code;
- Regulations on the Prevention and Detection of Plagiarism in Scientific and Academic Texts;
- Regulations on Checking Academic and Scientific Texts for Plagiarism and their Placement and Storage in the Institutional Repository of PJSC "HEI "IAPM"";
- "Instructional Guidelines for Writing Graduation (Master's) Papers" and "Instructional Guidelines for Writing Annual Papers".

The academic integrity is being facilitated by continuous educational work of the Education Quality Monitoring Commission, and by learning the best practices. In order to counteract violations of the academic integrity, the following tools are being used: clearly delivered information to students about the inadmissibility of plagiarism; checking system to detect plagiarism in the scientific papers presented by scientific-pedagogical staff, graduate students and students; checking all the graduation papers for plagiarism by specialized software before the presentation.

From the interviews with academic staff during the site visit it can be concluded that the academic integrity rules and regulations are correctly applied in everyday teaching and research work, through a regular and systematic monitoring and supervision of the study process and through regular plagiarism checks of the students' scientific papers. According to the examples from the teaching process that were given by the academic staff during the interviews, students are regularly and thoroughly acquainted with the principles of academic integrity, good research practices and detailed instructions about the writing of qualification papers.

To provide a student-centred approach, the administration conducts student surveys to evaluate the performance of lecturers and the quality of educational process every term. Results of students' surveys and analysis of received information point out students' interests thus advancing presentation of lecture materials by lecturers and improving the quality of knowledge control. Student-centred approach comprises student's abilities, interests, needs, motivation, possibilities and experience; it is based on a student's choice of an educational programme in the relevant specialty, educational disciplines and methods of teaching. A possibility to choose subjects is implemented in the optional units of general and professional training cycles.

The concept of student-centered approach is generally well-understood by the teachers of both study programmes. In interviews with teachers and students, it was repeatedly pointed out that during the study process the academic staff members take into account the needs and capabilities of the students, and choose teaching methods that are appropriate for the specific situation. The teachers pointed out that they use group discussions, practical examples and case studies, and audiovisual examples as teaching and training tools to motivate student learning and facilitate independent study work of the students. The remote meetings with teachers and students revealed that in general teachers at both programmes use information and communication technologies to facilitate a digital student-centered approach to learning. The students appreciate the use of contemporary technology and modern teaching approaches in the study process.

The Department of Distance Education provides support of the educational process in distance learning, the use of e-learning technologies, certification of distance-learning courses of various educational disciplines, as well as controls knowledge of the higher education students. To implement e-learning, a distance learning system in the electronic platform Moodle is being used. Students can communicate with lecturers online by using web-chat, IRC, ICQ, interactive TV, web-telephony and Telnet. In addition, other types of remote technologies are being used: chat classes, web-lessons, seminars, business games, laboratory works, workshops, teleconferences. Educational materials for students are posted on the Internet and on the website. During the remote site visit, it was confirmed by both teachers and students that the digital tools and technologies are indeed widely implemented in the study process, which is essential taking into account that most students in both programmes are involved in the extramural form of studies, and that the technology use is effective and positively contributes to the study process.

The procedure for organizing mobility programmes of the students in the territory of Ukraine and abroad is regulated by the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Regulations on the Procedure for the Exercise of the Right to Academic Mobility". In accordance to the regulations, when a student has been transferred from another educational institution, results of the tests and exams previously completed by the student shall be re-credited to provide that the disciplines have the same name, volume and forms of final control testing. Re-crediting results of the tests and examinations is resolved by the sub-departments, thus providing that the programme requirements in these disciplines have been met. The student provides an academic certificate according to the established standard that confirms completion of an educational programme at other HEI and contains records and reports on completion of an individual curriculum. In accordance with the established procedure and upon the recommendation of a relevant sub-department, the Academy credits the study results from the other HEI.

Strengths

- Teaching methods meet higher education standards;
- Up-to-date teaching methods are used at the Academy;
- Appropriate forms and types of control are used to assess students' performance;
- Principles of academic integrity are observed at the Academy;
- E-learning is provided in the Moodle platform with relevant materials put on it;
- Students' mobility is ensured in accordance with the regulations of the Cabinet of Ministers of Ukraine.

