Final Assessment report for program accreditation

Developmental Psychology Master Degree

Psychology Faculty

Saint Petersburg State University
(SPbSU)

1. Information on accreditation procedure

Subject of accreditation procedure

Educational program	Degree to be acquired	ETCS	Duration	Form of education	Language of instruction
PSYCHOLOGY	Developmental psychology Master Degree	120	2 years	Full-time	Main - Russian

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

Panel members:

DEVA's Expert:

  Andrés Molero Chamizo, Full Professor, Psychobiology area. Universidad de Huelva (Spain).

AKKORK's Expert:

  Mariya Soboleva. Ph. D. in Psychology, acting Dean of the Educational Psychology Faculty, assistant professor, Department of Social Psychology, L.S. Vygotsky Institute for Psychology (Russian State University for the Humanities).

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

  DEVA (Department of Evaluation and Accreditation, Córdoba, Spain) and AKKORK (Autonomous Non-Profit Organization Agency for Higher Education Quality Assurance and Career Development, Moscow, Russia) are agencies for assessment and accreditation of Higher Education programmes and institutions. They have signed a cooperation agreement to perform joint accreditation processes of educational programs using the Spanish Accreditation Program on request of the Saint Petersburg State University (SPbSU, Russia). To this end, a reviewer panel was created, consisting of two Spanish reviewers for Master programs (university professors) with the assistance of 1 Russian reviewer from the academic community. The University provided the reviewers' committee with a self-report (English written) which include the necessary evidences and additional documents (although not all of them translated to English).

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

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

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

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

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

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

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

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

Educational programs are Bachelor, Specialist, and Masters programs in Psychology, including three Bachelor modulates (Psychology in Health Services, Psychology at the Enterprise, Psychology in Education), five Masters programs (General Psychology and Psychology of Personality, Developmental Psychology, Educational Psychology, Social Psychology, Mental Health, and Organizational Psychology and Psychology of Management). There is also a Specialist program in Clinical Psychology that takes 6 years for the students and includes practical courses, counseling and supervision. Postgraduate programs include the following directions:
- General psychology, psychology of personality, history of psychology
- Psychophysiology
- Industrial psychology, engineering psychology, ergonomics
- Medical psychology
- Social psychology
- Educational psychology
- Psychology of special needs
- Political psychology
- Developmental psychology, acmeology
- General pedagogy, history of pedagogy and education
- Theory and methodology of education and upbringing
- Theory and methodology of professional education

The courses that are part of the Developmental Psychology Master Degree are:
•Differential Psychology
•Practical Classes in Methods of Psychology in Development
•Psychology of Early Intervention and Early Development
•Acmeology
•Psychogerontology
•Non-Clinical Psychotherapy
•Family Psychology and Psychotherapy
•Career-Growth Psychology (with Supervision)
•Art Therapy / Methodology Training
•Family Psychology and Family Upbringing
•Age-Related Psychological Counselling / Mental Development Disorders and Correction
•Ontopsychology. Biographics of Personality / Differential Psychodiagnostics

4. Introductory remarks

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

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

"Exceed",
"Attained",
"Attained in part",
"Not attained"

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

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

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

5. Assessment of key quality criteria

CRITERION 1. PUBLIC INFORMATION AVAILABLE

According to AAC-DEVA criteria, the public information on programmes should be updated and should evidence:

– The Structure of the Internal Quality Assurance System (IQAS), the Quality Policy and the Strategy of the Higher Education Program.

- The Education Programmes content (courses, syllabi, competences, calendar for the teaching period and the exams, etc.)
- The Teaching staff.
- The applicable regulations.
- The Administrative Services staff.
- The Student Support Services.
- The complaints, claims and suggestions system and its results.
- The stakeholders' satisfaction (staff, students, and employers).
- The main results of the educational programs (graduation rate, student drop-out rate, employment rate, etc.).

