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REPORT

on the results of a Master's degree programme review

«Business Psychology»

Plekhanov Russian University of Economics

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SUMMARY OF THE PROGRAMME

The educational programme “Business Psychology ” profile is implemented by Faculty of Management, “Psychology” Department and allows awarding a Master’s degree. The programme is managed by Shcherbakova Olga Ivanovna, Doctor of Psychology, Associate Professor, Professor of the Department of Psychology.

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

Strengths of the programme

1. Opportunities for up-to-date knowledge, availability of scientific literature and practical materials;
2. Students can take internships in foreign universities if they wish;
3. High professional, academic and scientific competence of the full-time teaching staff;
4. Building a student-centered learning system with a focus on students and academic interests;
5. Student involvement in the research activities, accompanied by a high publication activity rate among students;
6. Student involvement in the process of curriculum adjustment, and the opportunity to influence the curriculum contents based on the group's needs and interests;
7. The correct balance between theoretical and practical courses with an emphasis on practical activities;
8. This programme promotes entrepreneurial knowledge, business psychology insights and encourages students to start their own business start-ups;

Weaknesses of the programme

1. Students find it difficult to give examples of professional literature they read on the recommendation of the teachers on some of the disciplines.

Recommendations

1. Expand the programme by adding courses to improve the level of knowledge and skills in digital technologies used in the professional field in which students will incorporate in their career.
2. Increase exchange opportunities for students (at least 10-20% of the total number of students) to study at a leading European and world university, listed in the QS World University Rankings / THE World University Rankings, and expand the network of partner universities that provide degree programmes in management and business psychology (at the discretion of the university).

3. Increase the involvement of part-time teachers and business practitioners (at least for 20% of employees).

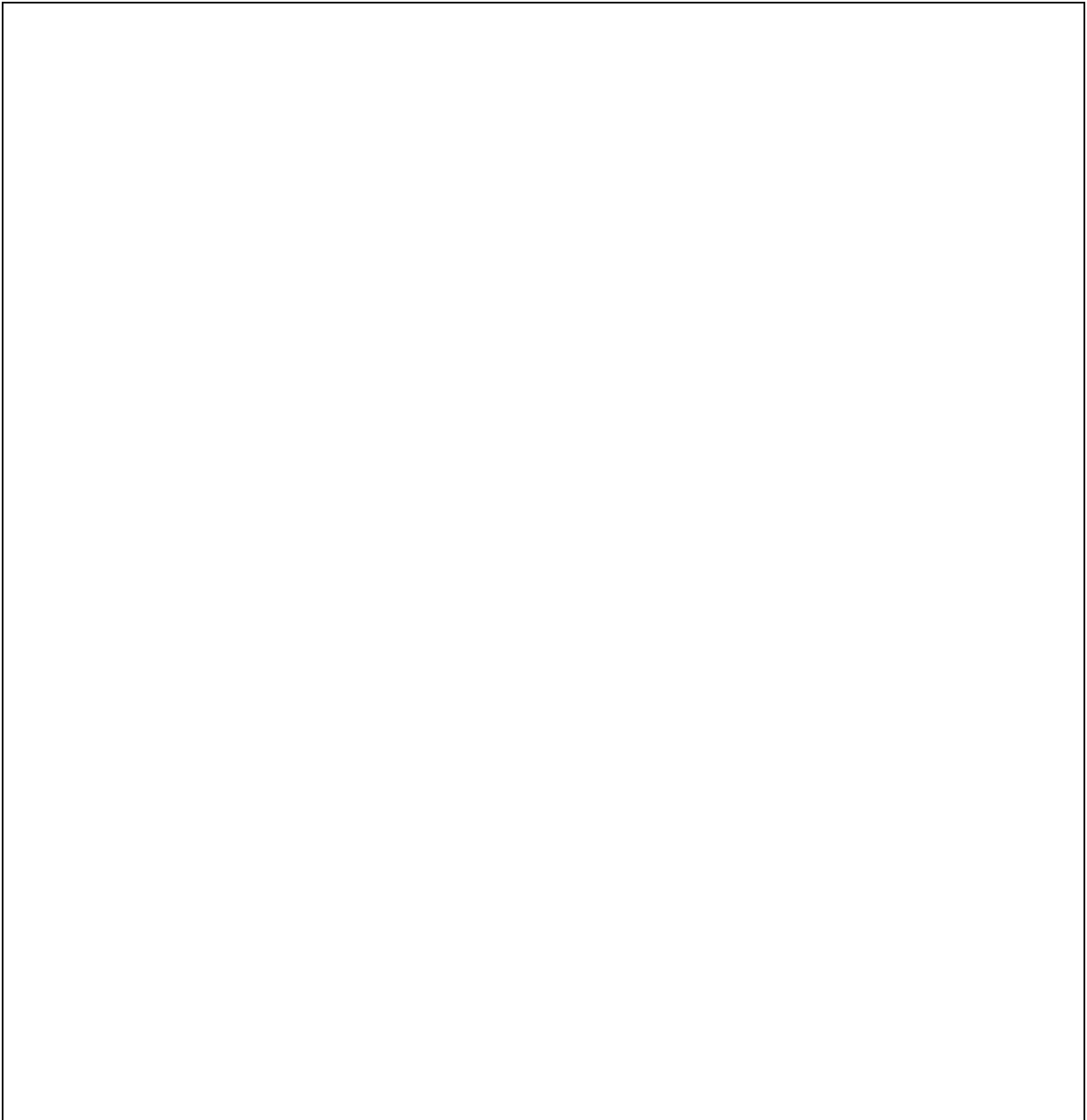
4. Increase opportunities for teachers to undertake internships, participate in conferences and exchange experiences with foreign colleagues. Organize a transparent system of motivation for participation in international research projects and cooperation with external scientific groups, as well as organization and participation in joint scientific symposia and conferences.

