

# Accreditation Report

## Double Degree Programme

**Psychology / Mental Health, Trauma and Psychological  
Wellbeing**

**offered by**

**Lviv Polytechnic National University, Ukraine**

**Nottingham Trent University, United Kingdom**



**22<sup>nd</sup> Meeting of the ZEVA Commission on 5 November 2024**

**Agenda Item Nr. 04.06**

Study Programme	Degree	Programme Duration	Type of Programme	Maximum annual intake
"Psychology / Mental Health, Trauma and Psychological Wellbeing"	Master MSc	24 months	full-time	20 (35)

**Date of online site visit: 28 August 2024**

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**Hanover, 8 November 2024**

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## I. Findings of the Expert Panel and Decision of the Accreditation Commission

### 1. Decision of the ZEvA Accreditation Commission (5 November, 2024)

*The ZEvA Commission follows the experts' report and recommendations and takes note of the universities' statement in response.*

*The ZEvA Commission decides to accredit the double degree Master's programme "Psychology / Mental Health, Trauma and Psychological Wellbeing" offered by Lviv Polytechnic National University and Nottingham Trent University with the following conditions:*

- 1. The existence of the double degree programme has to be made transparent to all students, and the programme's admission criteria and its application procedure have to be formalized and be made transparent to all potential applicants in a publicly accessible manner. In addition, the results of the application process should also be recorded.*
- 2. The student workload is considered by the experts as too high. Particularly semester 3, in which students are expected to obtain 60 ECTS credits, is regarded as problematic in this regard. Relatedly, the Master's thesis should be placed at the end of the programme (semester 4).*

*The conditions have to be fulfilled within a period of 12 months. Failure to comply with the conditions in due time will result in withdrawal of the accreditation.*

*The accreditation of the study programme is valid for a period of six years.*

*This decision is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Framework of Qualifications of the European Higher Education Area and the recommendations of the ECTS Users' Guide as referred to in the ZEvA Manual for the External Assessment of Study Programmes.*

## **2. Key Findings and Final Vote of the Expert Panel**

### **2.1 Executive Summary: Key Findings**

The experts commend the coordinators on the structure, design and content of the double degree programme, which fits well into the individual academic and strategic profiles of the two partner universities. The close linking of advanced studies of psychology with a focus on psychological wellbeing, trauma and mental health addresses some of the societal key challenges Ukrainian society is currently facing and will continue to be facing in the future. The experts are convinced that there will be a high demand for graduates of the programme and that the cultural contacts made in the programme and the experience of the UK educational system will considerably influence the students' further professional development.

The collaboration between the two partners seems to have worked very well so far, and the double degree could attract an increasing number of students. To this end, the programme should be promoted more widely to prospective applicants via a dedicated website and other publicly accessible sources.

Teaching, assessment and supervision workloads are distributed across the two partners in relation to the extent of the part of the programme that they contribute. This has created the very positive impression among the expert group that programme responsibility and ownership are shared accordingly. The balanced partnership may also be one central reason for the generally high level of student satisfaction that the expert group perceived.

Even though the programme primarily aims at preparing students for a career in psychological counselling rather than academia, students also receive a solid methodological foundation that could form the basis for further academic qualifications. In this relation, the expert group emphasizes the strong role of research in the second part of the curriculum. The experts also appreciate the attempts of incorporating practical experiences and contacts with patients and encourage the two partner institutions to make more use of this form of teaching, offline but also online.

While the experts agree on the high potential and quality of the programme, they also see a number of issues that should be addressed as soon as possible. Most importantly, the existence of the programme should be promoted more widely and be made public. Relatedly, the programme's admission criteria and its application procedure should be formalized and be made transparent to all potential applicants in a publicly accessible manner. What is more, the experts consider a student workload equivalent to 150 ECTS credits for a 4-semester Master's programme as too high. In consequence, suitable measures of adapting the curriculum's workload to a level that is reasonable for a full-time study programme in the European Higher Education Area should be taken. The experts have provided a solution that the partners may find useful in this endeavour.

## 2.2 Final Vote of the Expert Panel

### 2.2.1 Recommendations for Enhancement:

- I. Only a news announcement website exists at LPNU on the programme; at NTU, the programme is not presented in its list of postgraduate courses. The level of public information on the double degree programme and the level of transparency on the cooperation between LPNU and NTU should thus be increased, ideally on a dedicated website.
- II. The intended learning outcomes and the general profile of the programme should be harmonized more between the partners. Such a harmonization would also contribute to increasing the academic integration the programme.
- III. The diploma supplements should be tailored to the specificities of the programme. They should, ideally, contain sufficient information on the double degree and the degree-awarding partner institution as well as the joint intended learning outcomes.
- IV. The programme and its degree title suggest that there is an emphasis on the topic of trauma. However, this is not sufficiently reflected in the curriculum. The partners should therefore increase the weighting of this area in the curriculum and the involvement of practical and scientific collaborations.
- V. Based on condition II. (see below), there should be two supervisors for the final thesis work, one from LPNU and one from NTU.

### 2.2.2 Conditions:

- I. The existence of the double degree programme has to be made transparent to all students, and the programme's admission criteria and its application procedure have to be formalized and be made transparent to all potential applicants in a publicly accessible manner. In addition, the results of the application process should also be recorded.
- II. The student workload is considered by the experts as too high. Particularly semester 3, in which students are expected to obtain 60 ECTS credits, is regarded as problematic in this regard. Relatedly, the Master's thesis should be placed at the end of the programme (semester 4).

**2.2.3     Recommendation to the ZEVA Commission:**

The expert group recommends the accreditation of the Master's programme "Psychology / Mental Health, Trauma and Psychological Wellbeing" for the duration of six years with conditions.