Weaknesses

- A student-centred approach is being followed in some areas of teaching, and by those teachers who are motivated to use it, but a wider, more systematic application of a student-centered learning should be implemented across all the courses and everyday teaching and learning contexts.

Recommendations for elimination of weaknesses and for further development.

Short-term recommendations:

- To facilitate the practical implementation of a student-centred approach in the study process, it is recommended to provide lecturers additional, hands-on training seminars covering the student-centred approach in daily work in more detail.

Long-term recommendations:

- In the study process, it is advisable to follow the principles outlined in the The Student Centred Learning Toolkit for Students, Staff and Higher Education Institutions developed by Education International, The European Students' Union with the support from the European Commission.⁴

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|-----------|------|---------|------|------|
| | X | | | |

8. Teaching staff

Procedures for attracting and/employing qualified teaching staff have been described in the materials provided by IAPM. The procedure has been developed on the basis of the following regulations: "Regulations on the election and employment of research and teaching staff"; "Regulations on the conclusion of contracts for the employment of research and teaching staff"; "Regulations on the rating of research and teaching staff, departments, institutes". The documents provide all the necessary information. It has been stated that apart from formal demands of the applicant, the applicant can conduct an open lecture, practicum, laboratory work, or a seminar. The opinion of the students is taken into account as well when making the hiring decisions.

According to compliance of the qualification of teaching staff with conditions for implementation of the master study programme, it has been stated that the teaching staff have the appropriate professional qualifications, academic title, degree and the necessary practical experience gained in educational projects, organizations etc. that generally meet the conditions of the educational program "Psychology".

The analysis of the data on scientific and pedagogical staff showed that both the qualification and the academic titles are appropriate for all the staff members. According to Annex 4 of the self-assessment of the Dnipro branch, out of 7 staff members, two are Doctors of Psychological sciences, four are PhD of Psychological and Medical sciences, and one is a Candidate of Philological Sciences. Three of the teaching staff members are Professors, two are Assistant professors and two are Associate Professors. Annex 4 of the self-assessment

⁴ <https://www.esu-online.org/?publication=student-centred-learning-toolkit-students-staff-higher-education-institutions>

of the Lviv branch stated that, out of 5 staff members, one is Doctor of Psychological sciences, three are Candidates of Psychological sciences, and one is a Candidate of Philological sciences; one is a Professor of Psychology and four are Associate Professors.

Procedures of improving the qualification of teaching staff are systematic and regular, for example, mutual methodical assistance at the departments, conducting master classes and internal training as foundations of internal professional development, working with young teachers during the first year of teaching, and analysis of lecture attendance by the management of IAPM. The professional development of teachers at IAPM constitutes a system, which has been well described. In the additional information certificates have been added that prove the ongoing professional and pedagogical development of research and teaching staff. However, the lack of CV of all the teaching staff members makes it difficult to assess the full picture of professional development. Regarding the content of academic staff training, there is room for diversification of the directions for development of new professional skills and competences, for example, by including courses and other training activities aimed at improving the scientific data processing skills, academic writing, and professional English.

The ratio between the academic and research workload of teaching staff is not fully balanced. In the self-assessment documents, it is stated that the distribution of research and pedagogical activity for each staff member is reflected in individual work plan for each school year (Dnipro), and a table "The relationship between the academic and scientific workload of the teaching staff" has been provided (Lviv). However, in the process of interviews at site visit it was found out that the workload was distributed in favour of academic work in comparison to scientific research.