5. Enhance the Career Development Centre's capacity to help students find job opportunities and advise them on their career development. Reinforce student awareness of the Career Development Centre's resources by providing regular information about its work through Internet resources and social networks, about the emerging opportunities for passing industrial practices and successful examples of cooperation with employers.

6. Organize with the involvement of the teaching staff of the Psychology Department/ Faculty of Management a Center for psychological counseling and provide access to the service for both students and teachers.

Assessment profile of the learning outcomes and education quality assurance

<i>No</i>	<i>Criterion</i>	<i>Evaluation</i>
<i>I</i>	<i>Quality of learning outcomes</i>	
	1. Assessment of the students' competencies formation level	<i>excellent</i>
	2. Demand for graduates of the programme from the labor market	<i>good</i>
	3. Satisfaction of stakeholders with learning outcomes	<i>excellent</i>
<i>II</i>	<i>Quality assurance of education</i>	
	1. Education quality management system	<i>good</i>
	2. Educational program management	<i>excellent</i>
	3. Structure, content and methods of the educational programme implementation	<i>excellent</i>
	4. Involvement of employers in the educational programme implementation	<i>good</i>
	5. Involvement of students in the design and implementation of the educational programme	<i>excellent</i>
	6. Teaching staff	<i>good</i>
	7. Material, technical and information resources of the programme	<i>excellent</i>
	8. Managing the human, logistical, and financial resources of the programme	<i>good</i>
	9. Student services	<i>acceptable</i>
10. Interaction with applicants	<i>not evaluated</i>	



QUALITY OF THE LEARNING OUTCOMES

1. Assessment of the students' competencies formation level

Criterion assessment: excellent

During the online visit, a direct assessment of 4th-year students' competencies was conducted. There were twelve 4th-year students who participated in the direct assessment, which is 40% of the graduating course.

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

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

- Assessment of general cultural (universal) competencies:

CA-2 The willingness to act in unconventional situations, taking social and ethical responsibility for decisions made.

CA-3 The ability for self-development, self-fulfillment and creative thinking.

- Assessment of general professional competencies:

CAS-1 The willingness to communicate verbally and in writing in the Russian Federation state language and in a foreign language to solve professional problems.

CAS-3 The ability to retrieve, critically analyze, synthesize, and summarize scientific information independently; ability to set research objectives, choose the best methods and technologies to achieve them.

