



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
MARKETINGO VADYBOS PROGRAMOS (612N50001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF MARKETING MANAGEMENT (612N50001)
STUDY PROGRAMME
at Vytautas Magnus University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Marketingo vadyba</i>
Valstybinis kodas	612N50001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Rinkodara
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rinkodaros bakalauras
Studijų programos įregistravimo data	2011-04-01 , Nr. ISAK 1-01-16

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Marketing Management</i>
State code	612N50001
Study area	Social Sciences
Study field	Marketing
Kind of the study programme	University studies
Level of studies	first
Study mode (length in years)	Full-time (4)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Marketing
Date of registration of the study programme	01-04-2011, No ISAK 1-01-16

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Contemporary Vytautas Magnus University (hereinafter – VMU) established in 1922 and re-established in 1989, is a classical university of Liberal Arts. Studies at VMU are organized by ten faculties. Together they offer 39 bachelor study programmes (3 of them – in English), 52 master study programmes (15 of them – in English), 15 postgraduate study programmes, integrated law studies, bridging courses for college graduates and doctoral studies of 17 science fields.

The Undergraduate Study Programme of Marketing Management (hereinafter – MM) is implemented by the Department of Marketing since the establishment of the Faculty of Economics and Management (hereinafter – FEM) and was registered on 2011-03-01 (Centre for Quality Assessment in Higher Education (hereinafter – SKVC), Order No.1-01-16). The Study Programme was launched in the autumn of 2011. According to the University's regulations undergraduate studies duration is 4 years, 8 semesters, 240 ECTS.

After 18 years of experience of working only with postgraduate programme (Marketing and International Commerce as of 1993) it was decided that the time has come to establish the BA level programme at the University.

The Study Programme of Marketing Management is carried out in close collaboration with other departments of FEM and also with other faculties.

The Department of Marketing manages 5 bachelors, 8 masters and 2 PhD doctoral study programmes.

The evaluation was carried out in accordance with legal requirements and was in line with the guidelines and procedure of the SKVC. The International External evaluation of the programme took place on 23rd and 24th of October 2013, and included a site visit to the University campus in Kaunas. The University had provided all the documentation required for the evaluation prior to and during the site visit. The international panel was Chaired by Paul O'Sullivan (Ireland) and consisted of Prof. habil. dr. Csaba Forgács, Prof. dr. Jürgen Bruns (he was absent due to health reasons), Prof. Marie-Paule Sheard (UK), Prof. dr. Sigitas Urbonavičius (Lithuania), Darius Bagdžiūnas, (Lithuania, social partner), Justinas Žalys (Lithuania, student).

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

In the self-evaluation report the University described the aims of the Study Programme as follows:

“The aim of the Undergraduate Study Programme of Marketing Management is to prepare high qualification marketing specialists able to work as marketing department managers, manager advisors, marketing specialists and consultants in the companies of different profile. They are also able to research and apply skills and knowledge of marketing management to independent activity and further education, are capable of decision making when solving marketing problems, as well as of initiation and implementation of various marketing projects, creative application of interdisciplinary university education in different business environments and spheres of modern marketing management activity.”

The aim and list of the learning outcomes of the Study Programme of Marketing Management correspond to the international and local directives and documents, and they are in line with the Level 6 of the national and European qualification framework and aiming at labour market needs.

Concerning the learning outcomes the Programme demonstrates the knowledge of the fundamental theoretical provisions and concepts of marketing management and related areas. It makes possible to apply knowledge when evaluating the key activities of marketing management. Strong emphasis is given to the application of theoretical innovations and practical achievements, tendencies and peculiarities of the modern business environment, as well as different business contexts to the analysis of marketing situations. Having the qualification, young graduates are able to investigate marketing problems of different natures applying scientific research methods and methods for determination of research results validity and able to assess marketing issues and substantiate their relevance when analysing the impact of the changing business environment factors.

The acquired skills make it possible to carry out independent analysis of various marketing management situations/problems, decision-making and implementation, as well as project management. Young specialists are prepared for conducting efficient oral and written communication using professional business (including English) language.

The aim of the Programme and objectives were combined with different skills such as knowledge and its application, research skills, subject-specific skills, social skills and personal skills.

In designing and achieving the aims and learning outcomes the University established a relevant curriculum in line with the needs of companies and other employers and of potential job opportunities of the labour market. A solid basis of identifying the needs was demonstrated by using different sources backed by national and international research' outcomes. It has to be underlined that the Study Programme also relates to the most important strategies of Lithuanian progress „Lithuania 2030”.

The Study Programme corresponds to the national and international legal requirements and standards and gives the possibility to produce marketing management specialists who are able to compete not only on the Lithuanian labour markets but abroad as well reflecting the commitment of the University to strengthen its internationalization profile. However, the programme is not final and fixed, and the university is ready to adjust it to new changes and challenges of the economic environment, employers' needs and students' interests.

Programme learning outcomes are in line with Programme aims; they are well structured and demonstrated in a clear and transparent way. The Study Programme focuses on developing 6 special and 2 general competencies of marketing management professionals. Learning outcomes are corresponding to both the academic and professional requirements as well as to the labour market needs. At the same time learning outcomes are appropriate for studies leading to a Level 6 qualification.. The learning outcomes, the Study Programme content and the qualification provided are compatible with each other.

At current stage, the aim of the Programme has a broad basis for producing marketing specialists for different positions. It is suggested that the university consider how the aim could provide a more narrow focus on those fields where young graduates can become really competitive on the labour markets both at national and international level.