Mobility of teaching staff is limited. The teaching staff of IAMP is involved in lecturing and conducting practical classes on certain courses in the higher education institutions of other cities in Ukraine, and the corresponding certificates have been provided in Ukrainian (only two for Dnipro). At the site visit it was discussed that IAPM has partners for academic mobility in Poland (e.g., Graduate School of Management in Legnica, Higher School of Internal Security in Łódź, Warsaw University of Management) and Bulgaria (Free University of Burgas). In 2020, a set of pilot projects for parallel education was opened at IAPM and the Higher School of Economics and Innovation in Lublin (Poland). It is planned to increase the outgoing and incoming staff mobility in the future, but at the moment there is some outgoing mobility, but hardly any incoming mobility. This constitutes an unused opportunity for improvement of the study programmes, because invitation of established scholars and/or good professionals from abroad as guest academic staff (in person or on-line) to participate in programme's implementation could substantially help developing some modern academic and scientific skills and competencies both for the students, and for the academic staff of the programmes.

Cooperation of teaching staff in implementation of the study programme is satisfactory. Close cooperation of the teaching staff takes place in the form of mutual visits of open classes and practical seminars, as well as teacher staff's participation in the work of the Board of Curators of the IAPM is implemented. There are only some joint scientific reports mentioned (Lviv), which indicates limited scientific cooperation of teaching staff.

Strengths

- The procedures for attracting and employing qualified teaching staff have been well described on the basis of regulations attached;
- Staff qualifications are high and appropriate for the study programmes;
- Academic staff's qualification is improved on a regular basis;

- Close cooperation of the teaching staff takes place in the form of mutual visits of open classes and practical seminars;
- The members of the teaching staff are very motivated and loyal towards IAPM.

Weaknesses

- According to the available documents, outgoing mobility of the teaching staff is predominantly internal, while external mobility is comparatively rare;
- There is not enough practice of incoming mobility of teaching staff;

Recommendations for elimination of weaknesses and for further development

Short term recommendations:

- Joint mobility agreements with foreign universities and involvement in mobility projects (for example, Erasmus+) should be activated;
- Foreign guest lecturers should be invited to participate in the study process;
- The normative documents that are referenced in the text should be translated into English;
- Every staff member should have a CV, where scientific, pedagogical and organizational experience is presented in detail.

Long term recommendations:

- Cooperation between the teaching staff's members should be reinforced in the form of joint scientific publications, monographs and research projects;
- It is necessary to form a strategy and promote the incoming and outgoing mobility of the academic staff.
- Members of academic staff are advised to join international associations.

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|------------------|-------------|----------------|-------------|-------------|
| | X | | | |

9. Cooperation and internationalization

There is a strategy for cooperation and internationalization of IAPM within the psychology master program in both branches. The international partner of Dnipro Institute of IAPM is the Graduate School of Management in Warsaw (WSM w Warszawie). This is one of the oldest private universities in Poland. IAPM invites applicants to enter a bachelor's degree or master's degree without an external examination - under joint Polish-Ukrainian study programs (double degree). This opportunity is available for students of four programs: Economics, Psychology, Management, and Law. However, neither in the self-evaluation report nor in other documents there is no information about the number of psychology students from both sides who have already participated in this joint study programme. In the Lviv Institute of IAPM at least three international partners from Poland have been reported. They are Lipinski University (Wyższa Szkoła Ekonomii, Prawa i Nauk Medycznych im. prof. Edwarda Lipińskiego), Higher School of Economics in Lodz (Wyższa Szkoła Bezpieczeństwa

Wewnętrznego w Łodzi), and Warsaw Management University (Collegium Humanum). The Lviv representatives provided information about regular students' and academic staff' international cooperation (e.g. summer schools, etc.) between Lviv Institute of IAPM and their Polish partners.

The international partner of the Department of Psychology of the Lviv Institute, with which a cooperation agreement has been concluded is S.O.GI.T - Croce di San Giovanni - Sezione di Settimo Torinese. The agreements provide for the following areas of joint activity: organization of joint research, seminars, scientific events; publication of scientific, methodological and educational materials; exchange of students, teachers, graduate students, doctoral students for training and internship; holding joint international scientific and practical conferences.

There are draft agreements on cooperation were prepared and negotiations were held on joint activities with the Association in the field of neurodevelopment NDSAN (Italy), University of Crete, Alexandria University, Medical University of Sofia. The following types of cooperation are envisaged: joint participation in international scientific programs and projects, organization of summer schools for students, obtaining double diplomas, internships for students and teachers, holding joint international scientific and practical forums and conferences.

