FINAL REPORT

EXTERNAL REVIEW OF THE STUDY PROGRAMMES IN

Psychology and Pedagogy

delivered by the Immanuel Kant Baltic Federal University

Kaliningrad, 2012

Report on the

Results of the External Review

of the study programmes

050400.62 «Applied Child Psychology»
050400.68 «Pre-school Education»
050400.68 «Higher Education»

(field of study «PSYCHOLOGY AND PEDAGOGY»)
delivered at

IMMANUEL KANT BALTIC FEDERAL UNIVERSITY

Review Chair   V.V.Nikolina

Kaliningrad, 2012

C O N T E N T

EXECUTIVE SUMMARY

The external review of educational programs 050400.62 «Applied child psychology, 050400.68 «Pre-school Education», 050400.68 «Higher Education» delivered by Immanuel Kant Baltic Federal University (IKBFU) was carried out during the period October,1 2012 to December, 7 2012, involving a self-evaluation exercise and report, a site visit by an external review panel, and this report.

The main purpose of this process was to analyze whether the educational programs in 050400.62 Applied child psychology, 050400.68 Pre-school Education, 050400.68 Higher Education delivered by IKBFU meet the Standards and Criteria for Public Accreditation developed by the National Center of Public Accreditation in accordance with the ESG-ENQA (*hereinafter – NCPA Standards*).

A Final Review Report provides the basis for a decision on public accreditation against the European standards of quality assurance in education. The main goal of public accreditation is to enhance quality of education and to promote quality culture in education institutions, to identify best practices of ongoing improvement of educational quality, as well as to ensure public provision of information about education institutions delivering study programs in accordance European standards of educational quality.

1. CONTEXT AND MAIN STAGES OF THE REVIEW

1.1 Reasons for the commissioning of the review

Article 33.2, Point 41 of the Law of the Russian Federation "On Education" of 8 November 2010 №293-ФЗ stipulates that education institutions have the right to undergo public accreditation conducted by Russian, foreign, or international educational, scientific, public, or other organizations. Information on the outcomes of such accreditation shall be considered in the state accreditation review process.

To undergo public accreditation procedure regarding study programs 050400.62 Applied child psychology, 050400.68 Pre-school Education, 050400.68 Higher Education Immanuel Kant Baltic Federal University (IKBFU) applied to the National Center of Public Accreditation (NCPA) carrying out its activities at the national level and recognized by the leading international organizations of quality assurance in higher education[1].

1.2 Composition of the External Review Panel (ERP)

The National center of Public Accreditation (NCPA) was responsible for the review process coordination, as well as for selecting and appointing the members of the external review panel.

The review panel consisted of five foreign and Russian members and included:

– two experts with international experience in quality assurance of HE, one of whom acted also as an external stakeholder (employer);
– one student member (Russian);
– two experts representing the Russian Higher education system, one of whom acted as the Review Chair

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[1] The Central and Eastern European Network of Quality Assurance Agencies in Higher Education CEENQA (full membership); The Asia-Pacific Quality Network APQN (full membership); The International Network for Quality Assurance Agencies in Higher Education INQAAHE (associate membership); The European Network for Quality Assurance in Higher Education ENQA (associate status).

The external panel members were:

- **Vera Nikolina** - Doctor of Pedagogical Sciences, Professor, Vice-Rector for scientific, educational and social activities, Head of the Department of General Pedagogics, Kozma Minin Nizhny Novgorod State Pedagogical University (Nizhny Novgorod, Russia) - Review Chair - e-mail: nikolina_vv@mininuniver.ru;

- **Elena Savinykh** - Candidate of Pedagogical Sciences (PhD in Education), Head of the Educational and Methodological Department, National Center of Public Accreditation (Yoshkar-Ola, Russia) - Panel member - e-mail: ukc.seminar@yandex.ru;

- **Ilze Ivanova** – Doctor of Pedagogical Sciences, Professor, Head of the Department of Education, Faculty of Education, Psychology and Art, University of Latvia, Head of Distance Education Centre of Latvia (Riga, Latvia) - Panel member – e-mail: ilzei@lanet.lv;

- **Mati Heidmets** – PhD, Professor, Tallinn University, Institute of Psychology; Head of the Educational Policy Centre, Tallinn University, Member of the Board of Estonian Institute for Future Studies, Member of the Board of Estonian Institute, Member of the Strategic Advisory Board for the Tallinn City Council (Tallinn, Estonia) - Panel member - e-mail: hei@tlu.ee;

- **Miquel Serra I Raventos** – PhD, Full Professor of Psychology, Department of General Psychology, University of Barcelona (Barcelona, Spain) - Panel member - e-mail: miquel.serra@ub.edu;

- **Tatyana Mishurovskaya** – Candidate of Pedagogical Sciences (PhD in Education), Honored Teacher of the Russian Federation, Headmaster of Gymnasium № 40 (Kaliningrad, Russia) – Professional practice representative - e-mail: mougimn40@eduklgd.ru;

- **Evgeniya Philipyeva** - 4th year student, speciality "Organization Management", Baltic State Academy of Fishing Fleet (Kaliningrad, Russia) - Student member - e-mail: philipyeva@mail.ru.