## II. Evaluation Report of the Expert Panel

### 1. Introduction: Purpose and General Context of the Accreditation Procedure

In December 2023, ZEVA was commissioned with the international accreditation of six Master programmes that had been developed and launched within the framework of the European Union's (EU) Twinning Initiative, an institution-to-institution partnership framework to support Ukrainian higher education, both through short-term aid and long-term activities that help sustain and rebuild Ukrainian universities, the economy and society. While twinning is aimed at creating a long-term partnership between the universities, the initial focus is on identifying ways the university in the United Kingdom (UK) can support their Ukrainian partner. Following this, the partnership should provide a framework for both institutions to work together on the development of the Ukrainian partner, as well as develop a range of academic collaboration activities. The initiative is coordinated by Cormack Consultancy Group with the support of University UK international, the President's Fund of Ukraine for Education, Science, and Sports and different private and state organisations.

Each of the six Master programmes is jointly offered by one Ukrainian university and one partner institution from the UK. All programmes are taught in English at the UK partner and award a double degree, whereas the exact roles and responsibilities of the partners vary with each programme. At present, all programmes are primarily directed at Ukrainian students, but are, on principle, designed to be open to both international and domestic applicants.

As the programmes belong to a wide spectrum of different academic disciplines, they were assessed in six separate procedures across the year 2024. Each assessment procedure was organized as a peer review, involving an expert panel composed of two university professors from the area of the respective programme, one professional from outside academia and one student.

The quality assessment was based on the criteria laid out in the "ZEVA Manual for the External Assessment of Study Programmes", which is itself based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (ENQA 2015), the "Framework for Qualifications for the European Higher Education Area" (2005) and the "ECTS Users' Guide" (European Communities, 2015).

For the purpose of the assessment, the universities were asked to submit a written self-report in English for each study programme. Each self-report contained detailed information on the higher education institutions and the programme and included an appendix of key documents, such as the course syllabi, curricula, CVs of teaching faculty and relevant regulatory documents (cooperation agreements, regulations for student assessment, graduation and recognition, quality assurance policies etc.). The programme coordinators in Ukraine bore the main responsibility for the reports.

Due to the travel restrictions imposed by the ongoing war in Ukraine, the experts conducted online talks with the representatives of the universities instead of on-site visits.

The present report refers to the double degree Master's programme "**Psychology / Mental Health,**



**Trauma and Psychological Wellbeing**” offered by **Lviv Polytechnic National University** (LPNU) in cooperation with **Nottingham Trent University** (NTU).<sup>1</sup> It reflects the outcome of the experts’ assessment of the written self-report and their impressions gained during the online talks with students, faculty and staff from both universities.

The report serves as a key document for the ZEVA Commission to decide on the accreditation of the study programme with the ZEVA quality label. As ZEVA is a registered agency in Ukraine, the accreditation decision can be recognized as equivalent to Ukrainian national accreditation. In the United Kingdom, no external accreditation decision is required at programme level.

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<sup>1</sup> To avoid confusion, “programme”, as used in this document, refers to the double degree study programme under consideration herein for accreditation. All other study programmes are commonly referred to as “courses”, in line with the usage of the term in the partners operational documents.

## 2. Outline of the Study Programme

The 2-year double degree Master's programme "Psychology / Mental Health, Trauma and Psychological Wellbeing" is an international programme offered jointly by LPNU and NTU under the EU's Twinning Initiative. While LPNU has a long tradition as a technical institution of higher education in Ukraine and enjoys a reputation for engineering, computer science, the natural sciences, and architecture, it also offers undergraduate and postgraduate degrees in business administration, economics, management, the humanities and the social sciences. NTU, in contrast, is a recognized centre of excellence in psychology and forensics in the UK. Currently, it offers eight different undergraduate and eleven postgraduate courses in psychology.

The programme comprises 150 ECTS credits and is taught in Ukrainian and English. It has been developed from two separate courses, each of which has existed at the respective partner for many years. The first part of the programme consists of the complete curriculum of LPNU's established Master in Psychology (3 semesters, 90 ECTS credits). To this curriculum have been added components of NTU's existing Master (MSc) in Psychological Wellbeing and Mental Health at a volume of 60 ECTS credits, which are obtained during semesters 3 and 4. Each of these component courses is delivered independently by each partner and each partner is thus responsible for its respective component of the programme.

Upon graduation, students receive a Master's degree in Psychology from LPNU and a Master's (MSc) degree in Mental Health, Trauma and Psychological Wellbeing from NTU, to distinguish the latter in title from NTU's original MSc degree in Psychological Wellbeing and Mental Health. Due to the current situation in Ukraine, NTU's part of the programme is delivered fully online.

The programme is directed at experienced graduates and professionals from a wide variety of backgrounds who would like to receive further international university education in the speciality of psychology in Ukraine. The programme's focus on mental health, trauma and psychological wellbeing is considered by the two institutional partners to meet the societal challenges that Ukraine is already facing and will continue to face in the future. Graduates of the programme could go on to careers as, for instance, clinical psychologists, psychological wellbeing practitioners, mental health support workers, research assistant, recovery workers, independent mental health advocates, disability advisors or care support workers.

At the time of writing, 13 students – all citizens of Ukraine – are enrolled on the programme. For the first cohort, only Ukrainian students have been admitted under the terms of the grant support scheme, but the partners hope to be able to open the programme also to applicants from other countries in the future once the political situation in Ukraine will have stabilized and questions related to funding will have been solved. Potentially, the programme could have an intake of 35 students.

Students for the first cohort of the programme have been recruited from among all first-year cohort students of the regular Master's course in Psychology at LPNU (44 students in 2022; 51 in 2023). To qualify for admission to the double degree programme, students have to undergo an additional

admission process at LPNU. Admitted students continue their studies alongside regular students of the Master in Psychology, but progress to NTU's part of the curriculum during the third semester. While writing up their Master's thesis, double degree students attend NTU's taught courses online before conceiving and carrying out an independent research project valued at 30 ECTS credits in their last semester.