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

AT-4 The readiness to diagnose, assess and correct psychological conditions and attributes, mental processes and various human activities in normality and pathology, taking into account the specifics of different age stages, developmental crises, risk factors, and people's affiliation to gender, ethnic, professional and other social groups.

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

To assess each competency, students were asked both theoretical questions and given practical cases to work with. The assessment was conducted in Russian and English.

Sample questions:

- What is the balance between theory and practice in the study programme, and are you satisfied with it? (General Professional Competency No.1)

- Please, picture the action sequence for resolving conflict within the team (General Professional Competency No.3).

According to the competency direct assessment results, the experts identified sufficient mastery of general cultural, professional, and general professional competencies. 100% of the interviewed students coped with the tasks to the full extent.

Level	Sufficient level (students coped with 80 % of the proposed tasks)	Acceptable level (percentage of the solved tasks is from 50 to 79 %)	Low level (percentage of the solved tasks is less than or equal to 49 %)
Share of students			
Results of direct assessment of general cultural (universal) competencies			
Share of students	100%	0%	0%
Results of direct assessment of general professional competencies			
Share of students	100%	0%	0%
Assessment of professional competencies (core competencies), including competencies that reflect the requirements of the regional and/or federal labor market, depending on the main consumers of program graduates			
Share of students	100%	0%	0%

When assessing the quality of education, experts reviewed 5 GQWs. The experts conclude that the reviewed GQW meet the requirements stated below as follows:

GRADUATE QUALIFICATION WORKS

№	Assessment criteria	Reviewers' comments
1.	Topics of GQW correspond to the field of training and the current level of development of science, engineering and (or) technology in the program field.	Correspond
2.	Tasks and contents of GQWs are aimed at confirmation of formation of competencies of the graduate.	Correspond
3.	Degree of use of the materials collected or received during the pre-degree internship and course projects in the implementation of independent research parts of the GQW.	Correspond
4.	The topics of GQW are determined by the requests of industry organizations and the tasks of experimental activities, implemented by the teachers of the HEI.	Correspond
5.	GQW results find practical application in industry.	Correspond
6.	Degree of use of the research results of the Chair's, Faculty's and third-party research and production and / or research organizations in the implementation of independent research parts of the GQW.	Correspond

2. Demand for graduates of the programme from the labor market
Criterion assessment: good

Analysis of the role and place of the programme

There is a high demand for specialists in the field of Psychology, Management and Recruitment. Most importantly, companies also recruit in these areas for entry-level positions which are open to recent tertiary graduates and, in particular, those graduating from the programme under review.

In Moscow and the Moscow Region in March 2021, the average monthly vacancy rate for applicants reached 2,340 openings in recruitment, 632 in training, 2,095 in personnel management and 1,650 in personnel development (according to the hh.ru online portal).

Given the current labour market needs and not only professional but also public demand for such specialists, one can conclude that the Business Psychology study programme provides training for professionals who can expect further successful employment and career development.

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

1. A fairly high percentage of students combine their studies with work in their targeted area – 70%;

2. 80% of graduates are successfully employed within one year after completing their Master's degree programme, with 70% of them working in their professional field in the region and 10% working outside the region;

3. a relatively low percentage of students are invited to continue working in companies after their work placement internship is completed;

4. according to the 2020 estimates, the Plekhanov Russian University of Economics' share of graduates in the Business Psychology degree programme in relation to the nationwide share of graduates in this field is 1.8%.

Additional information

Based on the results of a self-assessment conducted by the university, data about the professional distribution of graduates was provided. The data provided was confirmed by examining the relevant documents. For example, 8 out of the 10 graduates interviewed in 2019 were employed in HR, 1 person was in business consultancy and another one was in sales. In 2020, 4 out of the 10 graduates interviewed were in business consultancy, 3 were in HR, 2 were in advertising and 1 was unemployed.

3. Satisfaction of stakeholders with learning outcomes

Criterion assessment: excellent

85% of the employers interviewed rated the required competencies as 5 on a 5-point scale, and 15% of them rated the students' competencies as 4.

Thus, 100% of graduates meet all or most of the requirements that employers have for young industry professionals.