Besides, there is a bilateral cooperation agreement between Lviv Institute of IAPM and DU (ДУ «Інститут регіональних досліджень імені М. І. Долишнього НАН України»). This cooperation mostly includes participation in scientific events (conferences, publications, academic discussions, etc.).

In November 2019, master students took part in the International Information Week of the EU Erasmus + Program in Ukraine.

Several master students of the psychology department take an active part in international mobility programs Erasmus +.

The general procedure for organizing academic mobility programs in the territory of Ukraine and abroad is regulated by the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Regulations on the Procedure for the Exercise of the Right to Academic Mobility" of 12.08.2015 #579.

The Center for Organization of Student Practice and Employment and for Work with Graduates in both branches has many cooperation partners within Ukraine, involving enterprises and organizations of different branches of economy, industry associations, etc. in organizing and conducting class exercises and all types of practice of knowledge of the higher education students, promoting the employment of graduates, training and advanced training of scientific-pedagogical employees, etc. Employers, directly or through their associations, are involved in the study process.

The system and procedures for attracting teaching staff and students from abroad at the moment is not developed well enough.

It is necessary to notice that the educational program has been implemented for only a year and a half. Due to quarantine restrictions there is a negative impact on the insufficiently active international mobility of teachers and students. International cooperation agreements with other European institutions signed and prepared may definitely have a positive effect upon international cooperation and internationalisation in the nearest future within the frames of educational study program.

Strengths

- There is a possibility for IAMP students to participate in joint Polish-Ukrainian study programs (double degree);
- IAMP has established an international cooperation with some Polish Private Academic Institutions;
- There are several international cooperation agreements signed and draft agreements prepared between Lviv Institute of IAPM and other foreign institutions of higher education;
- There is a strong cooperation with business partners and Institutions within Ukraine based on bilateral agreements and (e.g. Metal-Courier LLC; Children's Center "Alphabet of Children's Success"; PE research and production firm "Dnipro-Expert K"; Center for social services for families, children and youth, etc).

Weaknesses

- The international mobility of students and academic staff is relatively weak;
- The international cooperation with foreign Academic Institutions has little impact on structure and content of IAMP's master study programme in psychology;
- Insufficient knowledge of foreign languages (English), a lack of international mobility programmes for students and academic staff, as well as low motivation for international mobility is an important obstacle for the prospective development of the programme.

Recommendations for elimination of weaknesses and for further development

Short term recommendations:

- It is also recommended to use the existing international partners more actively in the program's further development.
- More international partners (Institutions) for academic and scientific cooperation should be involved;
- Students and academic staff should be stimulated to participate in international scientific events (congresses, conferences, workshops);

Long term recommendations:

- Possibilities for academic staff and students to participate in international research projects (networks) should be facilitated in order to get international research experience and improve the quality of the research papers;
- It is recommended to develop a clear, structured, and efficient system and procedures for attracting teaching staff and students from abroad;

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|------------------|-------------|----------------|-------------|-------------|
| | X | | | |

10. Resources

During the review of additional documents, and after communication with the stakeholders, it was observed that the IAPM is devoting special attention to the library. It would be advisable for IAPM to increase focus on the foreign literature, as experts believe that foreign sources would give access to more up to date information in the field. In Dnipro two out of four classes where students have their lectures and seminars are equipped with projectors and screens. There are four computer classes with modern computers and the internet connection. The Dnipro branch since 2018 subscribes to five research journals in the field of psychology, while the Lviv branch has seven such subscriptions commencing 2018. In both branches textbooks, manuals are available. Lack of informal student space was observed during the working process. Its availability could contribute to the informal development of students' competences, as well as to networking and relationship-building. As an additional resource for students, the availability of gym halls at both branches can be mentioned, which provide recreational opportunities for all students. In experts' group opinion the sustainability and quality of the financial resources assigned to both study programmes in the IAPM is confirmed. Whether these resources are sufficient requires additional analysis, and may result in introduction of new financial costs.