### 3. The Partner Universities and their Framework of Collaboration

#### Profile of the Universities

**Lviv Polytechnic National University (LPNU)**, which was founded in 1816, is one of the oldest technical higher education institutions in Eastern Europe. It consists of 16 institutes and more than 100 departments, where almost 2,300 teaching and research staff work. With 34,000 students enrolled in 64 Bachelor programmes and 123 Master programmes, LPNU is the largest educational institution in Ukraine. LPNU also maintains a considerable number of international cooperation agreements with universities in the United States, Canada, Germany, Great Britain, Poland, France, Austria, Slovakia, Cyprus, Bulgaria and other countries, under which undergraduate, postgraduate, and doctoral students as well as researchers participate in international academic mobility programs and joint educational and research projects.

**Nottingham Trent University (NTU)**, which was founded in 1843, is one of the largest higher education institutions in the UK and the 5<sup>th</sup> largest university in terms of enrolled students overall, with over 40,000 students and staff spanning five university sites. It consists of eight academic schools. NTU regularly achieves top places in many academic rankings. For example, the university enjoys a nation-wide reputation in forensic sciences. In addition, NTU maintains close ties to over 6,000 businesses and boasts the title “most environmentally friendly university in the country”.

#### History and Framework of the Cooperation

LPNU and NTU have been twinned as part of the TwinForHope initiative set up by Universities UK international (UUKi) and managed by Cormack Consulting. A Memorandum of Understanding was signed in December 2022. The universities have been successful in receiving funding to develop a dual degree Master programme in psychology with a focus on mental health, trauma, and psychological wellbeing with the goal to train highly qualified mental health practitioners. During wartime and in the post-war reconstruction of Ukraine, the partners see a high demand for such services.

#### Roles and Responsibilities of the Partners

The roles and responsibilities of the two universities within the framework of the programme are described in the self-report and are documented in the appended official agreements between the two universities. In addition, they were further clarified and explained to the experts in the context of the online accreditation talks on 28<sup>th</sup> August 2024.

The Memorandum of Understanding, which has been signed by the partners in December 2022 for a duration of three years, sets out the general framework for the collaboration. Under its terms, NTU agrees, *inter alia*, to provide support to LPNU academics and students, to support LPNU in developing online materials, to grant access to NTU research groups for LPNU researchers, to encourage the development of collaborative academic provisions, and to facilitate faculty/staff or student exchange programmes, collaborative online learning projects and joint research projects.

Details on the roles and responsibilities in relation to the specificities of the double degree programme have been stipulated in the Collaborative Operational Document (COD) and the Collaboration Agreement, signed in December 2023.

Under the terms of the COD and the Collaboration Agreement, each partner retains overall responsibility for their part of the programme. LPNU recruits the students to its Master's programme in Psychology according to its standards, and LPNU is also responsible for enrolment and registration of students. LPNU also retains overall responsibility for the academic quality of its course and for the learning opportunities provided to students. LPNU's Academic Board has ultimate authority for all academic matters relating to its part of the programme. Thus, LPNU remains fully responsible for the assessments pertaining to the Master in Psychology.

Students can only enrol with NTU once they have accepted their offer following a successful admission process from within the LPNU course and go on to the dual degree programme. Being enrolled at NTU grants them access to NTU platforms, resources, and support services. With a distance learning course, double degree students would not be eligible for a student visa, and there would be no visa requirement on their enrolment. As with LPNU, NTU retains full responsibility for the academic quality of its part of the programme and for the learning opportunities provided to students. Its Academic Board also has ultimate authority for all academic matters relating to its part of the programme and NTU remains fully responsible for assessments pertaining to the MSc in Mental Health, Trauma, and Psychological Wellbeing.

## **4. Assessment of the Study Programme**

### **4.1 Intended Learning Outcomes**

The Intended Learning Outcomes (ILOs) of the programme primarily focus on preparing students for professional practice in specific fields of psychology, such as psychological counselling, psychotherapy, and psychological support. Currently, the ILOs are not harmonized between the consecutive parts of the programme and each programme partner provides its own list of ILOs. For LPNU's part (Master in Psychology), the ILOs that relate to the cycle of common professional training, which also includes the modules that are recognized as so-called Accreditation of Prior Experiential Learning (APEL) modules for NTU's part of the programme, are the following:

1. Search, process and analyse professionally important knowledge from various sources using modern information and communication technologies.
2. Be able to organize and conduct psychological research using valid and reliable methods.
3. Summarize empirical data and formulate theoretical conclusions.
4. Make a psychological forecast regarding the development of individuals, groups, and organizations.
5. Develop programs of psychological interventions (training, psychotherapy, counselling, etc.), conduct them in individual and group work, evaluate quality.
6. Develop educational materials and educational programs, implement them, receive feedback, evaluate quality.
7. It is accessible and reasoned to present the results of research in written and oral forms, to participate in professional discussions.
8. Assess the degree of complexity of activity tasks and make decisions about applying for help or professional development.
9. To solve ethical dilemmas based on the norms of the law, ethical principles and universal human values.
10. Carry out an analytical search for scientific information relevant to the formulated problem and evaluate it according to adequacy criteria.
11. Carry out adaptation and modification of existing scientific approaches and methods to specific situations of professional activity.

The three blocks of modules in the cycle of elective professional training, which are part of LPNU's programme but are not recognized APEL modules, have their own ILOs. They are as follows, grouped according to block:

#### **Block 0101: Psychological counselling and psychotherapy**

1. To use psychotherapy methods in one's own consulting practice (the ability to independently organize the process of diagnosis, counselling and psycho-correction, to take care of occupational psycho-hygiene).

