



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
MARKETINGO PROGRAMOS (621N50002)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *MARKETING* (621N50002)
STUDY PROGRAMME**
at Klaipėda University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Marketingas</i>
Valstybinis kodas	621N50002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Rinkodara
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rinkodaros magistras
Studijų programos įregistravimo data	2003-05-29 Nr. ISAK-763

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Marketing</i>
State code	621N50002
Study area	Social Sciences
Study field	Marketing
Kind of the study programme	University studies
Level of studies	second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Marketing
Date of registration of the study programme	29-05-2003 No. ISAK-763

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I. INTRODUCTION

Klaipeda University (hereinafter - KU) is an institution of higher education, established by the Republic of Lithuania in 1991. KU has a three-cycle study system. KU offers 62 undergraduate study programmes, 4 special professional study programmes, 52 graduate study programmes, and 10 post-graduate study programmes. In 2012, the total staff of KU was 1,265, including 648 members of academic staff and research fellows.

KU consists of 7 faculties and 2 institutes of studies: the faculties of Natural and Mathematical Sciences, Humanities, Marine Engineering, Arts, Pedagogy, Social Sciences, and Health Sciences, and the Institute of Continuous Studies and the Maritime Institute.

The graduate Marketing study programme was designed and systematically improved in collaboration with the representatives of Klaipeda Regional Chamber of Industry, Commerce, and Crafts, the Lithuanian Stevedoring Companies Association, and the Lithuanian Business Employers' Federation, given the demand of the labour market of the city of Klaipeda and Western Lithuanian region, as well as student needs. Students' employment data is rather fragmented, but available information suggests about positive attitudes of employers regarding the Programme graduates.

The second cycle programme Master of Marketing is conducted as full-time study programme (120 ECTS in 2 years) in the Faculty of Social Sciences and coordinated by the Department of Economics. A first external international assessment of the study programme of Management was carried out by the Experts of the Centre of Quality Assessment in Higher Education in 2005.

The present Self-Evaluation Report (SER) was submitted to the Expert Team in March 2013. This was followed by a visit to the Klaipeda University on 25th of October, 2013 and discussions with Senior Staff of the Faculty, with staff responsible for organising and writing the SER, with teachers responsible for teaching courses on the programme, with current students and alumni and with social partners.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

The need of the university second-cycle *Marketing* study programme and the demand for it are based on the national long-term strategy and the demands of the labour market, and public needs. It supports Lithuania's long-term priorities to become a knowledge society. Research conducted by the Lithuanian Marketing Association (LMA) affirmed that many enterprises were increasing their marketing budgets and were looking for highly qualified marketing specialists.

The *Marketing* study programme is related to the KU mission and the strategic plan to train highly qualified specialists and foster humanist values. The programme is integrated into the general studies and research at the university.

The aim of the second cycle of the Programme is oriented towards deeper studies of marketing. Graduates shall be able e.g. to solve complex marketing problems based on research data, to innovate processes, to implement marketing strategies on rapidly changing international market and to communicate their findings and decisions. The Programme shall open career opportunities

as top level marketing specialists. It is highly valuable that one of the special aims mentions the importance of the methodological skills that are necessary for conducting research projects at the Master's level.

The study Programme was developed and improved based on the experience of students, teachers and employers. Graduates have been successfully employed, started their own business or continued in doctoral studies.

In the analysis of the competitive context in the country, SER development team has indicated 7 other universities that are offering a second cycle marketing programme, some of them with emphasis on international marketing or certain functions e.g. advertising. This valuable analysis, unfortunately, was not very strongly supported with the outline of the competitive advantages of the analysed Programme. However, during the site visit the experts' group was extensively explained about the regional role of the Klaipeda University in general, and the analysed Master Programme in particular.

The site visit also involved meetings with social partners who strongly asserted that the Programme was designed to fully meet labour market needs, particularly the needs of the local labour market. It seems that the regional aspect is present in many aspects of the analysed Programme, just requires additional strengthening and overall consistency. This should be started from the very definitions of the Programme purpose and aims, supported by the data about the regional labour market demands in relation to the summarised specific characteristics of the region (very strong emphasis on international logistics, sensitivity to the geopolitical influences). This would allow developing more regionally-oriented aims and defining learning outcomes that are really consistent to that. Further on, this could lead towards the more aim-oriented structure of the study Programme.