90% of the graduates interviewed consider the study programme sufficient for launching and developing their careers later on.

Additional information

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

In 2020, the employer community (HR professionals, business consultants and advertising specialists) noted that the graduates' competencies fully meet the requirements for today's industry professionals (90% of those interviewed). Therefore, employers' satisfaction with the Master's programme graduates is 90%.

This allows to conclude that young graduates of the Business Psychology programme are well prepared and ready to respond to the labour market challenges and needs with a professional and time-sensitive approach.

Reviewers' recommendations and conclusions

Conclusions

The education quality assessment revealed maximum scores on the criteria applied to the labour market demand for the programme's graduates, the general participant satisfaction with the educational process, as well as the direct assessment of the Master's degree students' competencies. These results were confirmed by the experts during the online visit when they conducted a sample interview with the students.

It can be stated that the Business Psychology programme fully meets the requirements for professional training: its curriculum develops the competencies needed and the stakeholders are satisfied with the learning outcomes.

Recommendations

1. It is possible to increase opportunities for students to be permanently employed in companies after completing their internships, which can be achieved through the joint efforts of the responsible supervisors and the Career Development Centre.
2. It is recommended to reach an agreement with employers on the recognition of the period of practice as work experience for further employment in the same organization.

QUALITY ASSURANCE OF EDUCATION

1. Education quality management system

Criterion assessment: good

Strengths

There is a highly regulated system for managing the education quality to implement the study programme. High priority is given to assessing student satisfaction with the educational process and its quality. Each structural unit is continuously monitored for education quality by a dedicated body, the E-Learning Development Center. The monitoring results are considered to further improve the educational process. It is worth noting the prompt response given by the academic administration to the need to employ a distance working approach and train teachers in the new teaching methods in the face of the Covid-19 pandemic. All teachers are satisfied with the quality and promptness of their training in the new distance-learning format.

Recommendations

1. It is worth paying more attention to the faculty's satisfaction with the educational process. At this stage, these procedures are not represented by regular activities, and they are not regulated. They are represented rather by one-off polls. Consideration should be given to introducing a quarterly employee satisfaction assessment.

2. Introducing more standardized procedures for dealing with complaints from current students would also be helpful. This could allow to quickly and effectively solve the problems that may arise. One possible option is the Digital Student Service Desk, an Internet portal for registering student and staff enquiries and posting prompt responses to them.

Additional information

During the online visit, the experts interviewed students, teachers, administration, and employers and obtained data that allow us to conclude that issues that arise during the educational process are often effectively resolved informally. Students said that they seek help from their Department, where their enquiries are dealt with promptly. However, a more standardized system for dealing with student and staff enquiries and complaints can be recommended.

2. Educational programme management

Criterion assessment: excellent

Strengths

The programme development strategy is carefully designed and regularly updated to reinforce its advantages over competing programmes to meet the labour market demands.

The programme is managed through the participation of all stakeholders. Employers take an active part in the programme's delivery through workshops, training sessions and panel discussions, etc. This makes the programme more practice oriented. Students can influence the educational process by taking part in a satisfaction survey, through student government bodies (the Student Council) and by choosing elective courses. E-learning and distance learning technologies are successfully used, which is particularly relevant in the context of a new coronavirus pandemic. Students report that online classes are highly successful and productive. Full information about the study programme is available on the University's website.

Recommendations:

No recommendations.

Additional information:

During the online visit, various stakeholder groups were interviewed (employers, department employees, students) and it was confirmed that all participants in the educational process are satisfied with the organization and structure of training and opportunities for positive change on their own initiative.

3. Structure, content and methods of the educational programme implementation

Criterion assessment: excellent

Strengths:

The educational programme's structure, content and teaching methods are at a high level.

The developed competency model allows to fully meet the future graduates' needs for knowledge, skills and competencies required for personal and professional development in the field of business psychology. The educational process is a comprehensive and well-designed structure that includes all types of learning activities in accordance with the intended programme learning outcomes. The individual work placement and pre-graduation practical training programmes are integrated with the study process and linked to the topics of the student's graduation thesis. Students have remote access to library resources as well as teaching aids when preparing for the Final State Examination.

