



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto Tarptautinio verslo mokyklos
**TARPTAUTINIO MARKETINGO IR PREKYBOS
PROGRAMOS (621N55001)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF INTERNATIONAL MARKETING AND TRADE
(621N55001)
STUDY PROGRAMME**

at International Business School at Vilnius University

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Išvados parengtos anglų kalba

Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautinis marketingas ir prekyba</i>
Valstybinis kodas	621N55001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Rinkodara
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Tarptautinės rinkodaros magistras
Studijų programos įregistravimo data	2005-06-21 Nr. 1179

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>International Marketing and Trade</i>
State code	621N55001
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 (1,5)
Scope of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of International Marketing
Date of registration of the study programme	21-06-2005 No. 1179

Studijų kokybės vertinimo centras

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I. INTRODUCTION

Public Institution Vilnius University International Business School (hereinafter - VU IBS) began its activity in 1989. The only VU IBS founder and shareholder is Vilnius University. VU IBS awards Bachelor and Master degrees in Business Administration. VU IBS offers 6 undergraduate study programmes and 6 graduate study programmes. In 2012 in VU IBS there were 14 units comprising 52 administrative staff members.

VU IBS delivers two study programmes in the field of marketing – the first cycle study programme “International Marketing and Business Language” and the Master’s degree programme “International Marketing and Trade”. The International Marketing and Trade Master programme aims at preparing highly qualified middle and top management chain marketing specialists with a broader scope of knowledge and skills in international marketing and trade, able to work in an international business environment.

The second cycle programme International Marketing and Trade is conducted as full-time study programme. The Programme is implemented since 2005. Recently it was shortened from 120 ECTS in 2 years to 90 ECTS in 1.5 years.

The Procedure of the Evaluation

The Self-evaluation Report (hereinafter - SER) of the VU IBS was submitted to the Evaluation Team in September 2013. All the members of the expert team examined the SER individually preparing preliminary evaluation reports and indicating problem questions in each evaluation area. The experts obtained further information through the interviews with the administration, self-evaluation team, teachers, students, graduates and social partners during the site visit, which took place on October 21st, 2013. The Team of Experts was Chaired by Paul O’Sullivan, (Ireland) and consisted of Prof. habil. dr. Csaba Forgács (Hungary), Prof. dr. Jürgen Bruns (he was absent due to health reasons), Prof. Marie-Paule Sheard (UK), Prof. dr. Vilija Aleknevičienė (Lithuania), Giedrius Žilinskas (Lithuania, student).

II. PROGRAMME ANALYSIS

1. Programme Aims and Learning Outcomes

The programme aims and learning outcomes are well defined, clear and publicly available. VU IBS website displays most of the information about the International Marketing and Trade programme (http://www.tv.m.vu.lt/repository/Studiju_programos/Magistras/Lankstinukai2011/tarptautinis%20marketingas%20ir%20prekyba.pdf). Each year, VU IBS organises “Master Days” where those interested in Master’s degree study are introduced to programmes, their objectives, outcomes and career opportunities. The programme aims and learning outcomes are in compliance with the Qualifications Frameworks in the EHEA – 7 qualification level for Masters degrees. The learning outcomes are grouped into five groups: related to knowledge, ability to carry out research, special skills, social skills and personal skills. The Expert Team viewed the Programme title as broadly appropriate but not always reflected in the content, i.e. some international subjects do not reflect international aspects (see below, the 3rd item of this chapter).

The aims and learning outcomes are based on professional requirements and public needs, but there is a lack of specific data on the needs of the labour market. The evidence is based solely on the forecasts of the Lithuanian Marketing Association (LiMA). There is no information about the work

destination of graduates nor is there statistical information from the Lithuanian Labour Exchange in the SER. The need for such a Programme appears not to have been based on benchmarking with similar study programmes delivered by other universities in Lithuania or abroad. For this reason it is difficult for the Expert Group to determine labour market fit or the specific contribution, uniqueness and exclusivity of the Programme in the graduate marketplace.

