

Employers' satisfaction with graduates of the IAPM

Info card poll stakeholders

| Parameter | Data |
|---------------------|--|
| Study program | Psychology |
| Institution | IAPM |
| Date | January 2025 |
| Number stakeholders | over 20 |
| Method | Questionnaire (online) and offline) |
| Goal | Assess the level of employer satisfaction with the quality of graduate training and identify areas for improvement of the study program. |
| Target group | Employers, partners and organizations that cooperate with IAPM |
| Form interactions | Written answers to standardized questions, analytical generalization |

Table 1. List of stakeholders and types of organizations

| Name of organization | Type of stakeholder |
|--|-------------------------------|
| Odessa Lyceum No. 67 of Odessa city council , Odessa | School |
| Odessa Lyceum No. 15 of Odessa city council , Odessa | School |
| Regional resource support center inclusive education | Social and educational center |

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|--|--------------------------------|
| OZ « Britovsky institution general average education of I-III degrees » Shabivska rural councils Bilhorod-Dnistrovskiy district Odessa areas | Public organization |
| Community Center "RODYNA Social Services Center" | Social and educational center |
| Main Police Department in Odessa region, Personnel Management Department, Psychological Support Department | Governmental organization |
| Odessa Regional Center for Emergency Medical Care and Disaster Medicine | Social and educational center |
| PJSC Brovarska "Mosaika" gymnasium | School |
| Department of Administrative Services of the Odessa City Council | Governmental organization |
| Suvorovsky District Territorial Center for Recruitment and Social Support | Social and educational centers |
| NGO "Evolution generation" | Public organization |
| Association "All-Ukrainian Union of Prosthetic and Orthopedic Enterprises "Ortonet" | Public organization |
| Center for Family and Women's Affairs "Family Home" | Social and educational center |
| Inclusive Resource Center No. 1, Holosiivskiy District, Kyiv | Social and educational center |
| PJSC "Kyiv Medical University" | HEI |
| Center socio-psychological rehabilitation children and young people with functional limitations | Social and educational center |
| Kyiv urban clinical hospital No.8 | Medical institution |
| Kyiv urban clinical hospital No.5 | Medical institution |
| Hospital "Okhmatdyt" | Medical institution |
| Kyiv urban clinical hospital for drug addiction "Sociotherapy" | Medical institution |

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| Center for Clinical and Special Psychology, Psychotherapy | Social and educational center |
| Center for Family and Women's Affairs of Shevchenkivskyi District | Social and educational center |
| Center mental health CHOICE | Social and educational center |
| Lyceum " Nadiya " Lviv city council , Lviv | School |
| NGO Center “Women's prospects” | Social and educational center |
| Rehabilitation Center "NAZARET" | Social and educational center |
| Multidisciplinary educational and rehabilitation center of the St. Nicholas Regional Rehabilitation Center | Social and educational center |
| NGO "Scouting Europe in Ukraine" | Public organization |
| LLC "YUGO" | Other |
| LLC " School " Ecoland " | School |
| Municipal institution "Stryka Youth Center" of the Stryka City Council | Social and educational center |

Stakeholder survey results analysis table

| No. | Question | Answer options | Response distribution (%) | Main trends |
|-----|--|---|-----------------------------|--|
| 1 | How satisfied are you with the level of training of graduates of the IAPM? | Very satisfied; Satisfied; Partly satisfied; Dissatisfied | 12%, 46%, 28%, 14% | Satisfaction with training prevails, however, there is a proportion of employers who indicate the need to improve practical skills |
| 2 | What competencies do you consider most important for employment as a psychologist? | Professional knowledge; Communication skills; Emotional resilience; Digital competences | 24%, 28%, 30%, 18% | The most in demand are emotional stability and communication skills, which reflect the needs of practical activities. |
| 3 | What skills do you think graduates lack? | Practical experience; Crisis skills; Team interaction | 62%, 21%, 17% | The main request is to increase the number of practical cases and work with real clients. |

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|-----|---|---|---------------------------|---|
| 4 | Are you ready to participate in shaping the study program? | Yes; No | 68%, 32% | The vast majority is ready to cooperate in developing and improving the OP |
| 5 | Are you interested in collaborating with the Academy for student internships? | Yes; No | 74%, 26% | There is significant potential for expanding practice bases |
| 6 | What types of practices are most convenient for you to interact with higher education institutions? | Industrial; Pre-graduate; Internship with mentoring | 40%, 24%, 36% | Demand for flexible formats with mentoring elements |
| 7 | Do the educational outcomes meet the needs of your organization? | Yes; Part; No | 55 %, 43 %, 2 % | Mostly responsive, but there are areas that need improvement |
| 8 | Are you interested in in-service training programs for your employees? | Yes; No | 46%, 54% | Almost half of employers are interested in short-term professional development programs |
| 9 | What level of digital competence do you expect from young professionals? | Base; Average; High | 14%, 48%, 3 8% | At least an intermediate level of digital literacy is expected |
| 10 | How important is volunteer or social activity experience for graduates to you? | Very important; Important; Unimportant | 36%, 50%, 14% | Most employers consider social activity as a significant plus when hiring. |

Conclusions

Overall satisfaction with the training of IAPM graduates is high. The basic professional and personal competencies meet the expectations of most employers.

The most valuable competencies: communication skills, teamwork, ability to use psychodiagnostic tools, and mastery of modern psychotechniques.

Scarce skills: practical experience, team interaction skills, confident use of modern digital tools.

Potential cooperation: over 74% of employers ready accept students for internships and participate in the development of curricula.

The forms of practice that received the most support were: industrial and pre-graduate practice.

Relevance to market needs: educational outcomes generally meet labor market requirements, but require constant updating.

Additional areas: advanced training of specialists based on the IAPM, development of digital competencies of students, integration of volunteer experience into the educational process.