Recommendations:

1. It is recommended to motivate students to work using library resources during their preparation for exams. For example, changing the conceptual approach to the library, by creating a comfortable area for communication, scanning, usage of library resources. These changes may motivate students to spend more time in the library and use library resources.

2. From interviewing students during the online visit, it can be noted that there is a need to increase the number of academic disciplines related to IT technology in psychology. It is recommended to consider extending the curriculum and adding

disciplines related to the in-depth study of mathematical and statistical data processing methods as well as basic programming and artificial intelligence in a business environment.

Additional information

During the site visit, the experts analyzed the testing and assessment materials that are used by the educational organization. It can be concluded that the presented materials are sufficiently well-developed to ensure that the educational process is delivered at a high level.

In a desk analysis of the self-assessment report, analysis of the curriculum and schedule, the experts determined that the share of conducting classes in an interactive form on average is 12%.

In the process of conducting the online visit, educational-methodical modules of five disciplines were studied. Data on classes conducted in an interactive form in the context of the studied teaching materials are presented below.

The Psychology behind Talent Management in a Business Environment – 8%, Conflict Management in a Business Environment – 25%, Methods for Analyzing Psychological Data – 7%, Mass Communication Psychology – 11 %, Social and Psychological Training Techniques and Methods – 8%.

This suggests that an interactive learning approach are applied in the context of the programme's various academic disciplines.

4. Participation of Employers in the Educational Program Realization ***Criterion assessment: good***

Strengths

Networking with employers is conducted on a comprehensive basis and is regulated by the Partners Cooperation Framework of the Faculty of Management at the Plekhanov Russian University of Economics. 90% of employers positively assess the study programme's content in accordance with the labour market demands. Most academic disciplines are designed in cooperation with employers.

Recommendations

Nevertheless, a relatively small proportion of research findings are applied and adopted by businesses (1-2 s out of 20). It is recommended to conduct, together with employers, a regular audit (every six months) of syllabi for the relevance of the information studied by students on subjects.

5. Participation of Students in the Educational Program Design and Implementation ***Criterion assessment: excellent***

Strengths:

A comprehensive criterion assessment showed that students have increased opportunities to participate in influencing and implementing the study programme. For that purpose, various programmes and procedures have been implemented through student government, student opinion surveys, etc. There is a high share of student involvement in the design and implementation of the educational program, 70% of students note that they can influence the educational process.

Recommendations

There are no recommendations for this criterion.

Additional information

During the online visit, experts held meetings with students of the assessed program. One of the questions discussed is the compliance of the structure and content of the program with the expectations of the direct consumers of the programs - students. Following the meetings and the accompanying papers review, the experts concluded that the programme's structure and content fully correspond to the students' expectations (92% of the students interviewed agreed with this statement).

According to the results of the questionnaire presented by the educational organization, the results of which were confirmed during the online visit, most of the students believe that their opinion is considered when developing and updating educational and methodological materials (70%). During the interviews, students also indicated that they were satisfied with the theoretical-practical component ratio and that the programme managers listened to their wishes when planning the activities.

Based on the data presented it can be concluded that there is a significant share of student involvement in the instructional design process.

6. Teaching Staff

Criterion assessment: good

Strengths

Teaching staff demonstrates a high level of involvement in the study programme's delivery and are aware of its goals and objectives. Most of them (94%) have a degree in their field of study; they participate in Russian and international conferences as speakers (75%) and there is a high level of publication activity. The findings of the teachers' research are used to update the study programme's curricula. The Psychology Department's teachers organize two international conferences ("Psychotechnology in a safe educational environment" and "Modern training and coaching: new opportunities in business and education") as well as publish textbooks and teaching aids. All teachers are satisfied with the quality and efficiency of their e-study of new methods in teaching.

Recommendations

Some increase in the number of teachers combining research and teaching work with professional activities is advisable. This aspect can make the programme more practice-oriented and update its content to meet the industry and labour market challenges.

In order to achieve this, consideration could be given to recruiting already active practitioners from the fields related to business psychology (recruitment, business consultancy and coaching, etc.) to teach industry-specific disciplines within the programme's curriculum directly linked to their professional activities. Currently, the increased use of distance teaching methods makes it feasible to involve both the teachers working in a business environment and teachers from other higher education institutions or countries.