1.2 Learning outcomes

The aims and the learning outcomes of the updated Programme were formulated, given the specificity of the university second cycle studies in accordance with the legal acts valid in Lithuania and in Europe. The study Programme description, Programme aims and learning outcomes, course and descriptions are published on the KU website and in KU-published Study Books to be found in libraries and the Department of Economics.

The syllabi give detailed module descriptions - e.g. level of learning outcome, learning input, teaching methods, methods of student achievement assessment, literature and responsible staff. The learning outcomes of the individual subjects are well defined. The aims and the learning outcomes are publicly announced on the website <http://www.ku.lt/>.

At the same time, the linkage between the learning outcomes of the Programme and those of the individual subjects are explained in a complicated manner, which perhaps is not that convenient for administrators, teachers and students.

It is rather doubtful that many subjects are aiming towards quite a large number of learning outcomes (for instance, 8), and as many as 6 different methods of assessment are being used. Though this may be well reasoned, this complexity seems to be excessive both for the professors and for the students.

Again, the scope of the Programme learning outcomes as well as learning outcomes of the individual subjects somehow almost ignore the intention to reflect the regional specificity of the

Programme. Stronger correlation among the regionally-oriented Programme aims and the two levels of learning outcomes would make the Programme much stronger.

However, overall analysis of this section allows stating that the name of the programme, its learning outcomes, content and qualification offered are compatible with each other. Also, the Programme aims and learning outcomes are consistent with type and level of studies.

2. Curriculum design

2.1 Programme structure

The second cycle marketing study Programme is designed for 120 credits in 2 years (4 semesters) respectively 3200 academic hours. This corresponds to the Law on Science and Studies of the Republic of Lithuania where 60 credits equal 1600 academic hours.

There are 72 credits (60%) allotted for compulsory subjects, 18 credits for electives (15%) and 30 credits (25%) for the Master thesis. Concerning the mode of delivery and the workload 37% are contact hours (5% thereof practical classes) and 63 % of students' individual work.

The structure complies to the general provisions and requirements for Master's studies laid out in Order No. V-826, 03-06-2010 and the Descriptor of General Requirements for Graduate Study Programmes. In each semester 30 credits in 5 courses (4 compulsory and 1 elective) have to be acquired. All courses equal 6 credit points.

In semester 1, fundamental knowledge of the first cycle studies shall be deepened. *Research work I* (annex 1, p.79) shall strengthen the research abilities necessary for being able to apply specific methods and techniques in marketing activities and in order to successfully perform the Master's Final Thesis.

In semester 2, the main emphases are put on methodologies of research, mainly market research and literature research. Students shall learn to formulate hypotheses, apply appropriate statistical methods necessary for analyzing quantitative and qualitative data with instruments of ICT (*Research work II*, annex 1, p.82). The *Marketing Management Seminar I* shall give an introduction into new marketing theories. Students learn e.g. how to analyze markets, to select target markets and brand values.

In semester 3, the subjects of *International Aspects of Marketing* and *Marketing Communication* are introduced. *Marketing Management Seminar II* is concentrating on distribution systems and trade. Students have to demonstrate that they are able to develop a marketing plan.

Semester 4 is devoted for writing of the Master's Final Thesis. The study Programme ends in the public defence of the Final Thesis. The Thesis shall be written in compliance with the Descriptor of General Requirements for KU Students' Individual Papers and Art Works, approved by Senate Resolution No. 11-56, 09-04-2010. The Thesis shall be analytical or an applied research paper proving the student's ability to analytically solve marketing problems.

In general, the curriculum design reflects two major emphases: (a) numerous subjects and large number of credit hours are one or another way linked to the development of the research papers and Master Thesis, (b) big weight is given to the marketing management seminars. Both of these aspects may be evaluated positively, since they develop practical, real-life-related skills. The only necessary condition for it – they have to be consistent with the scope and flow of all the

other subjects. Additionally, they have to be in line with the overall positioning of the Programme towards the regional needs and regional specifics.