Learning outcomes are clearly defined in the SER and related to the various modules. However, on detailed analysis of the syllabi of the modules there is some evident mismatch between the title, learning outcomes and actual content of the Programme as presented in detail. The graduates of this Programme will receive a degree of Masters in International Marketing. It would seem reasonable to expect that professional practice abroad in an international company should be strongly recommended or at least professional practice in the Lithuanian base of an international company might be required. The learning outcomes of the subjects *Management of International Supply* and *International Business Strategies* do not reflect the international aspects and the overall curriculum design is lacking in an International Trade subject (the only focus is on 'supply' rather than trade). Furthermore, the SER states that the subject *Methodology of writing research works* develops the ability to work in an international team, dealing with marketing and trade issues which seem to be too large a claim. The statement that the subject *Scientific research thesis* develops the ability in the graduate to clearly and convincingly convey marketing and sales information to the company's professionals in an intercultural context, similarly requires justification. The learning outcomes of the Programme and individual subjects should be revised and the title of the programme reviewed because there is a lack of alignment overall between learning outcomes, content and title.

There was a detailed debate with programme management and Faculty management regarding the overall emphasis in the programme between theoretical issues and practical application and specifically between the theoretical pursuit of scientific inquiry and the investigation of practical issues of concern to companies in the thesis. The Expert Group believes that there are significant divergences in the approach of senior management and local programme leadership in relation to these questions. While there are never simple answers to these questions the Expert Team believes it would be of considerable benefit to the programme and the stakeholders to examine these matters in detail as it might also help to give the programme a distinctive image and differentiation in the marketplace.

2. Curriculum design

The programme is in broad overall compliance with the List of Branches of Study Fields approved by the Order No V-222 of the Minister of Education and Science of the Republic of Lithuania of 19 February 2010, pursuant to which Programme studies are pursued in the study branch *International Marketing* with the important caveat identified below. The proportion of credits for scientific research work, classroom and independent student work is maintained according to the "Descriptor of general requirements for Master Study Programmes" approved by the Minister of Education and Science of the Republic of Lithuania, Order No. V-826, on 3 June 2010). The scope of the Programme is 90 credits (required 90-120 ECTS); the volume of the subjects of study field is 60 credits (required at least 60); the volume of scientific research work (thesis preparation and defence) is 30 credits (required at least 30); number of studied and reported subjects per semesters required no more than 5, but in the first semester 6 subjects are included. Due to this reason the Curriculum Design does not fully meet the general requirements. The Expert Team is of the view that this issue should of course have been dealt with but that it is not of serious consequence in the present circumstance and will not be overly penalised. It is also noted that there is a requirement for students' independent work (which must comprise at least 30 percent of the scope of each study subject) but actual independent work comprise at least 72 percent which seems to be far in excess of

this. Self directed learning is highly appropriate for a Masters programme, but a learning strategy should be formally documented to underpin this level of reliance.

The study subjects provide students with the knowledge and skills development as defined by the Programme's aims. The modules and themes are well sequenced without overlap and in a logical progression. However, the Expert Team feels that study subjects related to Globalisation and Internationalisation issues should be included more explicitly in the Programme. The benchmarking of the Programme with similar study programmes of higher institutions in Europe countries would have been of benefit in raising such omissions at the programme design stage.

It was noted that the curriculum is not strongly linked to the scientific activity of the teachers as a group or individually and judging from the CVs some of the teachers do not have relevant research publications. Thus, it cannot be definitively concluded that the content of the Programme incorporates current scientific discovery. This may also account for some divergence in the overall programme strategy in that there is imbalance between the scientific and practical directions of the Programme.

The content of the Master theses shows appropriate scientific direction and are well structured, but the research methods employed are not particularly advanced and the literature is not in all cases fully current. The recommendation is to seek to improve the challenge and quality of Masters theses - the students should use newest literature, advanced statistical methods and present better summaries – and this would be fully compatible with either a theoretical or practical orientation.

3. Staff

The Programme is delivered by 22 academic staff members, 18 of whom have Doctoral degrees and 7 of whom have professorial positions. The study programme is delivered through both English and Lithuanian. Some of the subjects are taught by visiting and permanent foreign staff. The teaching staff meets the legal requirements and the number of teaching staff is adequate to ensure the learning outcomes. A staff student ratio of 1-23 seems to be correctly calculated and is appropriate for a programme of this kind. The average age of the academic staff is 47 years with a reasonable span but some continuity planning might be useful into the future and younger/newer staff might bring a stronger skill set in some of the more contemporary issues in marketing. It might be expected that a Master studies programme should be strongly based on the research of the teaching staff, but as noted in section 2 some of the staff do not have a research publication in their area of teaching specialism. Academic staff are involved in a range of research and study projects, but these projects are not particularly strongly related to the scope of this Masters study Programme but are concerned with issues such as entrepreneurship education and training.