Based on the data obtained from the IAPM, namely the video, 3D tour, and communication with the stakeholders, the university makes a good use of the technical resources during the implementation of this study programme. Availability of psychological literature in foreign languages in libraries is limited. The big strength is that IAPM has its own e-libraries in both branches. The expert group finds the access to the library platform very convenient and qualitative for all participants of the study process.

Majority of students in the assessed programmes are studying in the extramural form of studies. Teachers and students are connected online by messengers and e-mail most of the study time. Since the beginning of the quarantine at the university, the Moodle platform has been activated, and use of videoconferencing platforms such as Zoom and Skype has become more common. The expert group finds that IAPM has a sustainable, qualitative and sufficient approach to distance learning and general communication with the students.

During the discussions with the teaching staff, the group of experts found that the teaching staff employ a variety of pedagogical methods and approaches, such as round tables, training sessions, etc., where the available technological solutions play an important facilitating role. The students, in turn, confirmed this and said that they were very happy with the selection of the teaching methods and their implementation.

During the communication with the students and teaching staff, many of them referred to the availability of all the necessary information on the official Academy site, e.g., information about the study program, syllabi, timetables, etc., that facilitates the study process. It is true to say, that it is not complicated to find that kind of information on the IAPM web-pages. Sufficiency, quality and sustainability are present in that case.

Strengths

- The teaching staff use different pedagogical methods such as: trainings, round tables, role plays that make use of the technological solutions and resources;
- The teaching staff and students use different messengers such as Viber, Telegram etc. to facilitate and accelerate their cooperation;
- Among the programme strengths are the availability of technical resources such as multimedia boards, movie-projectors, computer classes;
- The availability of the gym halls in both institutes;
- The common and e-libraries with psychological literature in both institutes;

- The availability of Moodle platform;
- All information about study programme students can be found in the official web-sites.⁵

Weaknesses

- In the library, there is a scarcity of psychological literature in foreign languages;
- The students note a lack of informal university space for studying and socializing.

Recommendations for elimination of weaknesses and for further development

Short term recommendations:

- Adding modern foreign psychological literature to the Lviv and Dnipro libraries and include them in the Academy's e-library;
- To actively communicate with students about informal university space and help them with the realization of this project.

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|-----------|------|---------|------|------|
| | X | | | |

11. Research work

Dnipro. Directions of scientific research of teaching staff and students are briefly described in the self-assessment report and the complimentary documents. The mentioned areas are: development of the individual; improving the activities of psychologists in educational institutions of all levels; family and marriage relations; overcoming crises; problems related to human health. However, the directions mentioned above are not fully reflected in the subjects of the topics of the master's thesis presented in the list of final qualification works. Directions of organizational/work psychology and problems of psychological counselling are not evident.

The list of Scientific activities performed by teaching staff and students (publications, participation in scientific projects) has been provided, and it includes 41 positions out of which there are approximately 31 journal publications (5 international, 1 included in SCOPUS database), 1 monograph, 2 conference thesis, 5 textbooks/ methodological materials and 2 proceedings of conference materials. Only four out of seven members of teaching staff have presented their publications.

It was presented that 25 students took part in scientific and practical conferences in cooperation with their teachers or on their own.

Lviv. The directions of scientific research of teachers and students are determined by the research topic of the department, the work of the scientific circle. Only one research direction "Socio-psychological features of professional activity" is mentioned in the supplied information and additional information state that 5 master's theses were completed and defended within

⁵ **Dnipro:** <https://IAPM.dp.ua/uk/departments/department-of-psychology#psychology>,

Lviv: <http://li-IAPM.edu.lviv.ua/kafedry/kafedra-psykholohiyi/>

the framework of the topic. However, the topics of final qualification works of the master students go beyond the described direction, and indicate more areas of scientific research.

The publications of every member of the teaching staff are presented: 2 monographs, 14 textbooks/ methodological materials, 2 publications in Index Copernicus database, 30 publications in Ukrainian journals and conference proceedings, and 15 published conference theses. Three of five staff members are involved in international projects. Head of the Sub-department of Psychology has publications in Thompson Reuters Web of science database and is actively participating as Editor-in-chief of a high-ranking peer- reviewed scientific journal.

