



Final Assessment report for program accreditation

Educational 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	MASTER'S DEGREE	120	2 years	Full-time	Russian

Date of on-site visit: November 07-09, 2018.

Panel members:

DEVA's Expert:

Lucía Jiménez García, Full Professor, Developmental and Educational Psychology Area. Universidad de Sevilla, Sevilla (Spain)

AKKORK's Experts:

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 in the Master's degree which lasts at least two years, involves training students for research work. Students defend a thesis which, if successful, leads to a Master's Degree certificate and the qualification of Master. The highest level, level 3, involves Postgraduate courses to be trained as academics. Postgraduate students select a research field and subject of research for their dissertation. Full-time study lasts at least 3 years and the graduate is awarded a postgraduate certificate with the corresponding qualification. Candidates of Sciences proceed to their Doctoral Degree (the second Degree to confirm the status of scientist), which is awarded following successful defense of their doctoral dissertation. It should be noted that the SPbSU is a pioneer in the introduction of the Bologna process in the educational system of the Russian Federation.

Federal state educational standards define the learning outcomes of each educational program at each level of qualification. The structure and content of the curriculum depends largely on the requirements of the Ministry of Science and Higher Education of the Russian Federation. All bachelor and master programs consist of several modules, that is, courses from different disciplinary areas. The educational



programs do not focus only on a specific educational area, but offer more general education, in humanities or social sciences. This is especially true for bachelor students. SPbSU and the St Petersburg Academy of Sciences were founded in 28 January 1724. On 8 February 1819 SPbSU was re-established. Emperor Alexander I approved a legislative proposal of Sergey Uvarov, the by-then curator of the St Petersburg Academic District, to re-establish the University in St Petersburg by means of reforming the Main Pedagogical Institute. As noted on the own website of the University, on 30 November 1992 SPbSU was declared an institution of the highest level of accounting and protection enjoying special governmental support and having the status of an independent (autonomous) Russian higher education institution.

At present, the structure and features of the educational process at SPbSU includes:

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

The Department of Psychology of the SPbSU was founded in 1966. The Academic and Research Staff, including professors and research staff, is about 250 members. The Department comprises 14 divisions:

- General Psychology
- Developmental Psychology
- Social Psychology
- Ergonomics and Engineering Psychology
- Special Needs Psychology
- Political Psychology
- Education Psychology
- Medical Psychology and Psychophysiology
- Professional Activity Psychology
- Ontopsychology
- Child and Parent Mental Health and Early Intervention
- Psychology of Personal and Professional Development
- Psychology of Behavior and Behavioral Deviations
- Crisis Management and Emergency Psychology

Educational programs are Bachelor, Specialist, and Masters programs in Psychology, including three Bachelor modulates (Psychology in Health Services, Psychology at the



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

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

4. Introductory remarks

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

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

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

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



attention to the provided comments and recommendations, being some of them stated as mandatory to obtain a positive evaluation.

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

Criterion 4. Teaching staff.

Criterion 5. Infrastructure, services and provision of resources.

Criterion 6. Learning outcomes

5. Assessment of key quality criteria

CRITERION 1. PUBLIC INFORMATION AVAILABLE

Important information of the master's degree is available on the website. However, substantial information is missing for applicants and other stakeholders. Moreover, the organization of the available information is not clear enough for stakeholders external to the University. Specific aspects regarding their publicly availability are the following:

Identification information: Several program details are provided on the website (<http://www.psy.spbu.ru/abitur/master>), including code, name, language, duration of the program, mode of study, learning outcomes, professional activities. Information about the field of study, the centre responsible for the implementation, the first intake of students, and the date of approval of the degree are available on the "self-evaluation accreditation renewal report", although failed to find on the website. No information is provided about rules for permanence.

Information about the training programs is presented on the website in accordance with the Decree of the Russian Federation Government of July 10, 2013 No. 582 "On approval of the Rules for posting on the official website of the educational organization in the information and telecommunication network "Internet" and updating information about the educational organization", as well as Rosobrnadzor Order from May 29, 2014 No. 785 (ed. from February 02, 2016) "On approval of the requirements for the structure of the official website of the educational organization in the information and telecommunications network Internet" and the format informational presentation on it (Registered in the Ministry of Justice of Russia from August 04, 2014 No. 33423).