2.2 Programme content

The curriculum structure has a lot of potential for development and improvements. In the broadest sense, it requires streamlining of the key compulsory subjects to fit the essence of the marketing programme; plus – additional attention has to be given to the subjects that would develop strategic marketing perspective, subject (or subjects) on digital marketing, and subjects that allow developing creativity/innovativeness.

More specifically, the subject of Strategic Marketing should find its place among the compulsory subjects of the Programme. It may be that part of it is disclosed within the Marketing Management Seminars 1 and 2, but this does not seem to be sufficient enough basis for systematic knowledge of marketing strategies. Marketing management seminars with no doubts are very valuable for the development of students' abilities to relate theoretical knowledge with concrete cases, to analyse and discuss marketing issues. All this seems to be working very well, and all students have been mentioning the seminars as the most interesting and useful parts of the studies. However, the discussions could be even more valuable if the solid systematic basis of strategic marketing would be present.

Programme management team might want to reconsider the value of a number of subjects in the curriculum. It is hard to justify the presence of the compulsory subject *Management Theories* and elective subject *Strategic Management Methods* (especially – within the same semester); perhaps the declared aim of developing methodological skills could be reflected in a subject that presents the essence of the research methodology including the analysis of theoretical sources, development of the research methodology as well as collecting and analysis of the empirical data. Much of this is covered within the course of *Marketing Research*, but students have to have their literature review performed before they start studying this subject in the second semester. Therefore, the explaining about this task is an additional workload for the teachers who are supervising thesis papers.

Some elective courses seem to be rather alien to the essence of the Master Programme in marketing (*Wage Systems, Business Design Methodology, Personnel Management Methodology*, etc.). Courses like *Management Theories, Strategic Management Methods, Business Design Methodology* and *Managerial Economics* look more management-oriented than marketing-oriented. In general, many core subjects of a Masters marketing programme could be added (e.g. *Strategic Marketing, B2B Marketing, Corporate Buying Behaviour, Sales, CRM/Dialog Marketing, Ethics in Marketing, E-Commerce, Multi-Channel-Marketing, Social Media in Marketing, Internet and Mobile Marketing, Innovation, Supply Chain Management* or *Logistics*, etc.). Some of them are included just as topics in other courses. Even though Lithuanian legislation does not allow studying more than 5 courses per semester (which restricts including smaller courses into the curriculum), some of the above mentioned ones definitely should be considered. It would be very much advisable to at least consider E-marketing and some variation of international logistics, since the regional specifics of the port city rather strongly suggests that.

Also, additional efforts to emphasise innovativeness and creativity development would be very beneficial. Elements of it currently are 'hidden' in other subjects (*Marketing Communication, Strategic Management Methods*), thus development of this aspect would not require substantial additional resources.

Similarly, the broader look to business may be ensured by presenting the major international trends of the world development. This is partially covered by the rather original subject *Geopolitics*, which is very relevant in the region that heavily relies on international logistics networks. The subject on international logistics also would be necessary, though elements of it are included into the content of *Marketing Management* seminar. Also, a very valuable amendment to the international aspect of the Programme would be the module on globalisation. The latter, again, would not require any specific resource, since subject *Globalisation* is being delivered to students of another graduate Programme.

In general, *Globalisation* and *Innovation* courses that are already delivered to the students of other programmes would greatly enhance the core of the Programme without any additional resources added.

Plans of shortening the Programme to 1,5 years can be supported or not, depending on how many amendments to this Programme would be made. With the current structure, it almost seemed that there were problems to fill the 2 years Programme with relevant marketing courses. However, if many recommendations would be taken, the Programme might need the 2 years duration. Also, it should be considered that the shortened cycle of studies typically results in difficulties of developing Master Theses on time.

The analysed marketing study Programme seems to be initially designed in a resource-oriented manner, based on the availability and readiness of lecturers. However, a programme should be designed in a market-oriented way, streamlining the essential elements towards the envisioned market needs – all this opens a lot of opportunities for the improvements..

3. *Staff*

In the Marketing study Programme, study field subjects are taught by 6 professors and 8 associate professors. Full-time teachers are recruited for a period of five or one year by Rector's Order. The study field subjects taught by professors' account for 28% of the total study Programme. The composition of the academic staff complies to the Descriptor of General Requirements for Graduate Study Programmes (No. V-826, 03-06-2010 of the Minister of Education and Science).