Though more than half of the teachers have been employed with the VU IBS for 5-10 years, teaching staff turnover is high. The turnover of the academic staff is explained by the following causes: changes in subjects taught; rotation of visiting academic staff from abroad; some of the academic staff are working in other business and education organisations and due to the workload change in those organisations are forced to give up teaching at VU IBS. VU IBS administration has decided that academic staff will teach only at the first or the second study cycle but not at both. Staff turnover has the advantage of allowing new recruitment and the possibility of attracting the best human resources and thus ensuring the quality of study Programme implementation. On the other hand, there are disadvantages related to continuity and the development of a team approach to the delivery of the total programme. An undesirable outcome seems to be that there is a lack of consistent feedback from staff to management thus limiting the possibility that staff can contribute coherently to overall knowledge of how the programme is being implemented.

In order to enhance the Programme's internationalisation, academic staff are invited from abroad, and this is a commendable approach. Many members of teaching staff have practical business experience which can be a significant positive.

VU IBS regularly provided training for academic staff in the field of education and training, academic staff regularly participates in international seminars and conferences. Participation of teachers in training seminars or courses increased significantly during the analysed period, and this policy is being implemented going forward. There is clear evidence of attention to pedagogic and learning innovation. However, the development of the staff needs to be planned, ideally within a performance management approach particularly in a situation where there is staff turnover and a reliance on part time business people as Faculty members.

4. Facilities and Learning Resources

The facilities and learning resources are of good quality and fully meet the requirements of the programme. VU IBS has sufficient facilities necessary for the implementation of the study process of the Programme. 25 classrooms, which can simultaneously seat 1548 students are well equipped (multimedia devices, Internet access, projectors, audio and video recording and playback means) and air conditioned. 54 computerized working places are enough for Programme implementation. The Expert team strongly commended a very attractive aesthetically pleasing and exceptionally well maintained environment which shows great responsiveness to student needs and real respect for students as individuals and as groups. This is an exceptionally pleasant learning environment with many attractive teaching spaces capable of supporting various learning configurations and group sizes. It is evident that a repertoire of teaching approaches is employed.

A range of enterprise and pedagogic software tools are available to a programme of this kind including SPSS and simulations. Remote and local network services are continuously supplied for lecturers and students. Specialized software and training course materials are provided within a local area network server.

The VU IBS environment throughout is adapted for disabled students and the Expert group commends management for the excellence of the provision. Students with disabilities can reach any audience on any floor of the building because there is a lift.

Lecturers' own web sites and the virtual learning environment (Moodle) are used for dissemination of study material. Vilnius University Distant Learning and Examination Centre is used for the needs of students of VU IBS: tasks and examinations can be done via computerized systems. The deployment of a virtual learning environment (hereinafter – VLE) is well achieved but the Expert Team feels that it could contribute even further to the international aspect of the programme and consideration might also be given to the use of online resources such as MOOC. All students and graduates met with own their own personal laptops and the faculty might consider fully implementing a Bring Your Own Device (BYOD) policy. Students might be encouraged to use their laptops for core learning in the classroom and personal study and the Faculty might concentrate its resources on infrastructure, software licences and security.

Master students are fully provided with all the materials for lectures, practical tasks and other necessary materials to be acquired. There is a very adequate local library facility with a range of textbooks and other materials and a pleasant reading room environment. Students also make use of Vilnius University Central Library. Access to the Vilnius University Library which is a truly world class facility configured for a range of learning uses and with outstanding student resources. In

addition, students have access to the full e-library facility commendably found in all Lithuanian Universities with an excellent range of full text databases and books (VU Library subscribes to 54 databases). All of the necessary methodological and scientific resources are provided to support a programme at this level.