Implementation schedule: General information about the calendar is available on the website. Information about the implementation process of the programme and criteria for the termination of the programme is available on the "self-evaluation accreditation renewal report", and provided in the order "On the procedure for expert examination of the academic documentation" d/d 08.12.2017 No. 12146/1..

Quality system: Information about the organizations where the graduated are employed as well as requests from organizations-employers is available on the website. There is a clear procedure for complaints and appeals available on the website. The



information about the procedure followed for monitoring of employment is available on the “self-evaluation accreditation renewal report”, although failed to find on the website.

As a part of the faculty there is a Student Council, which is actively involved in reporting students proposals to the faculty administration, as well as establishing communication between students and the administration, teachers. The faculty student council has its own page (<http://www.psy.spbu.ru/students/informal/stud-board>), but it's impossible to get there on your own. At the same time, on this page there is also no relevant information about the activities of this council (the latest information is on the 2014 meeting), although the information is presented on the general website of SPbSU.

Enrolment: Information about admission rules, admission requirements, admission dates, and number of offered places is available on the website. Information about academic and professional orientation plan for students and number of students is available on the “self-evaluation accreditation renewal report”, although failed to find on the website. No information about number of applications is available. Competencies are available on the website. The university provides training in accordance with its own standards, which correspond with the Federal State Educational Standards of Higher Education, the competencies proposed by the university are somewhat different from those of the traditional Federal State Educational Standards of Higher Education.

Learning process: The link to the educational documentation, including the curriculum, is on the SPbSU website <https://spbu.ru/sveden/education>. There are general requirements for the State final certification, including the graduate qualifying work at <http://www.psy.spbu.ru/students/gak>, and <http://www.psy.spbu.ru/students/programs-of-education>. The information on educational resources, training prerequisites, etcetera, is in the work program of disciplines and practices. However, information about between-subjects coordination is not available.

Learning outcomes: Information about graduation rates, success rates, number of admitted students, average scores for admission, satisfaction, mobility, is provided on the “self-evaluation accreditation renewal report”, although failed to find on the website. No information about abandonment rate, efficiency rate, performance rate, average length of the studies, and job placement is provided on the “self-evaluation accreditation renewal report”. Based on interviews with the administration members, it became clear that the “Educational Psychology” program emerged as a separate program particularly this year (previously it was called “Developmental and Educational Psychology”), and therefore it is not possible to present data about graduation and employment rate.



Recommendations:

RECOMMENDATION 1.- A summary of the learning outcomes of the master should be provided on the website. The analysis should be done using global data, avoiding the publication of personal data.

RECOMMENDATION 2.- It is recommended to simplify the search of the curriculum, educational program description, as well as academic disciplines syllabuses, by uploading the links to these materials on the "Educational Psychology" webpage. All this information should be organized clearly enough to be found by anyone external to the University. In order to facilitate the access to relevant information, a single access point is desirable, avoiding several websites.

RECOMMENDATION 3.- 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.

Assessment: Attained in part.

CRITERION 2. QUALITY ASSURANCE SYSTEM

The master's degree counts on quality assurance regulations aimed to the degree improvement. This includes legal basis that can be consulted on the website. Nevertheless, there is not quality assurance system manual. Participation of employers in the quality assurance system constitutes a strength, as well as the procedure for attending claims and suggestions.

In the "self-evaluation accreditation renewal report", satisfaction of relevant stakeholders is assessed and the procedure to analyse the information is described. This procedure is systematized for the students on annual basis, but this is not clearly the case for the rest of stakeholders (academic staff, administrative staff, and employers).

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

It is also worth mentioning that the Student Council is actively involved in the life of the unit and is aware of the opportunities provided for students. 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.