1.3 Goals and objectives of the review

The review of educational programs in 050400.62 Applied child psychology, 050400.68 Pre-school Education, 050400.68 Higher Education delivered by IKBFU was aimed at:

- evaluation of the effectiveness of the study programs under review and assessing the level of their compliance with the NCPA Standards;

- provision by the Panel of a number of recommendations which could assist the programs under review in further development and quality enhancement.

1.4 Stages of review

The review took place over 3 main stages. These were:

2.4.1 Self-evaluation

IKBFU was responsible for conducting self-evaluations regarding all the programs under review, writing self-evaluation reports and their timely delivery to NCPA. Based on the NCPA Guidelines for Conducting Self-Evaluations at the Program Level, each of the self-evaluation reports presented included the introduction, the findings of the self-evaluation procedure, and conclusions.

In accordance with the NCPA Guidelines for Conducting Self-Evaluations at the Program Level, the self-evaluation reports regarding each of the three educational programs under evaluation were submitted to NCPA and distributed to the Review Panel members 30 days prior to the site visit by the Panel to the Institution.

The external review panel would like to record that the self study procedures were conducted on the basis of SWOT-analysis against each of the NCPA Standards.

The Review Panel members consider that IKBFU self-evaluation report was qualitatively correct as evaluated in the visit, but lacked quantitative data.

2.4.2 Site visit Immanuel Kant Baltic Federal University (IKBFU)

The review panel made a site visit to Institute of Modern Educational Technologies (IMET) at IKBFU to evaluate 050400.62 Applied child psychology, 050400.68 Pre-school Education, 050400.68 Higher Education from 29 – 31 October 2012, in order to verify the validity of information contained in the self-evaluation reports provided by the study programs under review, and to gather additional evidence as to the programs' delivery and their compliance with the NCPA Standards.

The National Center of Public Accreditation (NCPA) was responsible for determining the dates and schedule of the evaluation visit; the site visit program and timetable were finalized after they were discussed and approved by the Review Panel and IKBFU administration.

In the course of the visit to IKBFU the Panel members were given all the documents regulating education process to study and an outline list of persons which it wished to meet during the visit.

The review chair was responsible for chairing all interviews.

The panel would like to record its appreciation of the helpful and efficient interaction with the NCPA staff at the preparation and implementation stages of the site visit. The work of the Panel was held in the atmosphere of mutual interest and cooperation of experts and IMET administration. In meetings with experts over a hundred people: representatives of the employers and the professional community, IMET students, IMET faculty and IMET administration were brought together. One of the Panel meetings was organized at Child Development Center, where students of bachelor and master degree programs have their internship practice.

IKBFU provided the local administrative support for the site visit, including the organization of interviews, meeting rooms for the panel and interviews, as well as computers with internet access.

At the end of the site visit, the review panel delivered a brief oral report of its major findings to the IKBFU staff.

The complete visit schedule can be found in Annex A.

2.4.3 Evaluation report

The review panel was responsible for delivering to NCPA this report on the outcomes of the external review of educational programs 050400.62 Applied child psychology, 050400.68 Pre-school Education, 050400.68 Higher Education delivered by IKBFU.

The draft evaluation report (fifteen pages, excluding annexes), was drawn up by the Panel Chair based on the findings of the Panel, and was submitted to IKBFU administration to check for factual errors. The Panel finalized the report after making the necessary factual corrections, and sent it to the National Center of Public Accreditation.

2. DESCRIPTION OF THE REVIEWED STUDY PROGRAMMES

The following study programs were presented for the external review in the following lines:

> field of study 050400 "Psychology and Pedagogy"
> 050400.62 "Applied child psychology"
> 050400.68 "Pre-school Education",
> 050400.68 "Higher Education".

The aim of the study program is to develop general cultural and professional competencies in accordance with Federal State Education Standard of Higher Education (FSES of HE). Each study programme was developed to meet the needs of the labor market and the current level of requirements of the employers to specialists in the field of psychological, educational, social and educational activities.

Curricula were developed taking into account the university's mission and objectives of the study programme, as well as the competency-based approach of the FSES of HE with regard to the state requirements for minimum content, level of training and the formation of general cultural and professional competencies. While working on the development of course syllabi there were also considered the professional competencies additionally offered by employers. The study programmes implement all the components of the federal educational standards, provide courses on students' choice that allows to meet the needs of the labor market, the current state of society, the specific profile of education and students' interests. Working curriculum and course syllabi for academic courses are reviewed once a year. The necessary changes in curricula and syllabi are discussed and approved at the meeting of the department and the academic council of the faculty. The curriculum for each course is to define clearly learning outcomes in relation to the knowledge, skills, and acquired competencies for the study program. But the Panel discovered discrepancy between program learning outcomes and courses.

Curriculum is based on the principle of multi-level education, syllabi assume at all levels a continuation and deepening of the study of professional and special courses from bachelor to postgraduate level.