Additional information states that there are 15 joint publications of two academic staff members and master students.

Both branches (Dnipro and Lviv). Relation between the research work and study process, including the description and assessment of the use of the outcomes in the study process, was analysed in the main areas. It is not clear to what extent the members of academic staff of the master's programme "Psychology" use the results of their own and colleagues' research in teaching their courses. There are not many joint research publications as scientific cooperation of the teaching staff. Students are involved in research work during the development of master's theses. In cooperation with the supervisor, students acquire skills to plan and conduct research, and to master or develop research methodologies for the corresponding work topic. Students participate in scientific conferences, where they present their research. In order to increase the motivation of the students and involvement in the scientific research process students should have the opportunity to participate in the research carried out by the academic staff of the field both as research participants and voluntarily. This would also strengthen the scientific cooperation between students and the academic staff.

As it was hard to separate different types of scientific achievements of the teaching staff, the experts recommend that the information of scientific activity would be formatted in a unified manner, so it is easily read and understood (for example, the style of The American Psychological Association (APA) could be chosen). The significance of the use of APA style is based on the fact that it constitutes a set of scientific reporting guidelines and a referencing format used and understood by academics around the world, especially in the field of psychology.

To raise the quality of scientific research data analyses it is necessary to use modern computerized data analyses programs (for example, SPSS, R-programming, etc.). These programs are specially designed for large-scale data analyses and are recognized and used by leading researchers all over the world. The computerized data analysis program should be introduced in one of the study courses so the master students can analyze the data for the preparation of their master's thesis.

Strengths

- Some members of the teaching staff have several recent publications;
- Majority of teaching staff's members are active in scientific work and have presented their scientific publications;

- There are some cases of publications of academic staff members in high ranking databases as Thompson Reuters Web of Science and Scopus;
- Student conferences are being held on regular bases.

Weaknesses

- Directions of scientific research of teaching staff and students are not clearly defined.
- The research activity of both students and staff are mainly oriented towards Ukrainian psychological tradition and lacks a contemporary international dimension;
- Not all members of the teaching staff have publications in peer-reviewed international journals and conference proceedings. Only a few members of the teaching staff are involved in international grants and projects.

Recommendations for elimination of weaknesses and for further development

Short-term recommendations:

- It is necessary to follow the created structure of scientific research and update it accordingly. The directions should be compatible with the topics of final qualification works;
- It is advisable to introduce a uniform referencing standard, e.g. the American Psychological Association style;
- Students should have the opportunity to participate in the research carried out by the academic staff of the field both as research participants and voluntarily, thus getting to know the research process better;
- In order to raise the validity of scientific research of students, a program of scientific data analysis (as SPSS) should be introduced as a separate study course;
- Dnipro: All staff members should publish their research.

Long-term recommendations:

- More integration into western psychological culture is recommended, including publications in peer-reviewed and internationally recognized journals, which will be essential for the scientific development during the upcoming years;
- There should be more publications in research journals indexed in highly ranked data bases, for example, Scopus and Web of Science.

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|------------------|-------------|----------------|-------------|-------------|
| | X | | | |

12. Employability of graduates

Currently graduates of the IAPM work in various branches of the public and private sectors, as well as they are engaged in individual practice at self-founded psychological centres. Demand in the labour market significantly exceeds the official capacity of the regional universities in providing professionals in psychology. The current market demand requires specialization in providing psychological help to people traumatized by the war, which, in turn, reflects the current socio-political situation in Ukraine. It can be forecasted that in the future, the demand will shift to other psychological counselling and intervention skills as well. Results

of the labour market monitoring indicate a growing need for psychology professionals. Psychologists may work at educational institutions, including schools, gymnasiums, lyceums, as well as in day-care centres, family and youth services, teenagers centres, social services, penitentiary institutions, army, industrial and business structures of various branches, advertising campaigns, politics, state services, psychological counselling.