Procedures to guarantee the quality of external internships are not written with systematic procedures, although oral information has been provided during the visit. External internships are provided with the general requirements of SPbSU.

Procedures to assess the performance of the academic staff and the innovative activities they include in their teaching activity are detailed in the "self-evaluation accreditation renewal report". However, procedures for the analysis of job placement of the students are not provided.

Several improvements for the master's degree are described in the "self-evaluation accreditation renewal report", as well as the mechanisms to get those improvements. A procedure for improve subject syllabus is written and established in a systematic manner. According to the information provided during the allegation process, the program is improved twice a year (identified in the self-evaluation report) at the study-methodical commission when the Curriculum is approved for the new admission period, and, in accordance with the regulations of the Directorate of Educational Programs of SPbSU, it is possible to change the current Curriculum from September to November. The procedure for recording the results of quality assessment is described in Section 6 of the Internal Independent Assessment Regulations of the Quality of Education at St. Petersburg State University (<https://spbu.ru/sveden/kachestvo-obrazovaniya>).

During the site visit and by exploring of the website, it was revealed that the main body controlling the quality of education, is the Educational programs Council. The Council is formed from the leading Russian and foreign scientists and employers and professional community representatives, including scientific and pedagogical workers of SPbSU. During the site visit it was noted that all participants of the educational process (students, teachers, heads of departments, program managers, employers and employees of educational and methodical departments of the university) could actively participate in improving the educational program. The chairman of the board of the "Educational Psychology" program is Tatyana Shchur, the General Director of the St. Petersburg High School "Alma Mater". We conclude that the program "Educational Psychology" reflects the actual needs of the main participants of the educational process, as well as the needs of future employers. 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 4.- It is recommended to count on a specific and unified website for the quality assurance system which should include all necessary information



(manuals, evidences, indicator definitions and results, plans for improvement, etc.).

RECOMMENDATION 5.- It is recommended to count on a manual describing the quality system.

RECOMMENDATION 6.- It is recommended to refine the student survey system about their satisfaction with the program, to collect more specific and diverse information, as well as to simplify its subsequent analysis and accounting while improving the program.

RECOMMENDATION 7.- The procedure about participation of academic staff, administrative staff and employers in satisfaction surveys should be systematized in a written manner. This procedure and global results should be public for all stakeholders on the website.

MANDATORY RECOMMENDATION 1.- A procedure about how the University assess the success and adequacy of job placement of the students after graduation should be systematically described in written manner and global results analysed and published on the website.

Assessment: Attained in part

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

The competencies of the master are based on state-level normative on competencies for Educational Psychology and therefore cannot be adjusted by the University. The information provided in the curriculum reflects a reasonable distribution of competencies through subjects. The analyses of several subjects syllabus reflect an adequate description of objectives, contents, activities, and evaluation system of the subjects.

As extracted from the visit, a system for updating subjects is available, and a procedure to guarantee that feedback from different sectors is included as improvements for the master's degree exists, although it is not clear if this is a systematic procedure on annual basis. Mechanisms for updating and publishing information about calendar, teachers, and subjects exist, as has been explained during the visit.

Information about admission and transfer procedures is available and accessible on the website. Information about the procedure for the administration of external internships is described on the "self-evaluation accreditation renewal report". No information about master thesis procedure is available on this report or on the website. Information about international seminars and adaptation for people with disabilities is considered a strength of the programme.

The head of the programme meet the standards for coordinating the programme. However, information about the specific administrative management of the programme is missing on the "self-evaluation accreditation renewal report", although it



has been highlighted as a strength during the visit from both the teachers and the direction board.

Training upon the program "Educational Psychology" is conducted in accordance with the standards of St. Petersburg University, and not typical of the Federal State Educational Standards of Higher Education in the direction 37.04.01 "Psychology". Because of this, SPbSU student competencies mildly differ from the usual state standard, but do not contradict it.

Students liked the possibility of holding some specialized disciplines in English. It should be also possible to gradually introduce the teaching of certain principal subjects in English. Such opportunity will have a beneficial effect on international student exchange.