According to the FSES the implementation of competency approach should provide a wide usage of active and interactive forms of training (computer simulations, business and role-playing, case studies, psychological and other training) that are combined with extracurricular activities with the purpose of forming and developing the students' skills. Within the framework of the training courses there should be provided the opportunity to meet with representatives of Russian and international companies, state and public organizations, workshops of experts and specialists.

The share of classes that are taught in an interactive way is defined by the main purpose of the bachelor's or master's programme, by the training load and the content of specific courses. In the educational process for bachelor training the share must be at least 25 percent of classes. Lectures for bachelors may not exceed 40 percent of the classes. In the educational process for master training the share must be at least 40 percent of classes (which is determined by taking into account the specifics of the programs). Lectures for masters may not exceed 20 percent of the classes.

Independent work of students in the academic and research activities is carried out on the basis of scientific university's library, multimedia Internet resources of the University, it is also supported by the consulting work of the teachers of the major faculty department according to the schedule. The results of the independent work

are assessed by the teachers during the interim and ongoing assessment of students, including those with the tests. The syllabi of all courses include a special section "Organization of independent work of the students", which contains guidelines and a list of literature offered for independent learning.

Working curriculum includes students' internship. Internship improves the knowledge and skills acquired by the students as a result of studying theoretical courses, it develops practical skills and contribute to a comprehensive formation of general cultural and professional competencies of students. There is sufficient number of methodological materials for internship at the department. The internship practice is organized in accordance with agreements with innovative education organizations of Kaliningrad city and Kaliningrad region

Currently there are 82 partnership agreements between the university and international universities.

Within the study programmes under review the IMET partnership is represented in international projects in cooperation with Lithuania, Latvia, Belarus, Poland, Germany, Austria, Finland, Denmark and Sweden.

The procedure for assessing the level of knowledge of students at the institute is organized in accordance with the expected learning outcomes and meets the goals of the study programme. The grading system for the mid-term assessment of students, form, manner and frequency of its conduct are specified in the Statute of IKBFU.

3. RESULTS OF THE EXTERNAL REVIEW OF THE STUDY PROGRAMMES

3.1 Standard 1. Policy (mission, vision) and procedures for quality assurance of the study programme

According to the Strategy for the development of IKBFU which was based on a SWOT analysis, the mission of the University is to create a competitive human capital to advance socio-economic development of the Kaliningrad region on the basis of modern technology platforms.

The programs under review have clearly defined objectives that are aiming at achievement the quality of specialist training, which complies with the mission of IKBFU.

The strength of the university is that when defining the objectives and strategies of each study programme all stakeholders are involved: administration, teachers, students and employers.

Based on the analysis of the self-evaluation report of the Institute of Modern Educational Technology (IMET), the results of interviews with management, faculty of IMET, students, alumni and members of the professional community, the Panel concluded that such programmes as under review are really necessary for the development of the region.

The content of the programmes, their structure and resource support meets the requirements of FSES.

Methods for programmes implementation mostly correspond to the expected goals.

There is a system of quality assurance, which includes all structural units, but it should be more oriented to the European requirements.

However, members of the ERP noted that the mission of the university assumes a high competitiveness of graduates both in the region/ country, but not internationally. Accordingly, the graduates of the IMET programmes under review may have difficulty finding job employment in European countries.

Members of ERP believe that the training of graduates is still based on teacher-oriented traditional approach so far.

Compliance with the standard: partial

Recommendations of ERP:

1. It is necessary to increase the involvement of all stakeholders in the development of program goals and learning outcomes.
2. To provide the mission implementation, the shift of paradigm from teaching to learning (from teacher's centered to student's centered), from collective responsibility to individual responsibility it is very important for the University to develop a new and long-lasting culture of teaching and learning. In fact it should be transferred from teaching to learning. It is important to draw the attention of teaching staff and university as a whole to the students and treat them as a subject of learning.
3. It is necessary to create a clear structure of the internal system of quality assurance that focuses on European requirements, according to which there would be monitoring of the implementation of the programme and which would result in changes in the programme.
4. The key documents regulating the educational process of the university should have an English version.

3.2 STANDARD 2: Approval, monitoring and periodic review of study programmes

Revision of the working curricula and syllabi for courses is conducted annually in accordance with the objectives and results of study programmes: there is regular update of the content of syllabi for courses, educational materials, ensuring the implementation of appropriate educational technology in regard to the development of science, technology, information technology, economics, culture and social policy.

Procedure for revising the curriculum covers all the elements of professional study programmes and is a 'starting point" for the formation of plans for development of training, staff and technical support of the educational process for the next academic year.

While forming the curriculum the following aspects are taken into account: content harmonization of the courses that insures logical sequence of their study.

– Strengths of the study programmes under review are the fact that the curriculum is developed taking into account the opinion of students and employers. But students are not sure about the possibility to choose courses. They believe all courses are obligatory.

However, members of the ERP note that in connection with the acquisition of a new university status (status of Federal University), the question of regular monitoring of the effectiveness of the educational program requires more attention.