The teachers of the study Programme wrote 4 teaching books, 5 course materials for the distance study environment, and 3 teaching aids. According to Table 4 in SER, 6 of 14 teachers have practical, mainly pedagogical experience in the subject they are lecturing, but only 2 have marketing related experience (marketing service and marketing research).

The staff of the Marketing study Programme attends courses of English, courses of the application of statistical methods (SPSS) and the courses of use of distance teaching system Moodle. Furthermore, the staff regularly develops its qualification by participating in international projects and teacher exchange programmes. However, the topics of these programmes do not show close relation to marketing (for instance – “*The Evaluation Criteria of Social Sciences and Humanities: The Appraisal of the American Approach*”, “*Experience Sharing for the Study and Teaching Methods, Curriculum Development and Improvement*”).

Same applies for the participation in international conferences. Conference topics like *Modelling the European Future: Integrating the Old and the New*; *Social Sciences in Global World: Possibilities, Challenges and Perspectives*; *Application of Sustainable Development: Critical Assessment*; *Urban and Regional Development in Global Context* have no relationship to

marketing. It is understandable that these conferences have been visited in the context of various research projects, just their value to the marketing field is minimal. The staff should find possibilities at least occasionally participate in the conferences of the leading international marketing organisations (e.g. EMAC, AMS, AMA, etc.). As an interim step towards this could be regional EMAC conferences or participation in marketing sections of some less expensive and less demanding, easier reachable international conferences like ICEM. In all instances the possibilities to establish professional contacts will be expanded significantly.

It is obvious that there is a core group of marketing teachers that are very much involved in the analysed Programme. This group is supported by doctoral students who are already participating in the process to some extent. However, it is obvious that this is not yet enough for sufficiently covering all the key subject areas and Programme-related activities. Therefore, two or more teachers (not the same every year) are invited from other universities. This allows filling the gaps in lecturing and supervising research papers, and bringing additional expertise in terms of analysis methods and lecturing styles. Such a practice may be tolerated or even welcome just temporarily, since essential tasks eventually will have to be covered by the local staff. However, the current practice of inviting visiting professors offers a chance to make the Programme really up-to date and cover all the most important aspects of marketing studies.

4. *Facilities and learning resources*

4.1 Facilities

Departments of Klaipeda University currently are located in various parts of the city. The lectures and classes of the graduate studies of Marketing take place in the premises of the Faculty of Social Sciences. The faculty of Social Sciences is located in the premises that are not ideal for the teaching purposes in terms of their design and possibilities to develop modern technologies. However, there is a large project of putting all the departments in one geographic location with constructing/adjusting buildings to have the most modern technologies. The project is already going on, but, currently, the faculty of Social Sciences is doing its best to create adequate conditions for students and the staff in the currently available premises.

Presently, the Faculty has 14 classrooms that can simultaneously seat 614 students. Lectures for large groups of students take place in 2 classrooms. Ten classrooms are equipped with stationary multimedia equipment. The faculty (Department of Management) owns software that can be extensively used for development of creativity (MindGenius).

The Faculty has wireless Internet installed that enables students to use their own PCs. The accessibility and speed of internet connection satisfies the needs of students.

KU has a virtual learning environment (an open code *Moodle* software is used). In it, teachers of a number of academic subjects present teaching materials and organise individual and group consultations. Some teachers of the study Programme plan to create open access to the materials of the subjects taught by them in virtual space.

The Electronic Information Centre has 12 computers, and the Internet Reading Hall, 12. The reading halls of the libraries of the Faculty of Social Sciences offer 34 computerised reader places. The students of the Faculty can also use 12 computerised workplaces in the premises of the Central Library of KU (it is in the different location). These resources are also used by students of other study programmes.

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4.2 Learning resources

The teachers and students of KU can use the services and funds of all the nine divisions of Klaipeda University Library (hereinafter - KUL). Since beginning of 2013, the KUL could offer 466,720 copies of books (159,143 titles) and 294 reader places, including 59 computerised ones. Students and teachers can use the e-catalogue of the library (<http://aleph.library.lt/>) for ordering books on the Internet.

In Lithuania, all the major university libraries are jointly using the same basic set of academic databases, where journal articles and other resources may be found reaches in Emerald, EBSCO, JSTOR and other databases and search engines. KU also uses this source, and, when financial resources allow, subscribe to even additional resources (electronic and printed).