5. Study process and student assessment

The admission requirements are well-founded. Admission rules to VU IBS second cycle studies are approved annually by VU IBS Council. Individuals with no less than a university degree (bachelor or equivalent) in management and business administration, or a diploma in the area of study of economics and management can be admitted to the Programme. Individuals having a bachelor degree or an equivalent educational attainment including a relevant diploma in other areas of study may be admitted to the Programme by the decision of the Admission Commission if they graduated from VU IBS or from any supplementary studies programme for preparation for Master studies in the study areas of economics, finance, management and business or if they have at least 30 credits in their undergraduate studies in the basics of economics and management. Individuals who have a Professional Bachelor degree in economics or business and management areas of study may be admitted if they have completed supplementary studies organized by VU IBS. Those who have completed bachelor or professional bachelor degree studies in non management/business/economics and have had at least three years managerial experience in a business enterprise may be admitted to the programme. They must participate in an interview for the assessment of their competences acquired at work as well as their motivation. The Expert Group views these arrangements as positive and well implemented.

The admission requirements are presented at open Masters briefing events, are published in brochures, and are also on the website of VU IBS.

The number of students admitted to the Programme is large, but decreased twice during 2008-2012. The ratio of graduates admitted to Programme is very low (11-37 percents). The main reason given for student drop out is because of academic failure. It is evident that a number of drop-outs in 2008-2009 were due to the economic situation, students being forced to take up full-time work, and some students having to emigrate and thus forced to suspend their higher education or interrupt their study upon personal request to the Faculty. Other reasons cited for drop out are high level of engagement at work, career pressures, long-term business trips, health problems, and a range of domestic issues. Such a situation may be due to the too short duration of studies and (or) low motivation of students.

The Programme is offered as a full-time programme, but the students participate in lectures and seminars in the evenings, from 6 to 9 p.m. This recognises the realities of the current economic situation where students must work to support themselves. However, the timetable represents a schedule of studies which are more typical of part-time studies. In this context it may not have been wise to shorten the Programme duration from 2 to 1.5 years as this is likely to cause additional problems in achievement of learning outcomes. While acknowledging that student demand may be for a shorter course than 2 years duration the Faculty needs to consider these issues carefully.

Students are encouraged to participate in research and applied activities. Since 2008 the Programme's students in cooperation with their supervisors prepared and published some research articles, but the topics are not related to International Marketing and Trade. For example, Employee Work Motivation at SEB Bank PC, „N“ Organization Employees' Stress at Work and Its Relation with Job Satisfaction, Country of Origin Impact on Evaluation of Beer Brands in Lithuania, Managerial Competences and their Development in a Company „X“, Sales Managers' Competence

Assessment and Training Opportunities, Salary Structure and Its Motivational Role and etc. It is recommended that the students' research effort both within the programme structure and outside of it should be directed towards issues related to international marketing and trade.

Student mobility (Erasmus, participation in the conferences, intensive courses) is not particularly well developed and this is understandable given the delivery strategy of the programme and the current economic environment. The number of incoming and outgoing students is not presented, only it is stated that there is a rapid growth of foreign incoming students as well as the increasing number of outgoing and incoming students according to exchange programmes. Programme's students from the 2nd semester have the opportunity to pursue a double degree diploma at Fachhochschule Mainz University of Applied Sciences. With the double diploma agreements 4 students have gone to Fachhochschule Mainz - University of Applied Sciences, and they take an extra semester of study. The Expert team views this as a good arrangement which guarantees that students achieve all the learning outcomes for the Master programme.

The main form of academic and social support for students is scholarships. They are awarded from the VU IBS Scholarship Fund, which consists of VU IBS student scholarships funds, and other legal and / or personal funds for student scholarships. Arrangements for thesis support for students appear to be very good and teachers are very committed to providing the time and opportunity needed. However, the students met with on the visit were not fully familiar with the assessment criteria associated with various learning outcomes and this might be remedied by the programme committee at an early opportunity.

Similarly while module descriptors provide details of the assessment system for each study subject, further attention might be given to ensuring that such details are publicised to all students.

It would appear that there is not as yet a formal system for monitoring career data and this might be a useful initiative to be undertaken by the programme committee at an early date.

6. Programme management

VU IBS has implemented a Quality Management System ISO 9001 since 2008 and all of its operations are certified according to this standard. The system includes monitoring of the management process as well as the educational process. The Study Programme development process is governed by the internal procedures as documented. All of this is well implemented within the Faculty.