Compliance with the standard: partial

Recommendations of ERP:

- In order to update the learning process and respond to changes in the labor market regular market research should be conducted.
- It is necessary to update regularly the content of training courses based on the experience of development of similar study programmes of the leading international universities, including topical courses such as Critical thinking, Inclusive Education, Managing of Diversity in Europe, Education in European countries to promote the understanding of European dimension.
- There should be a clear system of monitoring the effectiveness of study programmes that would ensure regular assessment of the effectiveness of the programme, an objective analysis of the situation and help find solutions to the problems identified, involving both the faculty, and other stakeholders. Unified system of feedback collection from students after each course should be established.
- Improving the quality of evaluation procedures assumes that there is a system for quality assurance of measuring materials.
- Curricula should include courses optional for students.
- There should be Students' Service consulting and helping students to plan their individual educational paths.

3.3 STANDARD 3: Assessment of student learning outcomes (competencies)

The level of graduates for the effective implementation of professional activity is evaluated throughout the study at the University in two main types of controls - interim and final.

The procedure for assessing the level of knowledge/skills (terms, paperwork, organization, requirements for students and teachers, etc.) is documented in the Regulations of the mid-term and final Assessment of students and trainees of IKBFU.

Requirements for knowledge, skills acquired by students in the learning process, are brought to their attention by the teacher and set out in the relevant sections of the training modules in line with the objectives of study, as well as the forms of training activities. There are clear criteria for assessing the level of knowledge and skills of students.

The accumulative system of students' assessment and individual approach to scholarships distribution are used in accordance with the IKBFU Regulation on scholarship provision and other forms of financial support for students.

International aspect of student learning has a not systematic character. The results of interviews with students show willingness and readiness to participate in international projects, but they demonstrate rather low level of English proficiency.

Compliance with the standard: partial

Recommendations of ERP:

- In order to increase effectiveness and assessment of students' knowledge it is possible to hire teachers from other institutions, including those from international universities.

- To assess the practical focus and relevance of final qualifying works the State Certification Committee should include representatives of employers.
- It is necessary to develop a common policy for assessment of students, which would have appropriate forms and methods of assessment of knowledge, skills, and competency level of the students at the end of the study of various courses.
- Developing research culture requires more active involvement of students in research work in the framework of the departments of IMET.
- In order to facilitate the international mobility of students it is recommended to develop a fully functioning internship programme abroad.
- In order to improve the language proficiency and the training of students it is important to increase the involvement of international teachers in reading courses (in foreign language).

3.4 STANDARD 4: Quality assurance and competencies of teaching staff

For the implementation of the study programmes IMET hires qualified faculty: 70% of teachers are practitioners, 57% are Candidates of sciences, 16% are Doctors of sciences, professor. 4 people have the honorary title - Honorary Worker of HPE. Department of Pedagogy and Psychology has the honorary title of "Golden Department of Russia". Teachers are active at educational and methodological work and participate in internal and external research projects, Russian and international conferences, the results of which are published in articles.

IMET conducts research on the issues of the "Formation of the professional competency of the teacher in the process of studying the psychological and pedagogical disciplines", "Professional training of the education sector in the transformation of modern society", "Modernization of the scientific and methodological training in university education". Head of the Department of Pedagogy and Psychology, T. Grebenyuk, Doctor of Pedagogical Sciences, Professor, is the founder of the author's concept of pedagogy of human personality and the author of several books on pedagogy, with a particular emphasis on the theory and practice of developmental education, technology, effective learning.

Teachers from other universities, including international are involved in the teaching process (Sc.D., professor, academician of RAE, Director of the Institute of Age Pedagogy Bezrukikh M., Doctor of Pedagogical Sciences, Professor, corresponding member of the RAE G. Ibragimov, academic Director of the Center for Pedagogical Practices, Dr. of H. Albrecht K.Tsitten Keel University).

Diverse forms of professional development enable IMET faculty to maintain a high level of competency in the various fields of knowledge. It is necessary to note a non-standard approach in choosing forms of professional development for the faculty, i.e. the classes at innovative education organizations which are successfully implementing FSES where potential employers and the IMET faculty discuss modern requirements to qualification of graduates.

Diagnostic system of quality of teaching is based on the results of monitoring by departments, management and students' questionnaires.

There is a policy of the institution that is aimed at supporting scientific advances of the faculty through the system of grants and participation in international programmes, conferences, etc.

All aspects mentioned above have positive impact on the level of students' training.

However ERP found that the improvement and development of skills of teachers are not purposeful and systematic. The number of teachers involved is very limited and cannot cover all students. There are few examples of the participation of teachers in international projects and internships. Low level of English proficiency was indicated.

Compliance with the standard: substantial

Recommendations of ERP:

- To increase academic mobility and professional competency of the faculty the university administration should expand the opportunities for teachers to have teaching, academic and scientific internship in other universities, including international ones. In this connection on the one hand certain measures should be taken to raise the staff awareness of self-education, self-development. On the other hand to motivate personal and professional growth of the faculty the university should provide opportunities and inspire the staff members to take part in conferences, workshops and seminars with the participation of international academic community.

- It is necessary to organize activities for the improvement of professional skills of the faculty, dedicated to active learning methods, student-oriented learning approaches, various forms and methods of assessment, technology, critical thinking, international experience in the field of the organization of teaching and learning in European universities and other issues of pedagogy and psychology.