After studying all the available information, it can be noted that the institution makes an attempt to communicate the characteristics of the program and the mechanisms to ensure its quality. In this respect, critical information on the Master's degree programme (such as enrollment, orientation of academic disciplines, competences, learning outcomes of the degree, professional activity of the graduates, self-evaluation results, employment, transfer of students, the internal-external projection of the Faculty, the relations with different entities and institutions, the professional world, etc.) is public and available for students in different webs and documents. The public information is, in fact, available to students and the university community, as was showed in the visit. Several documents and information were provided during different interviews, and it could be observed that the web of the University also provides relevant information. However, a full English version, not the partial one checked before the visit (http://english.spbu.ru/), would be helpful to international students, teachers and researchers. This is particularly important for the web of admissions to the Developmental Psychology Master (https://spbu.ru/postupayushchim/programms/magistratura/psihologiya-razvitiya).

Some of the interviewed students stated that the procedure to find out information about the programme is easy for them. However, this panel observed that the access to specific information results in some cases difficult, particularly for students who are not familiar with the web page. For example, there is not guided access to the expected reports of monitoring and improvement plans. A clear visibility of the Quality Assurance System and other indicators related to the University is necessary. This information is important to get an idea of the quality of the Master. In general, a simpler procedure to access the public information would be desirable. It would make possible, for example, to ensure that students know all the academic requirements.

As a part of the faculty there is a Student Council, which is actively involved in reporting students proposals to the faculty administration, as well as establishing communication between students and the administration, teachers. The faculty

Student Council has its own page (http://www.psy.spbu.ru/students/informal/stud-board), but it's impossible to get there by yourself. At the same time, on this page there is also no relevant information about the activities of this council (the latest information is on the 2014 meeting), although the information is presented on the general website of SPbSU.

During the meeting with the representatives of the Student Council, it was also revealed that despite their vigorous activity, there was no organized process for bringing relevant information about their activities to other students.

There is no information about the appointment of curator or another procedure to support students who are experiencing difficulties in the learning process.

The educational process is provided by the university-wide Blackboard information system. Its platform hosts the timetable, teaching materials and manuals, surveys and questionnaires about the quality of the obtained education. Thanks to the personal account, which every university student has, continuous interaction of students, teachers and the University administration in online mode is possible.

There are several options of applying to the Rector presented on the website, also there are materials of people's reception, where reasons for applying and the answer of the Rector to them are displayed, but the satisfaction of the applicants with the answer remains unknown.

The website contains detailed information about the Master's schedule of training (https://bb.spbu.ru/bbcswebdav/institution/Образование/Магистратура/ВМ.5731._П сихология%20развития/2018/18_5731_1.pdf -e.g. on this page the curriculum can be found). The time period of the academic studies, practices, interim attestations, make-ups of academic deficiencies, research works, extracurricular events, State final exam, as well as vacation time are indicated, however the access to this information is hindered.

Recommendations:

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

RECOMMENDATION 2.- It is recommended that the English version of the official website contain the same information than the Russian one.

RECOMMENDATION 3. - A simpler access to all relevant academic information of the

---

program on the website would be desirable.

Recommendation 4. - All the information regarding the degree should be integrated in a unique web of the degree accessible by a direct link. It is recommended to keep the information regarding the programme at only one click. If the hyperlink to the overall university website is indicated it should be to a concrete information.

Recommendation 5.- It is recommended to make all relevant information about the Student Council through the faculty's website publicly available (Student Council statutes, information about its members, regularly updated current information about its activities, information about the possibility of making proposals so the students stay up to date with what is happening and can influence its activity). In part, this information is available on the university's general website https://spbu.ru/studentam/studencheskiy-sovet and http://studsovet.spbu.ru. However, it contains information about the Student Council of the entire university and there is no information about the meeting and the activities records of the Psychological Faculty Students Council.