RECOMMENDATION 8.- It is recommended to prescribe the mechanisms and opportunities for students to influence the program change and improvement.

RECOMMENDATION 9.- It is recommended to gradually introduce English courses into the curriculum of this master's program.

Assessment: Attained.

CRITERION 4. TEACHING STAFF

Information about the profile of the academic staff is provided. The specialization profile of the academic staff it is adequate for the programme, and updating of their training is evidenced in the "self-evaluation accreditation renewal report". The number of doctors included in the programme is adequate. The participation of a professional is considered a strength. The interdisciplinary composition of the academic team is also considered a strength.

The University counts on an innovation plan for the academic staff, which is considered a strength of the programme. Feedback from students extracted from the satisfaction surveys should be provided to this staff regardless their results, for improving purposes.

Satisfaction of students with the academic staff is very high. However, no systematic procedure for examining GQW satisfaction is provided, although the students report to be highly satisfied on this regard during the visit.

According to the "self-evaluation accreditation renewal report", the GQW supervisors are chosen based on the following criteria: the presence of a scientific degree in the candidate of psychological Sciences and publication activity in the relevant area in peer-reviewed journals. According to the information provided during the visit, the students have the possibility to choose the GQW supervisor according to their preferences.



External internships are provided with the general requirements of SPbSU. The information is on the Faculty of Psychology website: <http://www.psy.spbu.ru/students/how-to-study-more..> During the visit, the direction board has provided information on this regard and the students has expressed high satisfaction.

No information about between-subjects coordination is provided in the "self-evaluation accreditation renewal report" neither has been found on the website. Students pointed out some coordination issues as weakness of the program in the "self-evaluation accreditation renewal report" (see students report, question 3), although during the visit, coordination problems did not emerge as a problem (nor by students, teachers or direction board).

Recommendations:

RECOMMENDATION 10.- A specific and systematic procedure for assessing students' satisfaction with GQW should be designed.

RECOMMENDATION 11.- Information about satisfaction surveys results should be provided to the academic staff regardless the results, for improving purposes.

RECOMMENDATION 12.- The procedure for changing the head of the graduate qualification work should be described and conveyed to the participants of the educational process.

RECOMMENDATION 13.- It is recommended to organize for the teaching staff involved in the ensuring of the program implementation, courses on improving language training skills, international internships with the aim of increasing the faculty's potential for international cooperation.

Assessment: Attained.

CRITERION 5. INFRASTRUCTURES, SERVICES, AND PROVISION OF RESOURCES

Financial, material and technical resources are adequate for the characteristics of the programme. The use of Blackboard/ e-learning platform is considered a strength of the programme. According to the visit, the facilities, rooms and spaces are adequate for the programme. Research and training labs of the Faculty constitute a strength for the master's programme. Students are given 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. From open sources it is clear that students have online access to various library materials (<http://www.library.spbu.ru/>).



The size of the library room for studying purposes may be small considering the global number of the students of the Faculty. If space problems emerge, the direction board should establish a procedure for solving this situation. The students and teachers' satisfaction with the available resources is high. Information about administrative resources available for this programme has been reported as highly adequate according to the information provided during the visit. Adaptations for students with physical disabilities are being developed according to the time framework provided by the government.

The University counts on a solid system for supporting and guiding the applicants for bachelor degrees. As reported by the direction board, specific academic and professional guidance activities are not performed for this master's students during the ongoing of the programme, besides GQW, internships and subjects guidance. The students count on the researcher supervisor, although no general guidance on other competencies besides GQW seems to apply for this supervisor. The students have reported that guidance or counselling can be obtained by the teachers. Guidance and counselling competencies should be clarified for teachers. No information about student's satisfaction on academic or professional guidance is available, although the students report to be satisfied with the available information both at the "self-evaluation accreditation renewal report" (see question 7, p. 31) and during the visit.

Recommendations:

RECOMMENDATION 14.- It is recommended to consider the possibility of translating the electronic library interface into English to facilitate the access to library materials for foreign students.