2. Conduct psycho-prophylactic, relaxation and training classes, using appropriate psychological tools.
3. To propose one's own methods of solving psychological problems and problems in the process of professional activity, in particular, the provision of psycho-consultative and training services, to make and argue one's own decisions regarding their solution.

**Block 0102: Organizational psychology**

1. To use the methods of organizational psychology in one's own consulting practice (the ability to independently organize the process of diagnosis, counselling and psycho-correction, to take care of occupational psycho-hygiene).
2. Conduct psycho-prophylactic, advisory and training sessions with the organization's staff, using appropriate psychological tools.
3. Provide social and psychological support for changes in organizations by implementing business training and facilitation training in organizations.

**Block 0103: Psychological support in educational institutions**

1. Master the methods of psychological diagnosis of a practical psychologist in educational institutions.
2. Conduct psycho-prophylactic, advisory and corrective and developmental classes in educational institutions.
3. To conduct psycho-prophylactic, advisory and corrective and developmental classes with children of "risk groups".

NTU provides a list of 13 ILOs for its part (MSc in Mental Health, Trauma and Psychological Wellbeing), categorized in two groups: (1) Knowledge and Understanding and (2) Skills, Qualities, and Attributes:

**(1) Knowledge and Understanding**

1. Demonstrate comprehensive knowledge, understanding and critical awareness of psychological knowledge applied in the areas of mental health, trauma and psychological wellbeing;
2. Critically evaluate a range of methods and techniques applicable to research, advanced scholarship and/or practice in mental health, trauma and psychological wellbeing;
3. Demonstrate comprehensive knowledge, understanding and critical awareness of key debates and applications of psychology in the areas of mental health, trauma and psychological wellbeing much of which should be informed by the research and practice at the forefront of Psychology;
4. Demonstrate comprehensive understanding of the ethical, pragmatic, cultural and legal issues related to research or advanced scholarship, and practice in mental health, trauma and psychological wellbeing;

5. Demonstrate comprehensive knowledge and expertise in understanding reflective practice and theory-practice links;
6. Demonstrate originality in the application of knowledge, together with a practical understanding of how research techniques and enquiry are used in the areas of mental health, trauma and psychological wellbeing to create and develop new knowledge.

**(2) Skills, Qualities, and Attributes**

1. Demonstrate expertise in the communication of information associated with psychological wellbeing, trauma and mental health in a variety of contexts;
2. Demonstrate a comprehensive knowledge and understanding of a range of methodological and analytical skills in the area of psychological research, advanced scholarship and/or practice in psychological wellbeing, trauma and mental health;
3. Make contemporary theory-to-practice links by applying specialist academic knowledge to psychological wellbeing, trauma and mental health contexts;
4. Demonstrate an independent, reflexive and critically evaluative approach to the application of psychological theory and practice;
5. Demonstrate a comprehensive knowledge of a specialist area within psychological wellbeing, trauma and mental health;
6. Develop and apply a range of transferable skills (e.g., time management, communication, self-reflection, critical thinking, report writing) necessary for employment
7. Demonstrate an independent, ethical, culturally sensitive and reflective approach to the application of psychology and research to a chosen area of mental health, trauma and psychological wellbeing, by planning, designing, and implementing an independent research project or theoretical dissertation.

How these ILOs correspond to the Dublin descriptors of the European Higher Education Area for the Master level is sufficiently described in the self-report (pp. 24-26).

**Experts' Appraisal**

The experts conclude that the intended learning outcomes of the programme are clearly and comprehensively described and are made transparent to the students. The peers confirm that the descriptions of the ILOs are in line with the Master level as stipulated in the Framework of Qualifications for the European Higher Education Area and with Level 7 of the European Qualifications Framework. Knowledge acquisition, application of knowledge/transferrable skills, communicative skills and general personal development are all recognisable elements of the ILOs, just as the ability to take on leadership roles and to take decisions in complex, multidisciplinary contexts and situations.

From the experts' point of view, the intended learning outcomes and the general profile of the programme should be harmonized more by the partners. Such a harmonization would also contribute to increasing the academic integration the programme.



## 4.2 Programme Concept and Curriculum

### Student Admission: Process and Criteria

Responsibility for admission to the programme is currently shared and managed by both partners, depending on the stage of the programme at which students currently are. At LPNU, all students first have to pass the regular admission criteria for entry into the general Master in Psychology. During the first year, students may apply to transfer to the double degree programme following an internal selection procedure. In particular, students have to provide evidence for a sufficient level of language proficiency. In addition, and especially if the student cannot provide official proof of language proficiency, LPNU conducts interviews with applicants, which are also intended to find out about the student's motivation to apply and her or his future career plans.

NTU applies the same admission criteria to double degree students as to regular Master students in the School of Social Sciences, usually an undergraduate degree with a minimum of a lower second class or equivalent in Psychology or an allied discipline such as social science, nursing, health related practice or another recognised equivalent qualification. An additional pre-requisite of the NTU component of the programme is that students must have passed the first two terms (semesters) of the LPNU component and show satisfactory progress towards their Master's thesis defence.

There are two routes to English level assessment for the NTU component. The first is the IELTS requirement for the MSc in Mental Health and Wellbeing. The second is a satisfactory level at the LPNU English Language Proficiency Test (Lviv Polytechnic University Certificate; LPUC). Students have the possibility to pass an Oxford Online Placement Test in LPNU and the British Council in Lviv offers the opportunity to pass IELTS Academic Online. The English standard, reflected by IELTS or LPUC, will be determined at the progression board using the thresholds defined by either test that indicate at least level B2 proficiency.