Recommendation 6.- It is recommended to simplify the search of the curriculum, educational program description, as well as academic disciplines syllabuses, for example, to upload the links to these materials on the page of the program "Developmental psychology".

 https://spbu.ru/postupayushchim/programms/magistratura/psihologiya-razvitiya

Assessment: **ATTAINED IN PART**

CRITERION 2. QUALITY ASSURANCE SYSTEM

The Higher Education Program should have a public policy for quality assurance that forms part of their strategic management. It should have a formal status and should be defined by internal and external stakeholders, regularly revised and its achievements publicly analysed. It also should have implemented processes that guarantee the accurate collection, analysis and use of information for decision making to improve the quality of the teaching-learning process. In particular, they should have information, organised and stored efficiently and easily accessed about the enrolled students, the academic results, the employment rate, the satisfaction of the different stakeholders and, where appropriate, external practices and participation in mobility programmes. The Higher Education Program managers have to show they take into account the socio-economical context in which they develop their teaching activity which should be related to their research activity.

A review of the respective documents and all information gathered during the programmed visit provide enough data on the implementation of an Internal Quality Assurance System (IQAS). Potentially, the SPbSU has a policy for quality assurance and public strategic goals based on its IQAS. Since the evaluated Master has not completed yet its first implementation period, the introduction of improvements according to the results obtained would be here more like a declaration of intentions (for example to implement the processes that guarantee the collection, analysis and the use of information for making decisions and teaching quality enhancement). This question was explicitly made to the Council of the Educational Programme during the planned visit: As a consequence of the review and updating processes, is it planned to modify the programme of the Master? The Council explained that the programme and its content will be modified according to the results of future evaluations. In this vein, in the meeting with the teaching staff they reported that, although an improvement plan is not yet implemented, teachers continuously propose improvements according to the development and the results of the Master.

A priori, the Education Quality Assurance System complies with the regulatory principles of the European framework for higher education (page 33 of the Self-evaluation report). The QAS is also based on local regulations ("On approval of the Fundamental Principles of the SPbSU education quality assurance policy" and "On quality assurance for programme implementation"). It is worth mentioning that there is a Student Council of the Faculty of Psychology, which is included in the SPbSU Scientific Council, which could develop proposals for improving the quality of education. As indicated in the Self-evaluation report (page 11) and as stated in several interviews, "a self-evaluation by the quality control commission will be carried out twice a year for testing and assessment materials analysis in the disciplines including the Master's degree program "Developmental psychology". The maintenance of this function of the quality control commission is encouraged in order to keep a solid QAS.

On the other hand, the Self-report of the Master states that there is a feedback system, created by SPbSU, aimed to get suggestions and recommendations about education quality improvement from external and internal sources. The self-report also states that the procedure for updating the QAS takes into account the annual report on the implementation of the SPbSU Strategic Plan and other resources. These proposals were also described during some interviews. However, a specific improvement plan is not described in the Self-report of the Master, and the mentioned feedback system (page 35 of the self-report) as the part of the QAS should be explicitly available. The QAS implementation should be public and accessible on the website and should incorporate documentation on procedures, indicators, commissions, and data of the main indicators during the successive years of development of the Master. Regarding the students' results, the Master Self-report also states that the results of the

final examinations and dissertations of the graduate qualification works are discussed every year within the scope of the program implementation. Adjustments are made to the educational program in the process of these discussions. These objectives should appear in an explicit improvement plan as a clear indicator of the quality of the Master. During the site-visit the existence of a quality control commission and some indicators of quality certainly available at the website and some documents were validated. However, the organization of the information makes its use complex. A precise QAS should include information on the Quality Policy, the Quality Management Model, the Quality Assurance administrative Service, and the Quality Assurance System applied to the Program. Therefore, a specific document for implementation of improvements derived from the follow-up and feedback systems of the QAS is necessary. Relevant QAS documents were available during the site-visit to the institution, which allowed us to verify that the University describes a quality assurance system with potential implementation. Nevertheless, the mandatory improvement plan is not exhaustively described and available. In sum, it would be advisable to specify the annually proposed actions to improve the Master under evaluation in an explicit improvement plan.

As for the students' complaints there is Rector's virtual reception and Dean's virtual reception. During the visit students stated they did not know about the possibility of applying to the faculty. Based on the available public information in the case of contacting the "Virtual Reception", the student receives an answer to his complaint. However, there is no procedure for receiving feedback on how much the student is satisfied with this answer.