RECOMMENDATION 15.- It is recommended to describe and make publicly available the system for academic and professional orientation for the students of this master's degree in particular. This information about academic and professional orientation services should be provided to the students in specific documents and not only as general information on the website.

Assessment: Attained

CRITERION 6. LEARNING OUTCOMES

The absence of translated information to English has constituted an obstacle in order to assess this criteria, despite that the direction board has done notable efforts during the visit to clarify this question. The provided documentation has been facilitated in Russian, despite that the University is applying for an international accreditation. From the translated information about the documents required during the visit, and the oral information provided by the direction board, it seems that the educational activities, methodology and systems of assessment are appropriate for certifying learning of



competencies and objectives of the programme. Nevertheless, student-centred learning is not explicitly considered. The evaluation systems proposed in the programme includes exams and pass-fail tests, as well as practical activities that are considered for qualification purposes.

The learning outcomes described in the "self-evaluation accreditation renewal report" are positive, although these results are mostly mixed with "Developmental Psychology" Master programme because the program "Educational Psychology" has not graduates yet. Therefore, a monitoring on learning results specific for this master's degree should be described, systematized and guaranteed. During the allegation process is clarified that monitoring of results is carried out and it is reflected in the reports of the Quality Control Commission which include grades (progress) of students for all courses. It is necessarily discussed at the educational and methodological commission and recommendations are given.

A sample of GQW with different grades has been provided in Russian. From their translation, an adequate accomplishment of competencies has been observed, as well as a relationship between grades and the performance of the GQW.

No information about internships places offered and the number of students requesting those places was founded. Nevertheless, the students and graduates reported their satisfaction on this regard.

The student's satisfaction survey reflects general satisfaction with the programme in general. Specifically, the students consider that the competencies are being mastered enough (see question 6, p. 30 from the "self-evaluation accreditation renewal report").

A systematized procedure for improving the master's degree according to the learning results, and other data provided by the IQAS, and that resulted in the establishment of an improvement plan has not been found. According to the information provided during the allegation process, the assessment of learning outcomes and analysis reports are examined at the educational and methodological commissions meetings, and the decisions taken on the improvement plan are reflected in the educational and methodological commissions meeting protocols. The meetings protocols are published on the St. Petersburg State University website in the public domain <https://spbu.ru/universitet/podrazdeleniya-i-rukovodstvo/uchebno-metodicheskie-komissii/uchebno-metodicheskaya-34>.

Recommendations:

RECOMMENDATION 16.- 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 the evaluation of the current results.

RECOMMENDATION 17.- It is recommended to elaborate and publish an annual



improvement plan for this master programme that resulted from the analysis of the information provided by the IQAS. Responsible people and actions taken for improvement should be included. The improvement plan should be annually updated.

Assessment: Attained.

CRITERION 7. INDICATORS OF SATISFACTION AND PERFORMANCE

Qualitative information provided mainly by the students is considered a strength of the procedure for assessing satisfaction and performance. Nevertheless, from the visit, it has been reported that satisfaction surveys exist on annual basis for students, but it is not clear if this is the case for the rest of sectors (academic staff, administrative staff, and employers). The master's degree should count on a systematized procedure for examining the satisfaction of these actors, for globally analysing the results, and for improving the degree according to these results (improvement plan).

General satisfaction of the students and the teachers with the programme show positive results, both as recorded on the "self-evaluation accreditation renewal report" and reported during the visit. No information about the satisfaction of the administrative staff is provided on the "self-evaluation accreditation renewal report". The slight piece of information that the panel was able to check with administrative staff during the visit informed about positive satisfaction of administrative staff. Attending to the information provided in the "self-evaluation accreditation renewal report", when questioned about the consideration of their opinion in the development of the programme contents, the majority of the students revealed not knowing about this possibility (see question 8 from the students survey). Similar answers were obtained for participation in the educational process (questions 11 and 12). It seems that these circumstances are due to the fact that the changes are taken into account for the future, so students who gave feedback may not be aware that their opinion had been taken into account.