### Curriculum

The programme is taught over four semesters if studied full-time. Owing to the current situation of war, classes in Lviv partly take place online via LPNU's virtual learning environment, while all modules are delivered fully online at NTU. Table 1 provides an overview of the curriculum for LPNU's part of the programme, which is identical with LPNU's curriculum for regular students of the Master in Psychology.

*Table 1. Overview of the curriculum for LPNU's part of the programme (Master in Psychology)*

Module	Semester	ECTS
Foreign language by professional direction	1	3
Design of psychological research	1	6
Design of psychological research (term paper)	1	2

Depth psychology	1	6
Psychological counselling with the basics of psychotherapy, part 1	1	6
Psychological counselling with the basics of psychotherapy, part 2	2	4.5
Trauma psychology	1	3
Psychology of self-knowledge and self-regulation	1	4
Elective components of the educational and professional program	2	3
Elective components: block 0101/2/3 (3 modules per block)	2	16
Elective components of other educational and professional programs	3	5
Practice on the subject of the master's qualification thesis	3	9
Completion of master's qualification work	3	18
Certification exam	2	1.5
Defence of the master thesis (LPNU supervisor)	3	3
<b>Total ECTS</b>		<b>90</b>

All modules in this part are delivered by staff from LPNU. The elective components in blocks 0101/2/3 contain three modules each, weighted at 5 ECTS credits, 6 ECTS credits respectively. They include the following fields of specialization: "Psychological Counselling and Psychotherapy", "Organizational Psychology" and "Psychological Support in Educational Institutions". However, with a view to semesters 3 and 4 at NTU, the topic of the Master thesis carried out at LPNU should fall into the area of mental health or trauma or psychological well-being.

From among the modules in LPNU's curriculum, NTU recognizes the seven modules listed in Table 2 as APEL modules that count towards its part of the programme. These modules largely correspond to modules taught in NTU's original MSc in Psychological Wellbeing and Mental Health.

*Table 2. Overview of modules from LPNU's part of the programme (see Table 1) recognized as APEL modules for NTU's part of the programme (MSc in Mental Health, Trauma and Psychological Wellbeing)*

LPNU module recognized as an APEL module	ECTS	UK Credits
Design of psychological research	6	12
Design of psychological research (term paper)	2	4
Depth psychology	6	12
Psychological counselling with the basics of psychotherapy, part 1	6	12
Psychological counselling with the basics of psychotherapy, part 2	4.5	9
Trauma psychology	3	6
Psychology of self-knowledge and self-regulation	4	8
<b>Total UK Credits</b>	<b>31.5</b>	<b>63</b>

To qualify for NTU's degree award, which requires 180 UK credits, students need to accumulate

another 117 UK credits in addition to the 63 UK credits obtained for the seven APEL modules listed in Table 2. Table 3 provides an overview of the curriculum for NTU's part in which students collect these missing credits. All modules in this part are delivered by staff from NTU. In total, students will have obtained 183 UK credits at the end, yielding the necessary 180 UK credits for being awarded the MSc in Mental Health, Trauma and Psychological Wellbeing that forms NTU's part of the joint programme.

*Table 3. Overview of the curriculum for NTU's part of the programme (MSc in Mental Health, Trauma and Psychological Wellbeing)*

Module	Semester	ECTS	UK Credits
Assessment, Case formulation and Intervention	3	10	20
Contemporary Issues in Mental Health	3	10	20
Psychological Wellbeing	3	10	20
Independent Research Project (NTU Supervisor, LPNU advisor)	4	30	60
<b>Total UK Credits</b>		<b>60</b>	<b>120</b>

For the Independent Research Project, in which a member of faculty from NTU acts as the supervisor while a faculty member from LPNU serves as an advisor, students conceive and carry out a project located broadly in the field of mental health or trauma or psychological wellbeing. This could be, for instance, a secondary data analysis, such as a systematic review or a meta-analysis. Students can also build on previous research and findings, and start a new empirical project that would address the remaining issues identified in that research. Alternatively, students could use a form of qualitative or quantitative enquiry that evaluated the implementation of the findings from their Master thesis project.

### Recognition and Student Mobility

LPNU has adopted detailed regulations for the recognition of credits, primarily in the context of prior informal and non-formal learning. Students interested in having their prior learning recognized typically submit an application to the Centre for International Education at LPNU. The application may require students to provide documentation, such as transcripts, certificates, or portfolios. Assessment criteria include the relevance, depth, currency, and level of prior learning, as well as the comparability of learning outcomes. Once the application has been submitted, a review panel consisting of faculty members and academic advisors evaluates the evidence provided by the student and determines whether the criteria for recognition are met. The review process may involve examining course syllabi, learning outcomes, assessment methods, as well as conducting interviews or assessments if necessary. Based on the review, the panel takes a decision regarding the recognition of credits or prior learning. If the application is successful, the recognized credits are added to the student's academic record. However, learning outcomes and competencies of applicants acquired in non-formal education or informal learning can only be recognized up to a level corresponding to 15 percent of the total number

of credits provided by an educational programme within the academic year of recognition.<sup>2</sup> If the application is unsuccessful, the student is typically provided with feedback and may have the opportunity to appeal the decision.

Within the double degree programme under consideration, the requirement for the recognition of credits works unilaterally. As students progress through the complete curriculum of LPNU's Master in Psychology, no recognition of externally obtained credits is necessary. However, postgraduate courses at NTU require students to obtain 180 UK credits, which equal 90 ECTS credits. The volume of ECTS credits obtained by students under NTU's component of the programme sums up to 120 UK credits, that is, 60 ECTS credits (see Table 3 again). The remaining 60 UK credits (30 ECTS credits) are obtained through NTU's recognition of seven modules from LPNU's Master in Psychology that largely correspond to modules taught in NTU's original postgraduate course in Psychological Wellbeing and Mental Health (see Table 2 again). These modules are so-called APEL modules and provide the equivalent of 63 UK credits or 31.5 ECTS credits, and thus make up for the missing 60 UK credits / 30 ECTS credits.