Employers are involved in the study process directly or through their associations. Mechanisms for involving employers in the management and development of the educational programmes include surveys and exchange of information. The obtained information is being analysed and used to improve the educational and professional programmes, as well as specialized training programmes.

During the remote site visit interview the employer representatives confirmed that the demand for psychologists in the labour market is very high. The employers pointed out that they had been invited by IAPM to cooperate with the Academy representatives in the development of the study programmes, and that they felt their needs were heeded and taken into account in the process of programme development and improving the course content.

Employers' survey has noted a high level of general theoretical training and basic knowledge and skills of graduates, their strategic thinking and focus on the result. In the interview, the employers pointed out that the academic knowledge and practical skills of the graduates are sufficient for meeting the employer needs, for example, when working as psychological counsellors, crisis psychologists, or when providing psychologist services at psychological help centres, family and child social service centres, etc. The employers also showed interest in hiring graduates and in providing practice opportunities for them. In addition, employers have suggested adding some new disciplines to the compulsory curriculum, for example, "Economic psychology", "Engineering psychology" and "Psychology of joint activity". Employers have noted a sufficient content of the educational programme and feasibility of disciplines and their sequence; they have also indicated that the free choice of disciplines provides enough practice.

The Academy is undergoing initial accreditation. The survey of graduates was scheduled for June 2020 and another round for December 2020. Results of the survey will be used to improve the content and quality of the educational programme.

Strengths

- The study programme meets regional and local needs of the labour market;
- Growing demand for psychology specialists in the labour market ensures good prospects of employability in the future;
- Employers are involved in the development of the study programme through listening to their needs, as well as through involving employers in conducting seminars, practical classes and lectures.

Weaknesses

- The programme is strongly shaped by the current needs of the labour market (for people trained in dealing with war trauma), which can potentially limit the employability

of graduates after the situation normalizes and demand goes up for other skills of professional psychologists.

Recommendations for elimination of weaknesses and for further development

Short-term recommendations:

- With reference to employers' survey, inclusion of the following courses in the study programme should be considered: "Economic psychology", "Engineering psychology" and "Psychology of joint activity".

Long-term recommendations:

- In the future, the cooperation with employers and graduates should focus on, and take into account, the labour market situation, employer needs, and the employment situation for psychologists in the post-war situation.

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|-----------|------|---------|------|------|
| | X | | | |

13. Student services

During the communication with the students, the expert team found that in most cases the teachers of the department perform support functions during the study process. The Council of Employers also exists at the university, but all the students in this specialty are already working, and most are somehow related to psychology. According to experts, the existence of a psychological service could be responsible for a number of questions that students have, including support for foreign students. According to the experts, the availability of Trust Boxes and university questionnaires is very useful. At present, there are no students with special needs, but the institutes are equipped with ramps. The experts believe that the number and type of tools for students with special needs could be further expanded. Additional aids for students with special needs, such as Braille tablets and tactile tapes, would improve the study environment.

Strengths

The expert group has identified the following strengths:

- Free access to the information published on the official web-sites;
- Realization of communication between extramural students and teaching staff by messengers, emails, skype, zoom and Moodle platform;
- Availability of student surveys and interviews about educational quality, teaching staff, and rating from employers regarding the quality of students skills. The results are available on the official web-site.⁶

⁶ **Lviv:** <http://li-IAPM.edu.lviv.ua/kafedry/kafedra-psykholohiyi/opytuvannya/>

Dnipro: <https://IAPM.dp.ua/uk/departments/departments-of-psychology/interrogation>

- Existence of the Trust Boxes;
- Lviv and Dnipro institutes are equipped with ramps, there is an elevator at Dnipro institute.

Weaknesses

- A dedicated psychological support service for students in both institutes is not available.

Recommendations for elimination of weaknesses and for further development

Short term recommendations:

- To analyze and add as necessary additional tools for students with special needs.

Long-term recommendations:

- To found a psychological support service in both branches and involve students in the work and development of the service;

Assessment:

| Excellent | Good | Average | Poor | N.r. |
|-----------|------|---------|------|------|
| | X | | | |