- It is necessary to take steps to increase the number of publications and citations in both Russian and international scientific journals. One of the obligatory criteria of staff attestation should be the number of scientific publications in international peer reviewed journals.

- It is necessary to improve the financial and non-financial incentives to the faculty for methodological and research activities.

- One of the main tasks is to create conditions for English learning by the staff. To raise their level of English proficiency it is recommended to organize English language courses.

3.5 STANDARD 5: Learning resources and student support

IMET has a sufficient fund with qualitatively equipped classrooms that ensures the quality educational process in accordance with the requirements of the FSES.

Classes, supporting equipment, computers and other technical equipment are available to students.

Material and technical support, computer and other technical equipment is adequate to the requirements of the curriculum.

There is a laboratory within the national project "Education" for the development of teaching materials at IMET which is responsible for the preparation of methodological materials.

Students have access to resources (including electronic) library. Library fund is fully equipped with both print and electronic publications on major textbooks at the rate of at least 25 copies of these publications for every 100 students.

There is a fund of supplementary literature, which includes official, reference, bibliographic and specialized periodicals 1-2 copies for every 100 students.

However, experts indicated that there is a lack of links to international references in BEP and syllabi for course. Literature both in English and translated into Russian is not used in the learning process, its presence in the library collection is fragmented.

Students have access to modern professional databases, reference information and search engines. However, according to students, they are not aware of that.

Independent academic work of students is conducted in accordance with score-rating system, introduced at the University, based on the methodical material of the teaching staff, placed in MOODLE. But since the system MOODLE has been recently introduced, teachers are not familiar with it.

IMET developed a concept for organizing and conducting the research internship, guidelines for the organization and conduct of research. Students have the opportunity to publish the results of their research in conference materials, but only in Russian editions. Data on the participation of students in international scientific conferences and publications in international scientific journals are not available.

The university created a social infrastructure for students and teaching staff (gym, pool, and canteen). There are opportunities for life-long learning (bachelor-master-postgraduate-doctorate; programme for professional development, programmes for additional education). There are opportunities to teach people of all ages. But, according to experts, there are no conditions for people with disabilities (the building is not adapted).

The feedback system is implemented with the students through an annual survey "Learning process as seen with the eyes of students" and the analysis of its results. On the official website of the University www.kantiana.ru there is "straight line" with the First Vice-Chancellor - Vice Chancellor for Academic Affairs, where the attitude to the educational process, the adequacy of the curriculum to the needs of the labor market can be posted by any student or graduate. However, the students' responses showed that they know little about this opportunity to ask questions of the university management or to comment on the study process.

However, it must be taken into account that such a system of feedback can help to improve communication between students and the university management, to help solve the problems of the students.

Furthermore, the results of interviews of members of the ERP with students and teachers of IMET showed that some teachers conduct oral or written survey of students on the quality of learning of the course, and their needs, requirements and wishes. But this activity is carried out on a voluntary basis, it is not regulated and its results are not taken into account by the IMET management and the university.

Compliance with the standard: substantial

Recommendations of ERP:

− It is necessary to enlarge library resources with the English editions and editions translated from foreign languages into Russian and recommend students to study them.

− It is necessary to motivate students to work with the modern professional databases (EBSCO, Science Direct and others), reference information and search engines, including different forms of work using IT-technologies as well.

− To increase the effectiveness of independent and individual work of students it can be a useful to train teachers how to work in a MOODLE environment, which will expand access to educational and training materials.

‒ It is necessary to create conditions for studies at the university for persons with disabilities (to adapt a building or to implement technology of distance education).

3.6 STANDARD 6: Information system providing effective implementation of the study programme

IKBFU has an information system for the collection, analysis and use in the management of the study program of information: the level of students' progress and achievements (contests, competitions); the demand for graduates in the labor market; main indicators of the educational organization. On the University web-site the information on vacancies on a labor market is placed. So the students and employers can use this database and invite students to work.

Integration with intra-university electronic resources is carried out via the electronic document management system, there is comparative information (benchmarking) on the achievements of a study programme against the background of other specialties (training areas) of the University. All programme courses include links to online tutorials, manuals, teaching materials, etc.

The training materials, textbooks and manuals are available in the library. Access to resources is via a hyperlink to the library website: http://lib.kantiana.ru/jirbis/index.php

Compliance with the standard: substantial

Recommendations of ERP:

‒ To increase interest among applicants it is necessary to make information about the demand for graduates in the labor market public. It is recommended to implement market research.

‒ It is recommended to orient information resources to individualized learning process.

‒ It is necessary to do more work on programmes comparison in different domains of training, to develop a set of criteria for such a comparison, to ensure the ability to identify the best programmes for the subsequent dissemination of good practices.

3.7 STANDARD 7: Public information

The situation with the publication of information about the study programme, including the content of the study programme, the expected learning outcomes, qualifications, level of teaching, forms of training and assessment, training opportunities for students cannot be criticized. The information on IMET activity is placed on IKBFU web-site, in printing editions (magazine "Universya", special information releases "Vestie-HEI", in almanac «Education and career»).

One thing that should be noted is quite a good image of the university in the eyes of the public.