With regard to student mobility, at present, the programme does not allow for full-fledged exchanges of students or staff due to the ongoing war in Ukraine. Nonetheless, a summer school has been arranged in September 2024 in Poland where at least female students and staff of twinning initiatives have been able to meet. Provided the situation improves, there are plans to increase the mobility options at programme level.

### Experts' Appraisal

The experts consider the admission criteria as adequate and the student selection process as reasonable for the programme at this stage of development. Both, however, should be made more transparent on a dedicated programme website.

The experts have no doubts that the coordinators have put together a promising study programme that is not only well-conceived from an interdisciplinary perspective but also well-balanced in terms of the individual educational components. The content of the curriculum stands in a reasonable relation with the intended learning outcomes and is appropriate for the Master's level of education according to the Qualifications Framework for the European Higher Education Area. They see a high general demand for this type of qualification and expertise. In particular, the programme components that are tailored to working with veterans of war will be of high relevance to Ukrainian society.

From the documents provided and from the talks during the online site visit, the experts have got the impression that the partnership between LPNU and NTU has worked very well so far, both on an organisational and on an educational level. They thus express their hope for a further intensification

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<sup>2</sup> See appendix 6: "Regulations on Recognition of Learning Outcomes Acquired in Non-formal Education and Informal Learning at Lviv Polytechnic National University"

of their collaboration.

The set-up of the double degree programme, the general institutional reputation of the partners, and their individual, nation-wide reputation in the field of psychology could certainly help attract an increasing number of students to the programme. The close linking of a general degree in psychology with a specialisation in psychological wellbeing, mental health and trauma is convincing and addresses some major societal challenges Ukraine already is and will continue to be facing in the future. In this connection, however, the experts suggest to make the component of trauma more explicit in the curriculum, where it is currently represented by a single 3-ECTS-credit-module only. The experts acknowledge that several modules contain curricular elements on trauma, but this may not be immediately visible to future employers.

The expert group positively emphasizes the strong role of research in the second part of the curriculum, which complements the more practically oriented first part at LPNU. That may lay a possible foundation for graduates of the programme to embark on subsequent PhD work. To support suitable candidates on such a path, the two partners could consider how research-oriented graduates could progress to a PhD programme, either based in Lviv or in Nottingham.

Under the current curriculum, students have to obtain 150 ECTS credits in four semesters (27 months in total). This represents a workload that is considered by the experts as too high given that 1 ECTS credit is equivalent to 25-30 hours of student work. Particularly semester 3, in which students are expected to obtain 60 ECTS credits, is regarded as problematic in this connection. In addition, yet relatedly, the experts believe that the thesis work should represent the final phase of a programme's curriculum as it is meant to aggregate and reflect all competencies intended to be acquired by the student over the course of the programme. Currently, however, the completion of the thesis work is succeeded not only by three further taught modules in which competencies in addition to those acquired up to that point are meant to learnt by the student, but also by an independent research project that risks to unnecessarily duplicate the thesis work in its intended learning outcomes.

So as to resolve these interrelated issues in a comprehensive manner, the expert panel suggests the following solution: thesis work, as currently carried out in semester 3 as part of Lviv's curriculum for the Master's in Psychology, should demonstrate that students have achieved the intended learning outcomes of the programme and have acquired all knowledge, skills and competencies connected with its curriculum. For this reason, the independent research project currently meant to be completed in semester 4 at NTU should be deleted from the curriculum. This would reduce the overall workload by 30 ECTS credits, and would yield an amount fully in line with general higher education standards. The thesis work for the double degree students should, in turn, be placed at the end of the programme in semester 4, while semester 3 would then be used solely for completing NTU's three taught modules. The final thesis work would then represent a demonstration of the knowledge, skills and competencies acquired over the preceding, expanded curriculum. For the Master's thesis, there should then also be two supervisors, one from LPNU and one from NTU. This dual supervision would partly compensate

for the deletion of the independent research project from the curriculum, in which the supervisor would have come from NTU.

#### **4.3 Teaching Faculty**

The teaching load mainly lies with LPNU with 60 ECTS credits of taught courses versus 30 ECTS of taught courses at NTU. The academic CVs of all teaching staff involved in the programme were made available to the experts as part of the self-report and the online talks also involved interviews with the programme coordinators and faculty members. All faculty members are active researchers who are also subject to LPNU's regulations and procedures for evaluating and improving the quality of teaching. The same applies to all faculty members involved in the delivery of the programme on NTU's side.

##### Experts' Appraisal

The experts are convinced that LPNU and NTU have appointed a sufficient number of qualified teaching faculty. All lecturers hold appropriate academic qualifications and the necessary level of English that is required for this programme.

In the course of the online talks, the experts have also gained the impression that the programme profits from a highly motivated team in the administrative and organisational departments of the respective partner, thereby underpinning its smooth functioning.

#### **4.4 Infrastructure, Resources and Student Support**

##### Financial Resources and Funding

Under the terms of the MoU signed between the partners in December 2022, no financial obligations have been created for either party. Thus, each partner is responsible for their own costs in relation to any activity pursuant to the MoU. However, it has also been agreed that NTU will look to offer as much support as possible at no cost to LPNU.

No details on funding have been made available in the self-report and no financial matters are included in the MoU or the COD. Only the Collaboration Agreement contains financial arrangements in relation to the course fees payable by NTU to LPNU for the first cohort of 14 students. However, during the accreditation talks, the expert group learned that NTU is currently exploring further funding opportunities. In this connection, the international accreditation of the programme is also sought as a means to market the programme and attract further funding and students from Europe and Asia. The partners hope that additional funding will be forthcoming in due course to support the continuation of the programme beyond the pilot cohort. Currently, however, the future budgetary situation remains unclear.