A remarkable percentage of both students and teachers revealed not been acknowledged about the complaints procedure. 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 visit, teachers, students and graduates reported that they felt they could provide their opinion and be heard to improve the programme. An example was given on this regard for a graduate student. Graduates attending the meeting informed they were regularly sent various surveys from the university.

Specifically, the students provided a positive evaluation of the educational process and academic staff both at quantitative and qualitative level, according to the



information available on the “self-evaluation accreditation renewal report”. During the visit, both students and graduates reported positive satisfaction with the programme. When asked about improvement proposals, more training in consulting area emerged as a need, as well as more time for internships and more places for internships.

From the visit it is concluded that the students are satisfied with the internships. During the allegation process it is clarified that a Feedback Questionnaire is provided to assess the satisfaction with education (including practice) in the Personal Account of students.

No specific information about satisfaction with guidance activities (academic and professional orientation services) is provided. From the visit is concluded that the master's degree do not count on a systematized procedure for examining the satisfaction with the guidance activities.

There is no possibility to assess the temporal evolution of this master, as it was implemented in 2017 for the first time. The information about the “Developmental and Educational Psychology” masters reveals a graduation rate between 66.7% and 75.0%, what is considered a positive result. According to the information provide during the visit, the graduation rates have improved since Developmental and Educational masters were split.

The information concerning employment rates offered on the “self-evaluation accreditation renewal report” is detailed and offers positive results, both for the discipline in general and for the “Developmental Psychology and Psychology of Education” master's graduates in particular. The specific information for the Educational Psychology master refers to a 4/6 rate. From the visit, it is concluded that the graduates are surveyed after finishing their relationship with the University. It is unclear whether this survey is only for the accreditation procedure or it is taken on annual basis. This should be clarified.

The sustainability of the programme is positively justified, and future demand for the programme seems to be expected, according to the information available from the “self-evaluation accreditation renewal report”. According to the information provided by the direction board during the visit, the occupation rate reaches 100%, and more students applied in relation to the number of places available. The number of places available depends on the Government, but this numbers increases yearly according to the information provided by the direction board.

Recommendations:

RECOMMENDATION 18.- It is recommended to clarify the strategy to improve the participation of the different stakeholders in order to improve the master's degree.

RECOMMENDATION 19.- An analysis about the practical/professional component of the subjects should be performed, in order to assess whether the demand from the



students about the need of more practice and training is reasonable or not.

RECOMMENDATION 20.- It is recommended to give the opportunity to the students to provide the feedback on their satisfaction with the answer received through the "Virtual Reception".

RECOMMENDATION 21.- It is recommended to build a clearer and more understandable procedure for students and teachers about how to handle the complaints within the faculty when problems appear during the educational process. This document should be publicly available on the faculty website.

RECOMMENDATION 22.- 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 23.- A procedure for surveying satisfaction with academic and professional guidance activities should be systematized by written procedures and this information should be globally analysed in order to improve the master's degree. The procedures and the criteria for the inclusion of improvements according to this information should be also specified.

RECOMMENDATION 24.- The procedure for surveying employment rates should be systematized in written manner and this information should be globally analysed (not at individual level) in order to improve the master's degree on annual basis.

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 favourable overall rating reflects recognition of past achievements and an expectation of further progress in that respect.

In general, it is worth pointing out the students', teachers' and employers' interest and willingness to participate in the support of the university. It is pleasant to note the sincere enthusiasm of the Teaching and Methodological Department staff in explaining the structure and functioning features of the program "Educational Psychology". During



the visit, a lot of positive opinions were received about work and education at the Psychological Faculty.

As detailed in this report, four core criteria have been attained (educational programme, teaching staff, services, and learning outcomes) and the rest have been attained in part (information available, quality assurance system, and satisfaction and performance indicators).

In opinion of the expert panel, the recommendations and the mandatory recommendation proposed in this report refer to questions that do not constitute the key elements of the educational programme, and those are components that can be improved by the University in a short period.

The following overall assessment is based on this interpretation of the obtained results.

OVERALL ASSESSMENT: FAVOURABLE