Currently, access to 53 databases (<http://www.ku.lt/libr/databases/>) is granted to the students and teachers. Among them, the resources to supply the study Programme of Marketing and to meet the information needs of the graduate students of marketing are provided.

All the resources may be accessed by students from their personal PCs, using virtual private network (VPN).

The management and personnel of the library is very professional and supportive. They organise trainings for students to enable them to use the library resources.

The facilities and learning resources are adequate for conducting a Master Programme in marketing.

5. *Study process and student assessment*

5.1 Student admission

The admission takes place in accordance with the general provisions of the Rules of Single Admission to Undergraduate and Integrated Studies of 2009. Additionally, the procedures of admission to KU are regulated by Resolution No. 11-55, 12 October 2012, of the KU Senate Rules of Student Admission to Shortened Studies for Bachelor Degree Acquisition, Additional Studies to Seek Master's Degree, Degree Non-Awarding Studies, and Graduate Studies of 2013.

The admission rules are reconsidered every year and announced on KU Website at (http://www.ku.lt/wpcontent/uploads/2012/11/Priemimo_taisykles_kitoms_pakopomos_Priedas_2.pdf). Candidates applying to the Programme should have at least a bachelor degree in management, business management or economics and meet the enrolment criteria of the university. Candidates with bachelor degree in public administration, recreation and tourism, social work, political science or engineering might be accepted only after passing additional exams of management and marketing basics.

The admission criteria are transparent and available to every potential student.

The first admissions to the Programme were in 2003. The number of enrolled students was relatively stable between 17 (2008) and 15 (2013). About 90% of the students of marketing Programme graduated successfully.

All the necessary information about the admission to the study Programme of Marketing is presented on the KU website (<http://www.ku.lt/stojantiesiems/>), as well as in a KU information brochure for the applicants.

5.2 Study process and assessment

International relations and exchange are developed and extended every year, in close cooperation with the Department of International Relations. The KU-taught subjects are in accordance with the ECTS. Intensive exchange takes place in the framework of the ERASMUS exchange programme. Cooperation agreements in social sciences have been signed with 29 universities abroad. However, because of job-related or personal issues, Master students rarely use opportunities of exchange programmes; none of the students of the analysed Programme used this opportunity yet.

Student assessment criteria are transparent and known by every student at the beginning of each course. In several instances, the Expert Team was impressed by the quality of the academic research work in the thesis papers. Experts noted that the best of these were of really good quality, supervision appeared to be competent; there was an appropriate span of marks and these seemed to be in the correct hierarchy in terms of quality(though domination of relatively higher grades may be observed). In general, all this allows concluding about usage of adequate academic standards.

There is not much evidence of efforts to use electronic anti-plagiarism systems. Knowing that current systems' efficiency within Lithuanian language texts is rather limited, this may be understandable. However, there are many variations of systems and methods of plagiarism and cheating prevention, and they may be applied stronger.

5.3 Students support

The staff of the Department consults students during regular consulting hours; the information of the consulting hours is announced at the beginning of every term.

More general support for students is provided by the Career Centre (hereinafter - CC). It aims to help individuals to successfully integrate into professional and social activity, to promote further career development. The CC provides students with individual and group consultations, career-related information, organises seminars and events related to the issues of students' personal career management, and collaborates with stakeholders.

The CC organises meetings with employers who provide information about the significance of academic subjects for further career. On the university scale, Career Days are organised. Seminars of the Youth Job Centre introduce the situation in the labour market.

Students are satisfied with the support system. Specifically, they are emphasising positive and informal attitude of teachers, and possibility to get their assistance whenever needed. There are cases when teachers consult students on marketing issues even beyond the curriculum requirements.

Students' support is comprehensive and sufficient to successfully carry out a marketing study programme.

The meeting with employers and graduates of the programme revealed pretty good consistency between the essence of the analysed Programme and career paths of the graduates. Majority of them are employed regionally; generally – in the middle-management positions. There were instances of personal businesses development, and these businesses had close relation with marketing (like e-marketing activities). In general, all this allows concluding that professional activities of the graduates meets the programme providers' expectations rather closely.