##### Learning Infrastructure and Resources on Campus

An on-site visit of the expert panel was not possible due to the current situation in Ukraine. However, from the self-report and the online talks, it became clear that the learning infrastructure and academic resources available to the students of the programme are sufficient to achieve the intended learning outcomes and to enhance the students' learning experience under the given circumstances.

There is a dedicated learning platform at LPNU called VNS, through which all students receive access to all main resources pertaining to the course they are studying, including lecture material, practical tasks, knowledge tests, glossaries, useful web links, video content, etc.). Students at NTU are enrolled into so-called Learning Rooms through the university's virtual learning environment called Nottingham Trent University Online Workspace (NOW). This provides access to their personalized timetable, their student engagement analytics dashboard, and study materials. Assessments are also handled online through NOW. All students have an email address and access to relevant information through MyNTU and the searchable StudentHub site. LPNU students enjoy access to NOW and MyNTU as well as access to NTU's electronic library as part of their enrolment on the dual degree programme.

##### Student Support Services and Equal Opportunities Policies

LPNU has adopted a wide-ranging "Policy of gender equality and personal development", which should guarantee free access to high quality education and self-realization, and to create a university environment that prevents manifestations of racial or sexual discrimination, bullying, the emergence

of barriers to obtain quality education for people with disabilities, special educational needs, gender inequality, discrimination based on sexual orientation, inequality of human rights and freedoms.

Students who have special needs (due to illness, long-term chronic diseases, the need to care for a disabled close relative, the birth of a child, etc.) have the opportunity to study according to an individual schedule in accordance with the corresponding regulations of LPNU. At LPNU, students can also receive individual support through the so-called “No Limits” Services of Accessibility to Learning Opportunities, which takes care of inclusive education.

Additionally, for support in all academic matters, students can turn to their lecturers and the academic course leaders. The fully digitalized teaching and learning environment provides equal opportunities for access.

#### Experts’ Appraisal

The experts commend the two partners on their comprehensive student support services and efforts to create equal opportunities for students at all levels, including students with special educational needs. Academic support is also provided for the students of the programme at a fully satisfactory level.

The virtual infrastructure at each partner seems fully sufficient for ensuring student learning success and progress. The powerful learning platforms and the possibilities they create enhance the experience of distance learning.

At the same time, the experts take notice of the fact that the financial situation of the programme remains unclear beyond the pilot cohort, even though both partners are committed to keeping their cooperation intact. Considering the profile of the programme, it may seem reasonable to approach local or regional companies as a potential source of funding. Also, NTU’s strong research focus in psychology may generate third party resources that could contribute to sustaining the programme. The partners should stay in close contact and exchange ideas about this issue to find possible solutions in due time.

#### **4.5 Methods of Teaching and Student Assessment**

Across both parts of the programme, a variety of teaching methods have been selected with a view to ensure that students achieve the intended learning outcomes, particularly with respect to integrating theoretical knowledge and research skills with practical skills development.

The didactic approach implemented at LPNU puts the emphasis on the integration of theory and practice, active learning, practical experience, research experience and individualized learning. For example, students are encouraged to make use of individualized learning to tailor their learning experience to their specific interests and career goals. To this end, they can choose from different elective blocks, including psychological counselling and psychotherapy, organizational psychology, and



psychological support for school students. Overall, the general didactic approach is designed to foster a holistic understanding of psychological counselling and psychotherapy, while equipping students with the practical skills, research competencies, and professional competencies needed for effective practice in the field.

The details of student assessment have been stipulated in the partners' COD, the course specification and the self-report. NTU's standard common assessment regulations apply to its own award. The academic regulations of LPNU apply to the elements of the programme that they deliver. As LPNU and NTU each use different grading systems and scales, a conversion table was developed during NTU's approval process for mapping LPNU's framework on to NTU's grading scheme.

Generally, the methods of assessment in the programme are designed to align with the teaching methods applied in the curriculum. At LPNU, written or oral examinations are used to assess students' understanding of theoretical concepts, critical thinking skills, and ability to apply knowledge to practical scenarios. In addition, coursework assignments, such as essays, research papers, case studies, or literature reviews, are assigned to assess students' ability to conduct independent research, to analyse information, and communicate their findings effectively. Practical assessments on the seminars and tutorials, such as counselling skills assessments, research assessments, and simulated counselling sessions, are used to evaluate students' ability to apply counselling techniques and communicate effectively with clients. The execution of a Master's Qualification Work involves conducting independent research and writing a substantial thesis on an individually chosen topic within the field of psychology.

At NTU, synchronous and asynchronous activities are used, including online lectures, workshops and seminars. Students are given short weekly tasks to complete and provide feedback to their fellow students using the course discussion boards on NTU's virtual learning environment NOW. In addition, they are engaged in group activities during live online lectures, which help improve transferable skills and academic skills. Each module has been designed with interactive online workshops, including on literature searching and reviewing, critical thinking, poster/oral presentations and ethics/ethics applications. NOW gives students access to course materials and additional resources and information.

The main assessment methods to be used on the NTU modules are (a) assessed essays, which should enable students to demonstrate an ability to focus on a particular problem, (b) oral presentations, which should assess students' ability to deliver arguments and information orally, and (c) an independent research project, which should provide students with the requisite research skills to undertake further postgraduate training, or to pursue a professional career in mental health related occupations.

### Experts' Appraisal

The experts conclude that the chosen forms of teaching and student assessment are well-aligned with the intended learning outcomes of the programme and the academic discipline as a whole. The utilization of diverse teaching methods contributes to the development of important competencies beyond the mere acquisition of academic knowledge. The peers especially appreciate efforts of

incorporating practical experiences and contacts with patients and encourage the two partner institutions to make more use of this form of teaching, offline, but also online, where possible.