In addition, it is recommended to increase opportunities for faculty members' academic mobility to teach and conduct joint research in foreign partner institutions. This measure would be beneficial in a double way: first, teachers will be more equipped to teach in a foreign language which in return would help to interest more foreign students; and secondly, it would help to improve the quality of research and expand the number of publications in other languages.

7. Material, technical and information resources of the programme

Criterion assessment: excellent

Strengths:

The material and technical resources at the students' and teachers' disposal fully support the programme's effective learning process. Both study spaces and classrooms have the equipment required for different activities. In a distance learning environment, the educational process is successfully implemented through e-learning platforms and online access to classes. Various library systems are available to students and teaching staff. At this stage, the material, technical and information resources are being used with a high degree of efficiency.

Recommendations:

There are no recommendations for this criterion.

Additional information:

A team of experts assessed the educational institution's facilities and equipment based on the online visit to the institution and the self-assessment report review. The following is the equipment and study materials in classroom No. 321:

- Teacher's desk;
- Student desks (30);
- Clevertouch V-series 86" 4K interactive panel supplied with installed software, internet connection and access to the University's Electronic Information and Education Environment;
- A teacher's personal computer with installed software, internet connection and access to the University's Electronic Information and Education Environment.
- Visual aids (posters).

In addition, the following software may be used in the classroom: Windows 10 operating system, Microsoft Office Professional Plus: 2019 (MS Word, MS Excel, MS

Power Point, MS Access), Microsoft Visio, Microsoft Project, Microsoft Visual Studio, Microsoft SharePoint Designer, Microsoft SQLServer, Microsoft Azure, 1C Enterprise: Study Kit 8 for Higher and Secondary Education and Dr. Web Desktop Security Suite for comprehensive protection of the Google Chrome browser and Mozilla Firefox.

All of the above suggests that the classroom is well-equipped and has wide possibilities for its use in various teaching environments.

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

Strengths

There is a significant degree of teacher satisfaction with the study programme environment, methods, and personnel policy procedures. Faculty members' comprehensive performance evaluation is the basis for awarding incentive payments to teachers.

Recommendations

Increased teaching staff vertical mobility (when teachers get promoted to higher positions), and support programmes for young professionals, including a talent pool programme, are advisable. Publication activity financial incentives, grant applications to various foundations that fund basic and applied research (Presidential Grants Fund and Russian Science Foundation) as well as support for PhD and doctoral theses, among others, can significantly increase opportunities for the teaching staff to hold senior positions. These changes will improve the programme's competitiveness and employee satisfaction with their workplace. It is also recommended to introduce more frequent peer-observation among lecturers.

Additional information

Analyzing the facts presented by the educational organization in the self-evaluation report, data were presented to assess the level of satisfaction of teachers with personnel policy and the current system of motivation. 80% of teachers expressed complete satisfaction with this criterion.

During the online visit, the experts interviewed the teachers participating in the programme. The Department staff strongly agreed with the statement that the financial and non-financial incentive system in place is effectively implemented in the University.

Following the interviews, the experts conclude that it is advisable to continue and expand the financial and non-financial incentive programmes for employees.

9. *Student services* ***Criterion assessment: acceptable***

Strengths

The University has an extensive network of student leisure activities, rewarding students for their achievements in extra-curricular projects. The Career Development

Center is actively involved in providing students' work placements. The financial aid programmes and mechanisms for students in different categories are in place. There are opportunities to study on international student exchange programmes at partner universities.

Recommendations

1. It would be advisable to consider bilateral agreements with partner higher education institutions providing psychology degree programmes. This step will not only increase the number of students participating in international exchanges but also reduce their study load by including study periods abroad and the recognition of learning outcomes in the courses studied abroad. In addition, it is recommended to consider the possibility of having lectures or workshops delivered remotely by professors from partner universities.