The university's website has the information about the job positions in the labor market and the demand for graduates.

The quality of study programmes and achievements can be found also on the website of the university in the section about IMET, but the information is presented in a summarized form.

Compliance with the standard: substantial

Recommendations of ERP:

– It is necessary to structure and inform the English version of the official website of the IKBFU.
– It is necessary to structure and give more detailed information about the quality and achievements of the study programmes, and to add information about the teachers, forms of learning, about potential research works of students.

4. 5 RECOMMENDATIONS FOR IMPROVEMENT

Thus, based on the analysis of the documentation, meetings and interviews during the Site-Visit to IKBFU Review Panel made recommendations, which, in its opinion, will be useful for improving the quality of implementation of the programmes under review.

1. To promote international cooperation key documents that regulate the educational process of the university should have an English version.
2. It is necessary to increase the involvement of all stakeholders in the development of programme goals and learning outcomes.
3. To provide the mission implementation and to correspond to Bologna principles it is very important for the University to develop a new and long-lasting culture of teaching and learning. In fact it should be transferred from teaching to learning. So the learning process should be more student's-oriented, including regular considering student's feedback and offering to student's possibilities to choose the courses not only from the "home" institute, but also from other unit's of the university.
4. In order to update the learning process and respond to changes in the labor market it is advised to conduct regular market research.
5. It is advisable to update the content of training courses based on the experience of development of similar study programmes of the leading international universities.
6. There should be a clear system of monitoring the effectiveness of study programmes that would ensure regular assessment of the effectiveness of the programme, an objective analysis of the situation and help find solutions to the problems identified, involving both the faculty, and other stakeholders.
7. Improving the quality of evaluation procedures assumes that there is a system for quality assurance of measuring materials.In order to increase effectiveness and assessment of students' knowledge it is possible to hire teachers from other universities, including those from international universities.
8. To assess the practical focus and relevance of final qualifying works the State Certification Committee should include representatives of employers.
9. It is necessary to develop a common policy for assessment of students, which would have appropriate forms and methods of assessment of knowledge, skills, and competency level of the students at the end of the study of various courses.
10. Developing research culture requires more active involvement of students in research work in the framework of the departments of IMET.
11. In order to facilitate the international mobility of students it is recommended to develop a properly functioning internship programme abroad.

12. In order to improve the language proficiency and the training of students it is important to increase the involvement of international teachers in reading courses (in foreign language).

13. To increase academic mobility and professional competency of the faculty the university administration should expand the opportunities for teachers to have teaching, academic and scientific internship in other universities, including international ones. One of the main tasks in this field is to create conditions for English learning.

14. To increase academic mobility and professional competency of the faculty the university administration should expand the opportunities for teachers to have teaching, academic and scientific internship in other universities, including international ones. In connection with this on the one hand certain measures should be taken to raise the staff awareness of self-education, self-development. On the other hand to motivate personal and professional growth of the faculty the university should provide opportunities and inspire the staff members to take part in conferences, workshops and seminars with the participation of international academic community.

15. It is necessary to organize activities for the improvement of professional skills of the faculty, dedicated to active learning methods, student-oriented learning approaches, various forms and methods of assessment, technology, critical thinking, international experience in the field of the organization of teaching and learning in European universities and other issues of pedagogy and psychology.

16. It is necessary to take step to increase the number of publications and citations in both Russian and international scientific journals.

17. It is necessary to improve the financial and non-financial incentives to the faculty for methodological and research activities.

18. It is necessary to enlarge library resources with the English editions and editions translated from foreign languages into Russian and recommend them to students.

19. It is necessary to provide access for students to the modern professional databases, reference information and search engines.

20. It is necessary to motivate students to work with the modern professional databases, reference information and search systems, including different forms of work using IT-technologies as well.

21. To increase the effectiveness of independent and individual work of students it can be a useful to train teachers how to work in a MOODLE environment, which will expand access to educational and training materials.

22. It is necessary to create conditions for studies at the university for persons with disabilities (to adapt a building or to implement technology of distance education).

23. To increase interest among applicants it is necessary to make information about the demand for graduates in the labor market public. It is recommended to implement market research.

24. It is recommended to orient information resources to individualized learning process.

25. It is necessary to do more work on programmes comparison in different domains of training, to develop a set of criteria for such a comparison, to ensure the ability to identify the best programmes for the subsequent dissemination of good practices.

26. It is necessary to structure and inform the English version of the official website of the IKBFU.

27. It is necessary to structure and give more detailed information about the quality and achievements of the study programmes, and to add information about the teachers, forms of learning, about potential research works of students.

28. To use more consistently (especially in the period of working at Master theses) the possibilities of educational organizations carrying out innovative study programs.

5. CONCLUSION

Based on the analysis of the documents, information and oral evidence the External Review Panel came to the conclusion that the study programmes 050400.62 «Applied child psychology, 050400.68 «Pre-school Education», 050400.68 «Higher Education» delivered by Immanuel Kant Baltic Federal University are in substantial compliance with the standards and criteria of public accreditation of NCPA.