#### **4.6 Quality Assurance**

As both universities act as degree-awarding partners, they take joint responsibility for the quality assurance and enhancement of the programme. First and foremost, the partners concur in their Collaboration Agreement that each party should ensure that staff engaged in the delivery or support of the programme are suitably qualified and possess the appropriate skills and experience. In addition, the partners have agreed that each should have the opportunity to be represented (virtually) at the Examination Board that takes place at each institution in respect of the course.

NTU's Department of Psychology appoints the external examiner to meet with colleagues who deliver the LPNU course in advance of the Examination Board meeting (online). Feedback from the external examiner is to be shared with colleagues at LPNU through email to the course leader. The NTU team arranges a follow-up meeting to discuss implications from the external examiner's feedback. Before the progression board, the external examiner reviews a sample of work each of the LPNU modules that contribute to the NTU course (APEL modules, see Table 2 again). The course team also endeavours to make arrangements for the external examiner to meet students online. At LPNU, student evaluations in relation to the programme fall under the institution's standard procedures as stipulated in the "Regulations on the System of Internal Quality Assurance of Educational Activities and the Quality of Higher Education at Lviv Polytechnic National University".

It has also been agreed between the partners to carry out an annual monitoring review in accordance with NTU's and LPNU's regulations. The review should contain the results reached in review discussions about the programme that are to take place twice a year. In addition, a Periodic Collaborative Review will be carried out prior to the renewal of partners' Collaboration Agreement.

#### Experts' Appraisal

The experts have reached the conclusion that a purposeful quality assurance system has been set up for the programme, which actively involves both degree-awarding partner institutions. The partners' responsibilities as regards quality assurance and enhancement are clearly stipulated in their Collaborative Agreement. As far as the experts can see, adequate measures are taken to monitor the quality of the programme. Furthermore, the expert group has perceived a high level of satisfaction among the students with the way the programme has been run so far. In particular, the tutorials that are offered to students before they officially commence their studies at NTU have been singled out by students as highly valuable.

#### **4.7 Transparency, Documentation and Public Information**

##### Promotion of the Programme

The Collaboration Agreement sets out the legal details of this criterion. Each partner is responsible for promoting and marketing the programme and for providing information requested by prospective students. To this end, each partner may use the other's name and logo in connection with the programme under the further terms of the agreement.

A dedicated website for the programme does not yet exist and information about the programme is only available on two news websites so far.<sup>3</sup> At LPNU, most promotion work has been done informally by advertising the programme among first-year students of the Master in Psychology.

##### Module Descriptions/Course Handbook

LPNU and NTU have provided detailed descriptions for each module of their part of the programme in the supplementary material of the self-report. All module descriptions are in English and contain all information of relevance to students, including the number of credits, the duration of the module, the intended learning outcomes, an overview of topics and module content, the type of assessment, and reference to relevant literature.

##### Formal Documents and Regulations for Student Assessment and Certification

Once admitted to the programme, students are registered at both institutions (in the first instance at LPNU within the Master in Psychology). Thus, joint assessment regulations apply to them throughout the programme. As each partner teaches their own curricular component based on their part of the programme, assessment is carried out according to the procedures and regulations pertaining to that partner. At LPNU, a cumulative grading system is used, whereas NTU applies a literal grading system. For final conversion, a conversion scheme of the partners' individual grading schemes has been developed and approved. Students have access to information on grading and assessment schemes as well as all other formal regulations and guidelines applying to them, via the universities' respective websites, course catalogues and module descriptions.

Upon completion of the programme, students receive a certificate and a diploma supplement (called higher education achievement report in the UK) from both institutions. Samples of these documents (a diploma certificate of NTU and the diploma supplement of LPNU) have been submitted to the experts as part of the self-report. The sample diploma supplement submitted by LPNU provides all basic information as recommended for this document (the sample has been taken from the Master in

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<sup>3</sup> <https://www.ntu.ac.uk/study-and-courses/academic-schools/social-sciences/psychology/msc-mental-health,-trauma-and-psychological-wellbeing> at NTU and <https://lpnu.ua/en/news/dual-masters-degree-programs-psychology-lviv-polytechnic-students> at LPNU.

Psychology).

Experts' Appraisal:

Notwithstanding the institutions' already undertaken efforts, the experts have gained the overall impression that the programme could be promoted more widely and effectively: a bilingual website in Ukrainian and English should be set up to attract potential applicants and inform the general public about this programme. The website could include detailed information on the programme's admission criteria, the partnership, the curriculum, the intended learning outcomes, and the employment and career prospects for graduates.

The experts are convinced that the students have full access to all relevant information and regulations regarding their progression and assessment. The course specifications and module handbooks contain all necessary details and are in line with the recommendations of the latest ECTS Users' Guide.

With regard to the formal documents certifying completion of the programme, reference to the degree-awarding partner and details on the structure of the programme should be included in the diploma and the diploma supplements, respectively.

## Appendix

### **1. Statement of the University in Response to the Expert Report**

Both sides are very grateful for the evaluation of our Dual Degree Programme. We agree with all parts of the report.

Both sides have admitted that all information from the first part of the report is correct.

LPNU and NTU have confirmed all suggestions and recommendations from the second part of the report. We have started preparing to create a separate website (in Ukrainian and English) based on the official LPNU and NTU websites.

Both sides would accept all recommendations about site structure and content.

LPNU accepted the suggestion about transferring the master's degree defence from the third semester to the fourth semester and started negotiations about the best solution.

*В цьому документі прошнуровано, пронумеровано та  
скріплено печаткою 29(двадцять дев'ять) аркушів.  
Переклад відповідає оригіналові.*

**Перший проректор  
Національного університету  
«Львівська політехніка»**

**Олег МАТВІЙКІВ**