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

There is no established process of delivering the information with the results of student surveys to the teaching staff either. Teachers for the purpose of teaching improvement individually pay heed to it themselves.

The supporting documentation and the website do not provide any information on the disciplines selection criteria which may be included in the curriculum, and there is no description of this procedure, although during the site visit the experts received its detailed presentation.

Recommendations:

RECOMMENDATION 7.- It is recommended an explicit Improvement Plan for the Master degree. A planned calendar for its implementation should be established, together with the responsible persons and a description of how the impact of the actions included is going to be measured.

RECOMMENDATION 8.- It is recommended to specify the actions and improvement proposals derived from the follow-up and feedback systems of the Quality Assurance System for this Master.

RECOMMENDATION 9.- It's recommended to establish a clearer and more comprehensible to the students procedure of filing complaints in case if problems during the training occur inside the faculty. Please make this document publicly available on the faculty's website.

Recommendation 10.- It is recommended to give the opportunity to the students to provide the feedback of their satisfaction with the answer received through the "Virtual Reception" (for example, to provide such an opportunity through the BlackBoard system).

RECOMMENDATION 11.- It is recommended to readjust the feedback system for students according to the results of their surveys, which would contain information about how the students' opinions affected the changes in the educational process or curriculum.

RECOMMENDATION 12.- Due to the fact that the faculty monitors student satisfaction with the educational process, in order to improve the educational process quality, it would be worthwhile to bring the results of student surveys to the attention of the university teaching staff.

RECOMMENDATION 13.-: It is recommended to define the procedure of making amendments in the curriculums and the role of stakeholders in the educational programs' formation.

Assessment: **ATTAINED IN PART**

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

Processes that assure the continuous improvement of Higher Education Program should be implemented. In addition, people responsible of design, follow up and improvement of the Program should be undoubtedly stated and the involvement of

stakeholders in all processes clearly defined. Focus on student-centred learning, teaching methodology and assessment should also be made.

A review of the Self-report and documents provided during the programmed visit allowed to verify that the educational program of this Master is well organized and includes information on competences and curricular structure, recognition of credits and complementary training. The program is up to date and is being teaching in accordance with the conditions set out initially. The training program has an appropriate design, an organization and curricular development according to the nature and scope of the Master. It is positively noted the concern for the interdisciplinary of the formation plan and the search for uniqueness of the education offer. Special emphasis is placed on the important role of external internships in the training of students. An interview with the Council of the Educational Programme revealed that alumni are offered different options or places for their internship.

The self-report of the Master states that the Program is reviewed and discussed at the Department meetings, and approved by the academic and methodological Commission of the SPbSU faculty of psychology (page 41, point 3.5 The Updating Procedure). This procedure seems to include an update of the content of syllabi of academic disciplines and academic complexes (methodological developments for classes, guidelines for students and lecturers, test and exam materials, etc.). Importantly, the self-report states that, at the end of each academic year, a new planning for the next year based on the results of the programme review is established. During the visit, the Department provided more completed and detailed syllabus and guides (for example, for the subjects Design in Psychological Research 1-3, Age-Related Abnormal Psychology, and Differential Psychology), with more academic information available to students. The assessment systems should, however, be included in such guides. All documents provided by the Department also confirmed that the information of the different subjects given to students is clear and complete, although the procedure for updating the subjects' contents should be specified in more detail. Likewise, the management of the end-of-degree dissertations should be specified.

The chairlady of the Council of the «Developmental Psychology» educational program is Nika Travnikova, senior lecturer, chairperson of the Human sciences department, the Head of the scientific and educational department of the Federal State Budgetary Institution of Continuing vocational education «Saint Petersburg Medical refresher Institute», which can contribute to the provision of external quality assurance of education on this educational program.