6. Programme management

The faculty administration pays significant attention to the strategic management of the scope of study programmes. It clearly sees the *Marketing* programme among other programmes and values its role and inputs into the whole portfolio of study programmes.

The graduate Marketing study Programme is administered by the Programme Committee. The head of the Committee is the Head of the Department of Economics. This department joins staff that concentrates both on economics and marketing, for managerial reasons these two groups are not divided into two separate departments.

The coordinator of the Programme is directly responsible for the assessment of the developed course descriptions for the study Programme, its registration, and updating in the order prescribed by the University, by submitting them for the approval of the Study Committee of the Faculty of Social Sciences.

KU has an internal study quality assurance system based on the provisions of study quality assurance of the European Higher Education Area and KU-approved strategy of improvement of the quality of performance which complies with the principal laws and legal acts of the Republic of Lithuania.

At the end of each semester students evaluate content of teaching and quality of teachers anonymously. The outcome of the assessment is basis for improving the quality of the Programme.

Stakeholders influence the Programme as members in the Qualifying Board. They give financial support and employ graduates.

In addition to formal procedures, the system of the Programme management is very much relying on personal communications and attempts to achieve full mutual understanding between all the parties involved. Alumnae and social partners (often – employers) represent rather close and integrated communities, members of which are communicating within and beyond matters related with the study process. It is noticeable that the management system and the style of communications with social partners well correspond to the specific needs and expectations of the regional community.

The ongoing project of putting all the KU departments in one territory with modern infrastructure undoubtedly will have positive influence on overall management process and will create much better conditions for the study process.

III. RECOMMENDATIONS

1. The SER provides just limited emphasis on the Programme's regional aspect. However, during the site visit experts' group experienced that regional value and importance is really high. Experts' group recommends to further increase it by making corresponding changes in the Programme curriculum and contents. Particularly, including the subjects that develop the global perspective and extensively present international logistics networks would be essential. This would strengthen the valuable differentiating aspect of the Programme.
2. The learning outcomes of individual subjects and methods of assessment are rather complex. It may be considered refining them in relation to the specifics of the subjects.
3. The curriculum structure requires streamlining of the key compulsory subjects to fit the essence of the marketing Programme; additional attention has to be given to the subjects that would develop strategic marketing perspective, subject (or subjects) on digital marketing, and subjects that allow developing innovativeness and creativity. Some elective courses seem to be rather alien to the essence of the Master Programme in marketing; they could and should be successfully replaced by more relevant ones that would make the Programme structure more consistent (e.g. *Strategic Marketing, B2B Marketing, Corporate Buying Behaviour, Sales, CRM/Dialog Marketing, Ethics in Marketing, E-Commerce, Multi-Channel-Marketing, Social Media in Marketing, Internet and Mobile Marketing, Innovation, Supply Chain Management or Logistics*, etc.).
4. The staff could significantly benefit from participation in high-level marketing conferences. This would not only help developing research partnerships, but also allow personally discussing issues, related with study Programme design and teaching methodologies.
5. Many improvements of the curriculum may be achieved without much of external staff or other resources. Some courses are already delivered to other programmes (like Globalisation), and need just to be included into the curriculum of the analysed Programme. Also, better cooperation with the *Department of Management* perhaps would allow development of classes on innovations and creativity, using software *MindGenius*.
6. Other improvements of the curriculum may be achieved by attracting lecturers from other universities and alumni (before the required number of in-house staff will be developed).

IV. SUMMARY

The most positive aspects of the Programme:

The faculty administration has a strategic view on management of the overall scope of offered programmes. It clearly sees the place of the Marketing Programme among other programmes and values its role and inputs into the whole portfolio of study programmes. In general, Management of the faculty, of the department, and the Programme Committee are actively participating in the Programme implementation and have close relations with numerous stakeholders.

The differentiating characteristic of the Programme is based on its orientation towards the regional labour market and regional specifics, though it is not disclosed in the SER really extensively. It is strongly based on the close relationship and cooperation with the local (regional) stakeholders. It may be developed much further with the relevant changes in the curriculum.

In general, the curriculum design currently reflects two major emphases: (a) numerous subjects and large number of credit hours are one or another way linked to the development of the research papers and Master Thesis, (b) big attention is given to the marketing management seminars. Both of these aspects develop practical, real-life-related skills. However, they have to be consistent with the scope and flow of all the other subjects.