The Expert team formed a very positive impression of the vision and capability of Faculty management and would wish to encourage them in their ambitious plans for this and other programmes. Faculty level management has a role in the overall QA management system and in progressing suggested programme improvements which arise from teacher and student feedback. There is a strong sense of a commitment to a culture of continuous improvement.

Study programme implementation is supervised by the Study Programme Committee acting under the Programme Committee regulations. The committee consists of three programme lecturers, a social partner and a student representative. The Committee is responsible for the study programme objectives and expected learning outcomes and sustained implementation of the programme quality assurance. The main functions of the Committee is to ensure the competitiveness of the study Programme in the local and international market, to participate in the selection of lecturers, to make recommendations on topics of theses, on potential supervisors and reviewers, final exams and theses defence committees, at the end of each academic year to report to VU IBS Council for their

performance; every 3 years to initiate an internal study Programme quality assessment, on the basis of internal quality assessment of the study Programme to prepare the necessary documents for external assessment and accreditation and to organize the analysis of expert findings on the evaluation of the study Programme.

Admission results are subject to continuous analysis (the dynamics of the number of students admitted, competitive scores etc). Reports on the admission results are annually submitted to VU IBS Council. Students' achievement and their learning outcomes are discussed at meetings of the Department of Studies. Student achievement analysis clarifies any weaknesses of the study process and provides for measures to address them. Once each semester IBS Department of Studies organises a survey of students on teaching of subjects and lecturers, teaching and assessment methods lecturers apply, the benefits they gain from the subjects and their applicability in practice. However, the results of student achievement, final thesis defence, indicators of graduating within the prescribed time or extended time up to 2011-2012 were not analysed systematically. There is no systematic data on students dropouts by programme, semester or course.

Participation of social partners, graduates and students in the development of the Programme does occur but this might be more strongly formalised. It is clear that Faculty management have an excellent understanding of the needs of social partners but the mechanism of implementation of proposals which might arise from the relationship is not explicitly stated. The alumni of the Faculty are very committed to VU IBS-and their goodwill might be more systematically harnessed through an advisory board for the programme.

III. RECOMMENDATIONS

1. To benchmark the Programme with similar study programmes delivered by universities, including foreign universities, in order determine the uniqueness and exclusivity of the Programme in the market and the appropriate theoretical/applied balance.
2. To revise the learning outcomes of the Programme and the learning outcomes of some subjects to achieve better overall alignment. Programme management might also consider the title in order to better reflect the positioning of the programme.
3. To revise the Curriculum Design in order to meet the technical requirements stated in the description of General Requirements for Master Study Programmes", approved by the Order No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010.
4. To consider the introduction of study subjects, such as *Globalisation* and internationalisation issues in the Programme.
5. To improve the overall quality of Master Theses: the students should use the most current literature, advanced statistical methods and present better summaries.
6. To involve the academic staff in the research and study projects related with the scope of the study Programme, i.e. international marketing issues.
7. To plan the development of the staff.
8. To revise the schedule of studies, because it is typical for part-time studies both from the students' individual work and lectures time point of views.

9. To involve the students in the research related with the issues of international marketing and trade.

IV. SUMMARY

Having assessed *Programme aims and learning outcomes* the Expert Team made the following conclusions:

- the Programme aims and learning outcomes are reasonably well defined, clear and publicly available. They are in compliance with the Qualifications Frameworks in the EHEA – 7 qualification level for master degree. The learning outcomes of the Programme and individual subjects should however be revised and the title of the programme reviewed because there is a lack of alignment overall between learning outcomes, content and title;
- the need for such Programme appears not to be based on benchmarking with similar study programmes delivered by other universities in Lithuania or abroad. For this reason it is difficult to determine labour market fit or the specific contribution, uniqueness and exclusivity of the Programme in the graduate marketplace;
- it would be of considerable benefit to the programme and the stakeholders to review the balance of theoretical issues and practical application. This might also help to give the programme a distinctive image and differentiation in the marketplace.