Some of the academic issues not completely detailed in the self-report were explained during the visit. For example, it was noted that after graduating in the Master

or even PhD, there are superior courses available for these students. It could be argued that this added training offer reinforces the quality of the Psychology programs. In general, the provided evidences demonstrate that this Master is a training program with an adequate design, an organization and a curricular development according to the nature and scope of the degree. In 2018, the number of students enrolled in the Master was 11 (6 in the previous academic year). The academic staff reported during some interviews that the number of graduated students in the Bachelor program and Government indications with respect to the limit of students (20, according to the reported information during these interviews) are the main criteria to establish the number of students that can be enrolled in this Master. Apart from this criterion, and having in mind that internationalization is an objective of the University, a gradual process of implementing specific courses in English in this Master should be considered. This effort would be appreciated by non-Russian students who put a lot of work in acquiring other language different from their mother tongue in order to be accepted at the University. Students liked the possibility of holding some specialized disciplines in English. It should be possible to gradually introduce the teaching of certain principal subjects in English. Such opportunity will have a beneficial effect on international student exchange.

Recommendations:

RECOMMENDATION 14.- The teaching guides provide sufficient academic information and details. However, they should include the assessment systems.

RECOMMENDATION 15.- It is recommended to specify the procedure for updating the subjects' contents and the management of the end-of-degree dissertations.

RECOMMENDATION 16.- It is recommended to start a gradual process of implementation of courses in English for this Master..

RECOMMENDATION 17.- Specific documentation on programme outcomes and possible reviews of the Master according to updating processes should be an important part of the design of the Master.

Assessment: **ATTAINED**

CRITERION 4. TEACHING STAFF

A Higher Education Institution should implement processes to assure the competence and qualification of the personnel involved in teaching activities. Indicators of the quality of the teaching staff should be provided. The institution should have specific formation courses and programmes for teaching staff to promote innovation in teaching methodologies and the use of new technologies.

Considering these indicators of quality, the review process has shown that the teaching staff is in accordance with the characteristics of the educational program. Academic categories, teaching and research experiences, and professional experience are optimal for the educational program. In the self-report document, no explicit information is provided on putative changes of the teaching staff of the Master, and more information on the supervision process appeared necessary in that document. Only general information about years of participation of the academic staff in the Master is provided in the document (page 49). Likewise, the self-report document states that all teachers of the program offer the subjects for the graduate qualification work, and that students can choose the subject and the research supervisor. It is also stated that the Heads of the thesis research shall be approved by the scientific Commission of the faculty, and the graduate qualification work subjects shall be agreed with the employers and approved at the faculty meetings. Specifically for graduate qualification work supervision, the self-report states that the teachers of the Department that have a degree of doctor or candidate of psychological Sciences supervise the graduate qualification works of the Master's Degree Students (page 55). In addition, the self-report document states: "the working program of the academic discipline which is reviewed, discussed and approved by the Department and methodological Commission of the faculty is developed for each teacher…". Thus, there is a Commission to review the working program of each subject of the Master, which potentially should ensure the suitability of content of all subjects of the Master. However, specific criteria for the coordination of the educational programme with respect to the different subjects were not provided in the self-report. During the visit, all this information was verified in the different meetings with the respective teaching staff and coordinators. Thus, for example, it was verified that the programme includes sufficient criteria for supervision assignment of the graduate qualification work, and more information about supervision and teaching assignment procedures, and about specific mechanisms that ensure the coordination of teaching, were provided during those interviews.

During the site visit it was confirmed that students are satisfied with the teaching staff. On the basis of the self-evaluation report and the information provided on the educational program's teaching staff we can make a conclusion that the supervisor's and teachers' qualifications fully correspond to all the requirements, imposed to the teaching staff of higher institutions. Teachers can choose by themselves a relevant program and to complete a further training course. Further training is a regular procedure held in the SPbSU, at that there are both intramural and online courses.

All evidences suggest that the teaching staff involved for the development of the Master constitutes a sufficient number to guarantee the acquisition of competences by the students. The visit confirmed that the academic staff is appropriate and in

accordance with the characteristics of the program and students. Students appreciate their dedication and availability to deal with their concerns. The documentary references provided, as well as the employers opinions (this panel could verify that there are employers from different institutions, not only the SPbSU) coincide in pointing out that the profile of the teaching staff is appropriate to the characteristics of the degree and its training program. Students' satisfaction with the teaching activity of academic staff is very high.