External Review Panel believes that the study programmes partially comply with the standards 1,2,3 and substantially comply with the standards 4,5,6,7 (Table 1). The drawbacks identified and areas for improvement which have been described in the form of recommendations in Chapters 4 and 5 of this report should be adjusted to ensure the quality of the study programmes and to achieve full-compliance with the standards.

The External Review Panel recommends the Accreditation Board of NCPA to the study programmes 050400.62 «Applied child psychology, 050400.68 «Pre-school Education», 050400.68 «Higher Education» should be granted public accreditation for a period of six years under the condition that those drawbacks would be eliminated.

Table 1 – The scale of assessment parameters of the study programme

	NCPA Standards	Assessment of the study programme			
		Full compliance	Substantial compliance	Partial compliance (needs improvement)	Noncompliance
1.	Policy (mission, vision) and procedures for quality assurance			*	
2.	Approval, monitoring and periodic review of study programmes			*	
3.	Assessment of student learning outcomes (competencies)			*	
4.	Quality assurance of teaching staff		*		
5.	Learning resources and student support		*		
6.	Information system providing effective implementation of the study programme		*		
7.	Public information		*		

On behalf of the Panel:

E.Savinykh
Panel Secretary

ANNEX A

External Review of Study Programmes
"Education in Psychology and Pedagogics",
delivered by the Federal State Autonomous Institution of Higher Professional Education
"Immanuel Kant Baltic Federal University (Immanuel Kant BFU)"

SCHEDULE OF THE SITE-VISIT

Time	Activity	Participants	Place
28 October, Sunday			
19.00	The first meeting of Review Panel members and coordinators of the review of study programmes of the Immanuel Kant Baltic Federal University (BFU)		Conference room of the hotel ("Kaliningrad")
29 October, Monday			
9.45	Arrival at the Immanuel Kant BFU		Conference room, Immanuel Kant BFU (Nevskiy Str.,14)
10.00 – 11.00	**Meeting of Review Panels with the university administration and staff members responsible for accreditation**	Rector, vice-rectors Members of five Review Panels	Conference room, Immanuel Kant BFU (Nevskiy Str.,14)
11.00 – 13.00	Excursion around the university (classes, libraries, etc.)	Review Panel	Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
13.00 – 14.00	Lunch		
14.00 – 15.00	**Meeting with BFU staff members responsible for accreditation of the study programmes under review**	Directors of Institutes, Deans, Deputy Directors and Sub-Deans, Review Panel	Conference room, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
15.00 – 15.15	Break		
15.15 – 16.15	**Meeting with Heads of Departments**	Department Heads, Review Panel	Conference room, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
16.15 – 16.45	Work with documentation	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
16.45— 17.45	**Meeting with professional practice representatives**	Professional practice representatives, Review Panel	Conference room, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
17.45 – 18.15	Internal Panel meeting	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
30 October, Tuesday			
9.45	Arrival at the Immanuel Kant BFU		
10.00- 13.00	**Visiting Child Development Center, attending students' field study performance**	Teaching staff, Review Panel	Child Development Center (Fermor Str.,1)

Time	Activity	Participants	Place
13.00-14.00	Lunch		Child Development Center (Fermor Str.,1)
14.00-15.00	**Meeting with teaching staff**	Teaching staff, Review Panel	Conference room, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
15.00–16.00	Work with documentation	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
16.00–17.00	**Meeting with alumni**	Alumni, Review Panel	Conference room, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
17.00-18.00	Internal Panel meeting	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
31 October, Wednesday			
9.45	Arrival at the Immanuel Kant BFU		
10.00-11.00	**Meeting with students**	Students, Review Panel	Conference room, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
11.00-11.30	Internal Panel meeting	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
11.30-12.00	**Meeting with post-graduate students**	Post-graduate students, Review Panel	Conference room, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
12.00-12.30	Internal Panel meeting	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
12.30-13.00	Work with documentation	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
13.00-14.00	Lunch		
14.00-16.00	Internal Panel meeting: discussion of preliminary results of the site visit, preparation of the oral report of the panel	Review Panel only	Room 5-6, Immanuel Kant BFU, Institute of modern education technologies (Frunze Str.,6)
16.00 – 17.00	**Closing meeting of the Review Panel with representatives of the Immanuel Kant BFU**	Review Panel, representatives of the University Administration, Heads of Chairs, teaching staff, students	Conference room, Immanuel Kant BFU (Nevskiy Str.,14)

ANNEX B

LIST OF PARTICIPANTS IN MEETINGS WITH EXPERTS
IN THE COURSE OF THE EXTERNAL REVIEW
OF IKBFU EDUCATIONAL PROGRAMS
050400.62 «Applied Child Psychology»
050400.68 «Pre-school Education»
050100.68 «Higher Education»

IKBFU coordinators providing organizational support in the course of the external review

1. Dr. Natalia Yu. Nikulina, Associate Professor, Director of the Institute of Modern education technologies (IMET)
2. Dr. Elena L. Podnebesnykh, Deputy director for IMET major educational programmes

Meeting with Heads of IMET departments (29.10.2012)