The core group of the teaching staff is very much devoted to the success of the Programme, and is sincerely assisting students in their studies in the process of studies not just with fulfilling the direct tasks, but also with additional consulting on demand.

Material resources are sufficient for the successful implementation of the Programme; some restricting characteristics of the currently available premises are well compensated by the efforts of the management group and very professional library staff. Major expectations of very positive changes in this field are linked with the implementation of the large project that aims developing the territory and premises of the Klaipeda University.

Issues that require attention:

The regional orientation of the university and the Programme can be better reflected in the content of the Programme by including the subjects that really emphasise characteristics and needs of the region. Increase of the global perspective and emphasis on international logistics networks would be essential for this.

The curriculum structure needs reconsideration. In the broadest sense, it requires streamlining of the key compulsory subjects of the marketing Programme, plus – additional attention to the subjects that would develop strategic marketing perspective, subject (or subjects) on digital marketing, and subjects that allow developing innovativeness/creativity.

The development of the staff should continue being one of the primary objectives of the Programme management. Though visiting lecturers might fill some curriculum gaps at the moment, in the long run the university has to have a larger group of local well qualified marketing teachers. Doctoral students and alumnae are good resources for this.

The teaching staff should be more active in developing its international contacts and cooperation; particularly, it would be very helpful to consider participation in the leading marketing conferences.

V. GENERAL ASSESSMENT

The study programme *Marketing* (state code – 621N50002) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	19

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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Justinas Žalys

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Rinkodara* (valstybinis kodas – 621N50002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	19

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Teigiami studijų programos aspektai

Fakulteto administracija turi suformavusi strateginę požiūrį į vykdomų studijų programų bendros srities valdymą. Ji aiškiai mato *Marketingo* studijų programos vietą tarp kitų studijų programų ir vertina jos vaidmenį ir indėlį į visą studijų programų portfelį. Apskritai Fakulteto vadovybė, Katedros vadovybė ir Studijų programos komitetas aktyviai dalyvauja įgyvendinant studijų programą ir palaiko glaudžius santykius su gausybe socialinių dalininkų.

Studijų programą diferencijuojantis bruožas yra jos orientacija į regiono darbo rinką ir regiono specifiką, nors savianalizės suvestinėje tas nėra atskleidžiama itin išsamiai. Programa yra stipriai paremta glaudžiais santykiais ir bendradarbiavimu su vietos (regiono) socialiniais dalininkais. Studijų programą galima būtų vystyti dar toliau atlikus atitinkamus studijų turinio pakeitimus.

Apskritai šiuo metu studijų sandara atspindi du esminius akcentus: (a) daugelis studijų dalykų ir didelis kreditų skaičius yra vienokiu ar kitokiu būdu siejami su mokslinių darbų ir baigiamojo darbo rašymu, (b) didelis dėmesys skiriamas marketingo vadybos seminarams. Abu šie aspektai ugdo praktinius, realiam gyvenimui būtinus mokėjimus. Vis dėlto jie turėtų atitikti visų kitų studijų dalykų sritį ir srautą.

Pagrindinių dėstytojų grupė yra labai suinteresuota studijų programos sėkme ir nuoširdžiai padeda studentams studijuoti, o ne tik atlieka tiesiogines užduotis – jei reikia, jie ir papildomai konsultuoja.

Materialiųjų išteklių pakanka sėkmingam studijų programos vykdymui. Kai kurių šiuo metu turimų patalpų ribotumą kompensuoja vadovybės pastangos ir itin profesionalus bibliotekos

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personalas. Labai teigiamų pokyčių šioje srityje tikimasi įgyvendinus didelį Klaipėdos universiteto teritorijos ir patalpų vystymo projektą.

Svarstylini klausimai

Universiteto ir studijų programos orientacija į regioną galėtų būti geriau atspindėta studijų programos turinyje įtraukiant studijų dalykus, kurie iš tiesų pabrėžia regiono bruožus ir poreikius. Tam būtinas globalios perspektyvos stiprinimas ir dėmesys tarptautiniams logistikos tinklams.