Having assessed *Curriculum Design* the Expert Team made the following conclusions:

- the study subjects provide students with the knowledge and skills development as defined by the Programme's aims. The modules and themes are well sequenced without overlap and in a logical progression;
- number of studied and reported subjects per semesters requires no more than 5, but in the first semester 6 subjects are included. Due to this reason the Curriculum Design does not fully meet the requirements stated in the „Description of General Requirements for Master Study Programmes”, approved by the Order No V-826 of the Minister of Education and Science of the Republic of Lithuania of 3 June 2010;
- the curriculum is not strongly linked to the scientific activity of the teachers as a group or individually and judging from the CVs some of the teachers do not have relevant research publications. Thus it cannot be definitively concluded that the content of the Programme incorporates current scientific discovery;
- the content of the Master theses shows appropriate scientific direction and are well structured, but the recommendation is to seek to improve the challenge and quality of Masters theses - the students should use newest literature, advanced statistical methods and present better summaries – and this would be fully compatible with either a theoretical or practical orientation.

Having assessed *Staff* the Expert Team made the following conclusions:

- in order to enhance the Programme's internationalisation, academic staff is invited from abroad, and this is a commendable approach. Many members of teaching staff have practical business experience which can be a significant positive;
- academic staff is involved in a range of research and study projects but these projects are not particularly strongly related to the scope of this Masters study Programme;
- VU IBS regularly provided training for academic staff in the field of education and training, academic staff regularly participates in international seminars and conferences, and this participation increases. There is clear evidence of attention to pedagogic and learning innovation. However, the development of the staff needs to be planned.

Having assessed *Facilities and Learning Resources* the Expert Team made the following conclusions:

- a very attractive aesthetically pleasing and exceptionally well maintained environment which shows great responsiveness to student needs and real respect for students as individuals and as groups. This is an exceptionally pleasant learning environment with many attractive teaching spaces capable of arrange of configurations and group sizes;
- VU IBS has the access to the Vilnius University Library which is a truly world class facility configured for a range of learning uses and with outstanding student resources. Students have the access to the full e-library facility commendable found in all Lithuanian Universities with an excellent range of full text databases and books;
- the deployment of a VLE is well achieved but the Expert Team feels that it could contribute even further to the international aspect of the programme and consideration might also be given to the use of online resources such as MOOC.

Having assessed *Study Process and Student Assessment* the Expert Team made the following conclusions:

- the admission requirements are well-founded. The admission requirements are presented at open Masters briefing events, are published in brochures, and are also on the website of VU IBS;
- the double degree diploma agreements show the guarantee that students achieve all the learning outcomes for the Master programme;
- timetable represents a schedule of studies which is more typical of part-time studies. In this context it may not have been wise to shorten the Programme duration from 2 to 1.5 years as this is likely to cause additional problems in achievement of learning outcomes;
- the students are encouraged to participate in research and applied activities, but the topics are not related with the International Marketing and Trade. It is recommended that students research efforts both within the programme structure and outside of it should be directed towards issues related to international marketing and trade;
- the students met with on the visit were not fully familiar with the assessment criteria associated with various learning outcomes and this might be remedied by the programme committee at an early opportunity.

Having assessed *Programme management* the Expert Team made the following conclusions:

- the Programme development process is governed by the internal procedures as documented. All of this is very well done within the faculty. Faculty level management has a role in the overall QA management system and in progressing suggested programme improvements which arise from teacher and student feedback;
- participation of social partners, graduates and students in the development of the Programme does occur but this might be more strongly formalised.

V. GENERAL ASSESSMENT

The study programme *International Marketing and Trade* (state code – 621N55001) at Vilnius University International Business School is given **positive/negative** 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	2
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

*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.

Grupės vadovas:
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Grupės nariai:
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Giedrius Žilinskas

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto Tarptautinio verslo mokyklos studijų programa *Tarptautinis marketingas ir prekyba* (valstybinis kodas – 621N55001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Įvertinusi *Studijų programos tikslus ir studijų rezultatus* ekspertų grupė padarė šias išvadas:

- studijų programos tikslai ir studijų rezultatai yra pakankamai gerai apibrėžti, aiškūs ir viešai prieinami. Studijų programos tikslai ir studijų rezultatai atitinka Europos aukštojo mokslo erdvės kvalifikacijų sąrangą – magistro laipsnis priskiriamas 7-am lygmeniui. Vis dėlto programos studijų rezultatus reikėtų pakoreguoti, kaip ir studijų programos pavadinimą, nes apskritai trūksta suderinamumo tarp studijų rezultatų, studijų turinio ir studijų programos pavadinimo.
- panašu, kad šios studijų programos poreikis nėra grįstas kokybės palyginimu su panašiomis kituose universitetuose Lietuvoje ar užsienyje vykdomomis studijų programomis. Dėl šios priežasties sunku nustatyti, ar studijų programa tenkina darbo rinkos poreikius, turi kokį kitą specifinį indėlį, yra unikali ir išskirtinė absolventų darbo rinkoje.
- tiek studijų programai, tiek socialiniams dalininkams būtų itin naudinga peržiūrėti pusiausvyrą tarp teorinių klausimų ir praktinio pritaikymo. Galbūt tai leistų suteikti studijų programai išskirtinį įvaizdį ir diferencijuoti ją rinkoje.