1. Prof. Yelena I. Mychko - Head of Education Technologies Department
2. Prof. Tatyana B. Grebenyuk - Head of Pedagogy and Psychology Department

Meeting with employers (29.10.2012)

1. Borodakova Zh.V. – head of municipal autonomous preschool education institution (MAPEI) Child Development Center № 131
2. Voytovich E.E. – deputy director of school № 22
3. Vornovskoy N.I. - deputy director of school № 40
4. Volvach L.N. - director of school № 7
5. Gerasimenko V.I. - senior methodologist of Kaliningrad regional Institute for Education development
6. Zubkovoy L.G. - director of school № 17
7. Minina S.I. - deputy director of lyceum № 49
8. Ryzhko T.A. – head of MAPEI Child Development Center № 50
9. Sablina N.N.- director of school № 2
10. Silanov A.N. – Deputy Head of Administration on Social urban district "City of Kaliningrad"
11. Stroganova N.A. – head of department of modernization at Ministry of education of Kaliningrad region
12. Lisichkina G.A. - Deputy. Head of the Department of General Education, Education Committee of administration of city district "City of Kaliningrad"

Meeting with teaching staff (30.10.2012)

1. Bezuglaya T.I., PHD, assistant professor (courses "Psychological counseling for parents", Child psychognosis)
2. Glushkova L.S., PHD, assistant professor (Concepts of modern science)
3. Yermakova N.I., PHD, assistant professor (Educational Psychology)
4. Petrushenkov A.V., PHD, assistant professor (Solving domain-specific problems)
5. Kaygorova O.V., PHD, assistant professor (The methodology of the competency approach)
6. Frolova N.B., senior lecturer (Modern educational technology developing preschoolers' speech, Preschool Pedagogy)
7. Vasilyeva T.N., PHD, assistant professor (General and experimental psychology)
8. Varchenko V.I., PHD, assistant professor (Practice in modern information technology)
9. Starovoit N.V., PHD, assistant professor (Developmental Psychology)
10. Mitina Yu.S., PHD, assistant professor (Social psychology)
11. Zelko A.V., PHD, assistant professor (Forming communicative skills of primary school pupils)
12. Malykhina V.V., PHD, assistant professor (Mathematics and modern information technology)
13. Shpilevaya S.G., PHD, assistant professor (Democratic processes in education)
14. Potmenskaya E.V., PHD, assistant professor (Modern educational technology of preschoolers' artistic development by means of music)
15. Yunovidova V.L., PHD, professor (Introduction to teaching career)
16. Vasenkin V.V., PHD, assistant professor (Theory and practice of scientific speech)
17. Konjushenko S.M., PHD, professor (Methods of teaching Informatics)
18. Danilenkova G.G., PHD, assistant professor (Conflict studies)
19. Panasyuk A.T., PHD, assistant professor (Russian language and speech)

Meeting with alumni (30.10.2012 г.))

1. Bobrova I.V., of municipal autonomous preschool education institution (MAPEI) Child Development Center № 110
2. Brazhkina D.A., psychologist, MAPEI №1, Svetlogorsk
3. Grishko E.A., teacher, MAPEI kindergarten №13
4. Zaytseva A.V., teacher MAPEI Child Development Center № 31
5. Kelasyeva E.V., senior officer, IKBFU
6. Linnik E.V., deputy head, Child Development Center № 73
7. Maksimchuk L.I., methodologist, MAPEI nursery-kindergarten № 20
8. Malashzhenko A.V., deputy head, Child Development Center № 13
9. Martynchuk U.S., teacher, Child Development Center № 13
10. Molodykh L.V., teacher, Child Development Center № 73
11. Mochalova S.V., psychologist, MAPEI kindergarten №20
12. Nikitina E.F., teacher, MAPEI Child Development Center № 77
13. Patyk V.V., primary school teacher, secondary school № 24
14. Petrova L.A., teacher, MAPEI Child Development Center № 77
15. Ryzhova L.F., head, MAPEI Child Development Center № 27
16. Tykhonova O.M., head, MAPEI Child Development Center № 73
17. Ushakova N.V., psychologist, MAPEI kindergarten № 46
18. Filkinshtein V.V., teacher of music, MAPEI kindergarten № 95
19. Chesnokova N.D., head, MAPEI Child Development Center № 128

Meeting with students (31/10/2012)

First-year students

1. Gorbatko K.
2. Riprova E.
3. Mishina T.
4. Murasheva A.
5. Podorvanova O.
6. Rodchenko V.

Second-year students

7. Buadze K.
8. Gnatyuk.A.
9. Zaytseva E.
10. Lovtsova A.
11. Chestnova E.

Third-year students

12. Barannikova V.
13. Baryshnikov S.
14. Gelbert A.
15. Danchenko D.
16. Skurychina S.
17. Trubnikova A.

Fourth-year students

18. Kruglik V
19. Melihova M.
20. Mihailov A.
21. Starodubtseva S.
22. Shmelyov Y.

Meeting with postgraduate students (31/10/2012)

1. Goncharova I.I.
2. Veit V.P.
3. Bezuglaya T.I.
4. Keyl E.A.
5. Kuzmin S.V.
6. Krakovskaya M.S.