During the site visit some teachers expressed a request to organize scientific clubs for teachers and students. These scientific clubs could be a platform for discussing up-to-date researches and trends in psychological sciences and practices and so that students who undergo training on an international exchange basis could share their experience of foreign education.

Recommendations:

RECOMMENDATION 18.- It is recommended an improvement plan for the teaching staff.

RECOMMENDATION 19.- It is recommended to provide more detailed information regarding the recruitment or selection process of professors. Selection processes must be clear and criteria should be public.

RECOMMENDATION 20.- Specific criteria for the coordination of the educational programme with respect to the different subjects should be available.

RECOMMENDATION 21.-: On teaching staff's request it's recommended to organize scientific clubs for discussing up-to-date scientific researches in psychology.

RECOMMEDANTION 22.– the procedure for changing the head of the graduate qualification work should be described and conveyed to the participants of the educational process.

Assessment: **ATTAINED**

CRITERION 5. INFRASTRUCTURES, SERVICES, AND PROVISION OF RESOURCES

According to the self-report, the programme's financial resources obtained from the SPbSU budget enable the acquisition, maintenance, and operation of the material and technical resources and equipment required to implement the programme (page 67). Information on academic and professional orientation services is provided in the website. In general, the support staff and resources seem appropriate to the qualification and the student characteristics.

During the visit, the material and technical facilities of the educational program were showed by different members of the staff. Facilities, services and resources (educational centre, library, classrooms, computer labs, research laboratories, etc.) are completely appropriate. In particular, it is worth mentioning that the research laboratories have very specialized equipment. There are enough infrastructures to develop teaching activities. The library is well equipped and it has an online searching method, virtual access, and enough computer tools for its development. The students count on various guidance services, suitable for obtaining the skills and competences required by the degree. However, a plan to update and train the library staff would be desirable, in order to bring new electronic resources which allows online access to a broad bibliographic material and make it accessible for students.

From open sources it is clear that students have online access to various library materials and scientific magazines (http://www.library.spbu.ru/ and http://cufts.library.spbu.ru/CRDB/SPBGU/browse?subject=3&resource_type=2). However, there is no option of switching the library's webpage to English, this option would facilitate the access to library materials for foreign students.

Students are given the access to various well-equipped laboratories, where the equipment is an opportunity for either the psycho-physiological researches or for observing the practical work of the psychologists. The university has a huge library fund. Each student has his own personal account, through which access is provided to information resources and databases that the university has at its disposal.

Recommendations:

RECOMMENDATION 23.- It is recommended a plan to update and train the library staff to bring new electronic resources which allows online access to a broad bibliographic material and make it accessible for students.

RECOMMENDATION 24.- The main information of the academic and professional orientation services should be provided to the students in specific documents, not only at the website.

RECOMMENDATION 25.- Internationalization activities oriented to this Master should be strengthened in order to facilitate the enrolment of foreign students.

RECOMMENDATION 26.- It is recommended to consider the possibility of translating the electronic library interface into English; this option would facilitate the access to library materials for foreign students.

Assessment: **ATTAINED**

CRITERION 6. LEARNING OUTCOMES

In accordance with the self-report, the local regulatory acts of St. Petersburg State University allow to grade "passed" and "not passed" (Regulations of SPbSU, cl. 47 as amended by the RF governmental order d/d 16.06.2015 N 594) the disciplines and types of works in which a pass/fail exam is the form of the intermediate and the final evaluation. This criterion was verified during the programmed visit. The Master and the University have methodological guidelines for proper evaluation and qualification of the respective subjects (pages 69-70 of the self-report), which also were verified during the visit. For example, criteria for evaluation were clarified in several interviews with teaching staff and students. It was confirmed by the Council of the Educational Programme that the number of attempts to pass the exam of the different subjects of the Master is three, which seems an appropriate procedure for evaluation in a Master degree.