Įvertinusi **Studijų sandarą** ekspertų grupė padarė šias išvadas:

- studijų dalykai suteikia studentams žinių ir mokėjimų, apibrėžtų studijų programos tiksluose. Moduliai ir temos yra išdėstyti tinkamai, nepersidengia ir logiškai seka vienas kitą.
- per vieną semestrą studijuojamų ir vertinamų studijų dalykų neturi būti daugiau nei 5, tačiau pirmajame semest্রে studentai studijuoja 6 studijų dalykus. Dėl šios priežasties studijų sandara nevisiškai tenkina Magistrantūros studijų programų bendrųjų reikalavimų aprašo, patvirtinto Lietuvos Respublikos švietimo ir mokslo ministro 2010 m. birželio 3 d. įsakymu Nr. V-826, reikalavimus.
- studijų turinys nėra stipriai susietas su dėstytojų grupės ar atskirų dėstytojų mokslo veikla ir, sprendžiant iš gyvenimo aprašymų, kai kurie dėstytojai neturi parengę jokių aktualių mokslo publikacijų. Dėl šios priežasties negalima visiškai teigti, kad studijų programos turinyje atsispindi naujausi mokslo atradimai.
- magistro laipsnio baigiamųjų darbų turinyje matoma tinkama mokslo kryptis, darbai yra gerai struktūrizuoti, tačiau rekomenduojama gerinti magistro laipsnio baigiamųjų darbų aktualumą ir kokybę – studentai turėtų naudotis naujausia literatūra, pažangiais statistiniais metodais ir pateikti geresnes santraukas. Tokiu būdu baigiamieji darbai atitiktų ir teorinę, ir praktinę dalis.

Įvertinusi **Personalą** ekspertų grupė padarė šias išvadas:

- norint padidinti studijų programos tarptautiškumą iš užsienio kviečiamas akademinis personalas, kas yra sveikintina. Daugelis dėstytojų turi praktinės verslo patirties, kuri gali būti labai teigiamas elementas.
- akademinis personalas dalyvauja įvairiuose mokslo ir studijų projektuose, tačiau šie projektai nėra itin gerai susiję su šios magistro laipsnio studijų programos sritimi.
- VU TVM reguliariai organizuoja mokymus akademiniam personalui ugdymo ir mokymų srityje, akademinis personalas reguliariai dalyvauja tarptautiniuose seminaruose ir konferencijose ir dalyvavimo rodikliai auga. Akivaizdus dėmesys pedagogikos ir mokymosi naujovėms. Vis dėlto personalo profesinį tobulėjimą būtina planuoti.

Įvertinusi **Materialiuosius išteklius** ekspertų grupė padarė šias išvadas:

- labai patraukli, estetiškai maloni ir puikiai prižiūrima aplinka, kuri puikiai tinka studentų reikmėms ir kurioje akivaizdi pagarba studentams kaip asmenybėms ir kaip grupei. Tai nepaprastai maloni studijavimo aplinka, apimanti daug patrauklių dėstytojų erdvių, tinkamų įvairaus tipo dėstytojų ir įvairaus dydžio studentų grupėms.
- VU TVM turi prieigą prie Vilniaus universiteto bibliotekos, kuri yra tikrai pasaulinio lygio biblioteka, pritaikyta įvairiausioms studijų reikmėms ir aprūpinanti studentus nepakartojamais ištekliais. Studentams suteikiama prieiga prie visos e-bibliotekos, kurią turi visi Lietuvos universitetai, kas yra pagirtina, ir kurioje pateikiamas puikus duomenų bazių ir knygų tekstų pasirinkimas.
- Virtualioji studijavimo aplinka naudojama gerai, tačiau ekspertų grupė mano, kad ją galima būtų dar daugiau panaudoti studijų programos tarptautiškumui didinti, be to, vertėtų pagalvoti apie internetinių išteklių, kaip antai MOOC, naudojimą.