2. The opportunity for students to contact a Center for psychological counselling is an important aspect. This can be implemented either within the Department of Psychology or on a university-wide level and will be in demand by all students (and teachers) regardless of their major. Having a counselling service is necessary to enhance the students' quality of life, improve their mental and physical health to ensure further prosperity, as well as to maintain their high levels of academic performance and active participation in extra-curricular faculty activities.

3. During the online visit, the experts were provided with the documents confirming that students had visited foreign universities to study on exchange programmes. However, it is also suggested to reinforce the learning of a foreign language among students, mainly English, so that more students could take advantage of the opportunity of study abroad.

4. Following the information provided, the experts conclude that the University, Faculty and Department partnership base should be expanded, and psychology programmes should be included in the list of available international student exchange programmes. In particular, a bilateral agreement could be considered with the Erasmus University Rotterdam (the Netherlands), which runs a very similar Master's programme: Work and Organisational Psychology (<https://www.eur.nl/en/master/work-organisational-psychology>). The same University is home to the Rotterdam Business School, which is one of the European key business education providers.

CURRICULUM VITAE OF REVIEWERS

REVIEWER: Gurieva Svetlana

Place of work, position	Head of the Department of Social Psychology, St. Petersburg State University (SPbU)
Academic degree, academic title	Doctor of Psychology, Professor
Additional titles, degrees	Honored Scientist of the Republic of North Ossetia-Alania
Education	2 higher
Professional achievements	professor, MBA SSE in Russia, 3rd place in the SPbU competition for the best teaching aid
Research interests	intercultural communication, mediation and negotiations, conflicts, intercultural management
Practical experience in the direction of the programme subject to assessment	22 years

REVIEWER: Kosyakova Svetlana

Place of work, position	Director of Center for Corporate Strategies and Solutions LLC
Academic degree, academic title	
Additional titles, degrees	
Education	2 higher educations - NSU and SibAGS
Professional achievements	Professor RAE (sociological sciences)
Research interests	<p>Author of articles on personnel management and co-author of textbooks "Psychodiagnostics in the management system" (co-author Shvetsova E.I.), FGOU HPE "SibAGS", Novosibirsk, which were published in 2007 and in 2011. university education as a teaching aid for university students studying in the direction of "Psychology".</p> <p>As a result of the competition, at the 12th All-Russian Exhibition-Presentation of Educational and Methodological Publications, the Diploma of the Laureate of the All-Russian Exhibition from the series "Golden Fund of National Science" and "National Certificate of Quality" of the Russian Academy of Natural Sciences was received. In 2014, she was awarded the VDNKh GOLD MEDAL and the Participant Diploma of the 27th Moscow International Book Exhibition for a textbook for universities in collaboration with E.I.</p>

	Shvetsova "Psychodiagnostics in the control system" (2011). In 2015 - the authors of the textbook "Psychodiagnostics in the management system" (2011) were awarded the Diploma of the participant of the Paris International Book Salon and the Gold Medal of the Salon.
Practical experience in the direction of the programme subject to assessment	Has been working in the field of personnel management since 1996 - has gone through a career path from an inspector of the personnel department to a deputy general director for personnel, more than 13 years of experience in managing teaching teams, more than 20 years of scientific and pedagogical work, 6 years of experience in the field of personnel management in companies with foreign capital, 9 years of work as a manager in fuel and energy companies, a certified user of the SHL personnel assessment system. Over the years of her professional career, she personally conducted more than 6,000 interviews, evaluated more than 5,000 people using various tools for various purposes, conducted more than 2,500 hours of full-time adult education, and organized more than 10 internal large-scale corporate conferences.

REVIEWER: Professor Dr. Rosa Maria Rodriguez-Izquierdo

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

REVIEWER: Nedoshivina Mariia Aleksandrovna

Place of work, position	Senior Lecturer, Department of Social Psychology, St. Petersburg State University (SPbU)
Academic degree, academic title	PhD in Psychology
Additional titles, degrees	
Education	Saint Petersburg State University, Master's Degree (Social Psychology and Political Psychology), Leiden University, Master's

	Degree (Social and Organizational Psychology)
Professional achievements	
Research interests	Social psychology, health psychology, psychology of altruism
Practical experience in the direction of the programme subject to assessment	An expert from the student community