The training activities reported in the program and during the visit seem to be optimal to attain the competences and goals of the degree, although specific information on educational and teaching methodology should be explained in more detail. Thus, the assessment systems are appropriate for certifying students' acquisition of the competences, but the main aspects of the educational and teaching methodology and assessment systems in the case of the end-of-degree project should be clarified. The teaching syllabuses of the courses should be more oriented towards specific competences.

In summary, students have all necessary information to analyse the results of their evaluation. Criteria are clear for students (as revealed the interview with them). The methodology for the evaluation of the end-of-degree project was explained during these interviews, and consists of different grades of evaluation according to the outcomes. Nevertheless, this information should be clarified in the programme and available for students. The procedure for elaborating questions for exams and tests is very clear and well specified. Student performance by subject shows that the number of students that pass is very high. Overall, the educational activities and results of learning are consistent with the graduate profile.

Recommendations:

RECOMMENDATION 27.- It is recommended to start a process to shift the emphasis of some courses from contents to students' competences.

RECOMMENDATION 28.- It is recommended to strengthen the role of employers in the matter of assessing the results of student learning upon the program. It is possible to achieve it not only by inviting employers to the final student attestation, but also by engaging them in current results evaluation.

Assessment: **ATTAINED**

CRITERION 7. INDICATORS OF SATISFACTION AND PERFORMANCE

According to the program, self-evaluation processes regarding the degree of satisfaction of students are performed twice a year at the initiative of the Teaching Commission. The self-report indicates that a survey to students about their level of satisfaction in each academic discipline (on a 7-point scale) is carried out at the end of each semester. Survey results are analysed by the Teaching Commission, and based on them, recommendations on the work of the teaching staff are given. The self-evaluation process oriented to student satisfaction was verified during the visit, and surveys and results seem appropriate to evaluate the academic performance of the teaching staff. However, the results of the student satisfaction level should be available to them by a clear access procedure. Some teachers reported during the visit that there are procedures to measure the opinion of the students of the Master, and to resolve possible complaints, through different surveys.

Overall, the satisfaction level of teachers, students and other academic staff is high. This information is provided in the self-report of the programme and basically was confirmed during the planned visit as well. The general satisfaction of students is analysed through the above mentioned procedure, but in order to obtain relevant data on the quality of teaching, specific information on student satisfaction regarding performance of the teaching staff should be evaluated and considered as part of the improvement plan. Specific information on student's satisfaction level regarding practices and tutors is not provided in the self-report, although some data about practice and student satisfaction were provided in some interviews with teaching staff and students. This information should also be publicly available and be used as a relevant indicator in the improvement plan. In addition, information on the temporal evolution of academic indicators should be provided and used as a criterion of improvement. In relation to practices, some of the graduated students demanded more specialized practices for the Master, although the content of the new Master (Developmental Psychology Master) is different to that of the Master they completed. It can be concluded that the procedure and quality of the practices for this Master are susceptible to improvement (an improvement plan could specify weak points), but they seem to be in general acceptable.

The self-report does not provide specific information on academic and professional orientation services related to the Master. Very vague information on this issue is provided in previous sections of the self-report that are related to different criteria, which makes difficult to know the actual status of those services. This limitation, reflected in the self-report, can be easily reversed since, in fact, there are academic

and professional orientation services related to the Faculty (and, therefore, to the Master), as it was revealed by teaching staff and students in the respective interviews of the visit and by the Council of the Educational Programme. Besides, students stated that teachers can provide information on academic and professional orientation directly, and they are usually asked by teachers about possible needs and requirements they could have.

The self-report provides information on the employment rate of graduates in areas related to the programme (i.e., psychological science, which has a high employment rate of 77.1 %). Information on the employment rate of all graduates of the Master is also provided (pages 78-80 of the self-report). Such optimum employment rate was essentially verified during the visit, which is a strong point of the programme.