Studijų turinio struktūrą reikėtų persvarstyti. Plačiaja prasme reikalingas pagrindinių privalomųjų studijų programos studijų dalykų racionalizavimas, be to, reikalingas papildomas dėmesys studijų dalykams, kurie suteiktų globalią marketingo perspektyvą, studijų dalykui (ar studijų dalykams) apie skaitmeninį marketingą ir studijų dalykams, kurie leistų ugdyti inovatyvumą / kūrybiškumą.

Personalo profesinis tobulėjimas ir toliau turėtų likti vienu pagrindinių studijų programos valdymo tikslų. Nors šiuo metu studijų turinio spragas gali užpildyti kviestiniai dėstytojai, ilgalaikėje perspektyvoje Universitetui reikia turėti didesnę vietinių gerai kvalifikuotų marketingo dėstytojų grupę. Jų paieškoti būtų galima ir tarp doktorantų ir absolventų.

Dėstytojai turėtų aktyviau užmegzti tarptautinius kontaktus ir glaudžiau bendradarbiauti, jiems ypač būtų naudinga pagalvoti apie dalyvavimą svarbiausiose marketingo konferencijose.

III. REKOMENDACIJOS

1. Savianalizės suvestinėje regioninis studijų programos aspektas pabrėžiamas ribotai. Vis dėlto vizito metu ekspertų grupė pamatė, kad regioninė vertė ir svarba yra tikrai didelės. Ekspertų grupė rekomenduoja toliau tą stiprinti atliekant atitinkamus pakeitimus studijų programos sandaroje ir turinyje. Ypatingai aktualu būtų įtraukti studijų dalykus, suteikiančius globalią perspektyvą ir išsamiau pristatančius tarptautinius logistikos tinklus. Tai sustiprintų vertingą, studijų programą diferencijuojantį aspektą.

2. Pavienių studijų dalykų studijų rezultatai ir vertinimo metodai yra gana sudėtingi. Galima būtų pagalvoti apie jų išgryninimą atsižvelgiant į studijų dalykų specifiką.

3. Studijų programos sandaroje reikia racionalizuoti pagrindinius privalomuosius studijų dalykus, kad jie tiktų marketingo studijų programos paskirčiai; papildomą dėmesį skirti studijų dalykams, kurie suteiktų strateginę marketingo perspektyvą, studijų dalykui (ar studijų dalykams) apie skaitmeninį marketingą ir studijų dalykams, kurie leistų ugdyti inovatyvumą ir kūrybiškumą. Panašu, kad kai kurie pasirenkamieji studijų dalykai yra visiškai nesusiję su magistro laipsnio marketingo studijų programos paskirtimi: juos sėkmingai galima ir reikėtų pakeisti aktualesniais studijų dalykais, dėl kurių studijų programos sandara taptų nuoseklesnė (pvz., *Strateginis marketingas, Verslas–verslui marketingas, Bendrovių pirkimų elgsena, Pardavimai, Santykių su klientais valdymas / Dialogo marketingas, Etika marketinge, Elektroninė prekyba, Daugiakanalis marketingas, Socialinės medijos marketinge, Internetinis ir mobilusis marketingas, Inovacijos, Tiekimo grandinės valdymas arba Logistika ir pan.*).

4. Personalui didelės naudos duotų dalyvavimas aukšto lygio marketingo konferencijose. Tai ne tik padėtų ieškoti mokslinių tyrimų partnerių, bet ir leistų asmeniškai aptarti su studijų programos sandara ir dėstymo metodologija susijusius klausimus.

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5. Daugelį studijų programos sandaros pagerinimų galima būtų įgyvendinti praktiškai be išorės darbuotojų ar kitų išteklių. Kai kurie studijų dalykai jau dėstomi kitose studijų programose (pvz., Globalizacija) ir juos tiesiog reikia įtraukti į analizuojamos studijų programos sandarą. Be to, geresnis bendradarbiavimas su Vadybos katedra galbūt sudarytų sąlygas dėstyti inovacijų ir kūrybiškumo paskaitas naudojant *MindGenius* programinę įrangą.

6. Kitus studijų programos sandaros pagerinimus galima būtų įgyvendinti pritraukiant lektorius iš kitų universitetų ir absolventus (prieš suburiant reikiamą etatinių darbuotojų skaičių).

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