Įvertinusi **Studijų eigą ir studentų vertinimą** ekspertų grupė padarė šias išvadas:

- priėmimo reikalavimai yra pagrįsti. Priėmimo reikalavimai pristatomi atviruose magistrantūros studijų pristatymo renginiuose, skelbiami brošiūrose ir pateikiami VU TVM tinklalapyje.
- dvigubo laipsnio diplomo sutartys yra garantija, kad studentai pasieks visus magistro laipsnio studijų programos studijų rezultatus.
- paskaitų tvarkaraštis atspindi studijų grafiką, kuris yra tipiškesnis iššęstinėms studijoms. Tokiame kontekste galbūt nėra protinga sutrumpinti studijų programos trukmę nuo 2 iki 1,5 metų, kadangi toks sutrumpinimas gali sukelti papildomų problemų pasiekti studijų rezultatus.
- studentai yra skatinami dalyvauti mokslo tiriamuosiuose ir taikomuosiuose tyrimuose, tačiau jų temos nėra susijusios su tarptautiniu marketingu ir prekyba. Rekomenduojama studentų mokslinius tyrimus tiek patenkančius į studijų programos sritį, tiek ne, kreipti temomis, kurios būtų susijusios su tarptautiniu marketingu ir prekyba.
- studentai, su kuriais ekspertai susitiko vizito metu, nebuvo iki galo susipažinę su vertinimo kriterijais, siejamais su įvairiais studijų rezultatais. Studijų programos komitetas turėtų šią padėtį ištaisyti.

Įvertinusi **Programos vadybą** ekspertų grupė padarė šias išvadas:

- studijų programos rengimo procesą reglamentuoja dokumentuotos vidinės procedūros. Visa tai puikiai atlieka Fakultetas. Fakulteto vadovybė vaidina vaidmenį visoje kokybės užtikrinimo vadybos sistemoje ir įgyvendinant pasiūlytus studijų programos pagerinimus, kurie suformuluojami remiantis dėstytojų ir studentų grįžtamuoju ryšiu.
- socialiniai partneriai, absolventai ir studentai dalyvauja rengiant studijų programą, tačiau jų dalyvavimą būtų galima įforminti geriau.

III. REKOMENDACIJOS

1. Reikėtų kokybiškai palyginti studijų programą su panašiomis studijų programomis, vykdomomis universitetuose, įskaitant užsienio universitetus, siekiant nustatyti studijų programos unikalumą ir išskirtinumą rinkoje ir atrasti tinkamą pusiausvyrą tarp teorinių ir praktinių elementų.
2. Pakoreguoti studijų programos studijų rezultatus ir kai kurių dalykų studijų rezultatus siekiant geresnio jų suderinamumo. Studijų programos vykdytojams taip pat vertėtų apsvarstyti galimybę keisti studijų programos pavadinimą siekiant geriau atspindėti jos pozicionavimą.
3. Pakoreguoti studijų sandarą siekiant patenkinti techninius reikalavimus, išdėstytus Magistrantūros studijų programų bendrųjų reikalavimų apraše, patvirtintame Lietuvos Respublikos švietimo ir mokslo ministro 2010 m. birželio 3 d. įsakymu Nr. V-826.
4. Apsvarstyti galimybę studijų programoje dėstyti tokius studijų dalykus, kaip *Globalizacija*, ir tarptautiškumo dalykus.
5. Pagerinti magistrantūros baigiamųjų darbų kokybę apskritai: studentai turėtų naudotis naujausia literatūra, pažangiais statistiniais metodais ir pateikti geresnes santraukas.
6. Įtraukti akademinį personalą į mokslinių tyrimų ir studijų projektus, susijusius su studijų programos dalyku, pvz., tarptautinio marketingo klausimais.

7. Parengti personalo profesinio tobulėjimo planą.
8. Pakoreguoti studijų grafiką, kadangi šiuo metu jis panašesnis į iššestinių studijų tiek studentų savarankiško darbo, tiek paskaitų laiko požiūriu.
9. Įtraukti studentus į mokslinę veiklą, susijusią su tarptautinio marketingo ir prekybos klausimais.

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