The programme takes into consideration the needs of the labour market and the employment indicators of the graduates for the designation of the number of places for income students to the Master. This should help to the continuity of the Master. The self-report justifies the maintenance of the Master due to the wide range of areas in which the graduates could work (prospect for the demand of the programme based on the fact that training is carried out in multiple areas of developmental psychology). Certainly, the Master programme includes a wide range of areas of developmental psychology, which could contribute to a high employment rate, but the maintenance of the Master should also be based in academic indicators of quality and a solid improvement plan. These criteria could strengthen the quality of the Master's degree and, as a consequence, its demand and possibilities. With respect to the implementation of this Master as a separated specialization from the previous Master, which included contents of the Educational Psychology programme, the teaching staff stated during interviews that the Developmental Psychology Master Degree has a substantially different programme from that of the previous Master, with new specialized subjects (which were verified by this review panel). This specialization was the reason to implement such separation between both Master degrees, and this seems to be justified.

In summary, the reported alumni employment appears appropriate in the context of the Master degree. The employment rate seems quite high and in relevant positions related to the profile of the Master. According to the information provided, the evolution of academic indicators (for example, percentages of graduates, etc.) is considered optimal. The assessment made by students about the learning quality of the degree is considerably high. In the last interview of the planned visit, students of the Master explicitly reported that they were satisfied with the programme and contents of the Master. Nevertheless, a recommendation would be to elaborate clear indicators to assess the satisfaction of students with the academic and professional orientation

related to the Master degree and with the work of the teaching staff. Considering the educational profile of the Master degree and the available resources, this Master is potentially sustainable. Besides, there is sufficient evidence of satisfaction indicators, although these indicators should be explicitly considered in the improvement of the educational programme.

Employers cooperating with the faculty in general are satisfied with the qualifications of the students and graduates, this information was confirmed during the site visit. After studying the self-evaluation report and also on the basis of interviews with educational and methodical bodies' representatives, teaching staff and students we can conclude that the satisfaction level of all the stakeholders is high. Unfortunately, during the site visit the results of surveys of not numerous groups were presented, which make it difficult to evaluate the relevance of the results obtained.

During the site visit the teachers have told that students evaluate their professional activity in several aspects: communicative, didactic, scientific and practical. However teachers can find out the results of this survey only if their evaluation is poor.

Recommendations:

RECOMMENDATION 29.- It is recommended that information on the temporal evolution of academic indicators is taken in consideration in the improvement plan.

RECOMMENDATION 30.- Specific reports on the sustainability of the Master degree should be updated according to its continuous evaluation.

RECOMMENDATION 31.- It would be helpful to elaborate clear indicators to assess the satisfaction of students with the performance of the teaching staff and the academic and professional orientation they receive.

RECOMMENDATION 32.- To make publicly available the results of the satisfaction survey in which all of the stakeholders participate.

RECOMMENDATION 33.- Due to the recent separation of the programs «Developmental psychology» and «Educational psychology» it's recommended to conduct surveys regularly so that their results could present valid statistical value on the educational program evaluated.

RECOMMENDATION 34.- It's recommended to rearrange the coordination mechanisms between all the participants of the educational process in order to provide the program's realization: the administration, teaching staff, employers, students. It's especially important in feedback mechanisms rearrangement: from graduates, employers, practice supervisors to identify the room for the program's improvement.

Assessment: **ATTAINED IN PART**

6. CONCLUSIONS

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

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

In general, it is worth pointing out the students', teachers' and employers' interest and willingness to participate in the support of the university It is pleasant to note the sincere willingness of the Teaching and Methodological Department staff in explaining the structure and functioning features of the program "Developmental Psychology". During the visit, a lot of positive opinions were received about work and education at the Psychological Faculty.

There are some differences in the fulfillment of each quality criteria although most of the indicators analyzed are positive and most of criteria are attained. However, the availability of public information and the quality assurance system criteria need to comply more rigorously with quality standards.

Some recommendations are provided for this necessary achievement. The recommendations developed in this report refer to aspects which are not among the key elements of the educational program and which are ones that could be improved by the university in a short-run. Considering this requirement, it can be concluded however that the result of the evaluation of this program is in general optimal. The educational profile of the qualification is appropriate and the quality of the Master degree is high.

OVERALL ASSESSMENT: FAVOURABLE