2. Curriculum design

The study plan is structured on the basis of existing legal national documents regulating Higher Education in the Republic of Lithuania, international documents, VMU documents, and Study Programme aim and learning outcomes. The Programme content is compatible with aims and learning outcomes. The studies at Vytautas Magnus University are conducted under the logic of liberal arts education. The curriculum is divided into four groups of courses/subjects: A: Obligatory courses for all students at the University (12-24 ECTS). B: introductory courses to various branches of science and study areas (not less than 16 ECTS). C: Course of the specific study programme (not less than 165 ECTS, not more than 60 credits for further specialization and not less than 15 credits for practice and 12 credits for Bachelor's thesis) and D: Courses can be freely chosen by students (not less than 12 credits).

The programme is comprised of two stages: a. General Subjects (23 % of the programme or 56 credits) and b. Study Field Subjects (77 % of the Study Programme or 184 ECTS). In the first four semesters all VMU students have to acquire the knowledge of B2 level of English. Subjects taught are spread evenly over semesters and no repetition can be observed between courses.

Logical links between learning outcomes and criteria used for assessment have been produced in a transparent way.

The English titles of some subjects should be revised. Among others they are: "Educational Practice", "Theories of Economic and Management", "Statistical Methods and Management" because these titles may be misleading concerning the content of the subject.

All intended learning outcomes of the Study Programme are broad, interrelated and supplement each other following good logic. Each Study Programme learning outcome is implemented with the help of a number of courses. The links between Study Programme learning outcomes and course learning outcomes have been described and the content of subjects ensures to achieve learning outcomes. Teaching is backed by research outcomes made by the staff as well and based on latest achievements of science, art and technology.

It is clear from the curriculum and from Study Programme Learning Outcomes as well as from course learning outcomes that students are forced to demonstrate their skills in the independent analysis of various marketing problems/situations, decision-making and implementation. The aim of the University to be more internationalized is also supported by the fact that students after four semesters have to study in English.

Nowadays more and more marketing graduates get jobs at companies or even start their own business not too long after graduation. For graduates the necessity of getting knowledge on corporate finance is clear-cut. To make a successful career in business, young graduates have to not only understand the basics of finance and that of financial accounting but also should know how the finance aspect has to be integrated into every day business activities regarding running the business, developing marketing activities connected with making new investments, reducing production costs, etc. So it is recommended that VMU consider integrating corporate finance including small business finance into common body of knowledge as a core course. In addition, for improving skills in subject specific skills such as calculating budget of marketing activities the integration of a course of mathematics into the curriculum is suggested

In order to further exploring individual creativity and capacity and giving more freedom for students to find a professional field closer it to their motivation it would be worthwhile to

consider the extension of optional courses giving freedom to students to select more courses fitting to their individual aims.

Credits allocated according to the 4 groups of subjects are balanced and meet legal requirements. The first and second stages of study plan are well designed and the sequence of subjects is designed by logic. All prerequisites set up between courses of the Study Programme are consistent and there is no conflict in their scheduling. On the other hand, in the first semester of studies, similar to many other universities, a course of “Learning to Learn” or “How to learn” would be helpful for students to acquire the key elements of efficient learning and to find out the essence of study readings, articles or other written materials the students have to face during their studies.

3. Staff

The composition and qualification of teaching staff is in line with the requirements of the Lithuanian legislation. The staff has a very strong academic background having adequate qualification to produce the needed learning outcomes. The staff is a guarantee of a successful implementation of the Study Programme. 5 professors by academic position (3 of them by title) 12 associate professors (11 of the by academic title) 3 lecturers with PhD and 1 without PhD teach the Study Programme.

The theoretical knowledge, research experience and practice experience of teachers shows a good balance. The teaching staff has a healthy age tree with young, middle age and more experienced people with an average age of 41 years. Staff by age groups is as follows: below 35 years: 11 people, 48%. 36-55 years: 8 people, 35 % and over 55 years: 4 people, 17 %. The staff is stable and turnover is at a low level.

It is important to point out that two third of the staff has 10 years or more research experience related to teaching. 13 teachers have teaching experience of 10 years or above while 9 teachers have 10 years or more of practice experience. The fact that 10 teachers have less teaching experience than 10 years gives a job for them to improve their performance in the classroom. It does not necessary means they need to get a new degree but definitely to have a deeper knowledge and expertise in teaching methodology as well as using practice examples and develop problem-based teaching. On an individual basis, teachers have obligations to catch up in those fields (teaching, research and practical experience) where they are behind.

Distribution of teaching obligations between staff reflects a balanced situation as 15 people teach one course of the Study Programme, while 5 teachers teach two courses and 3 teachers teach 3 courses.

The teachers' resumes showed that 65,2 % of teachers improved their qualification by attending several training programmes financed by the EU; this indicates that both the Department of Marketing and the Faculty of Economics and Management invested efforts to make teaching staff better prepared for implementing the Study Programme at a high level. Concerning the basic courses, teachers in their subjects show examples of how basic courses can be integrated into marketing needs by highlighting the relationship between marketing and the basic courses.

Staff competencies have been developed during recent years due to the conditions established by the Faculty for professional development of the staff. Teachers running the courses have received training with special regard to the problem-based and problem-solving learning approach. In general, the teaching staff has strong academic background. Except for a few, all

staff have PhD degree, which is also reflected in the level of involvement in research projects. The qualifications of staff, in general, are adequate to ensure learning outcomes. However, at individual level some of them have not been involved in projects at all or only in a few ones while others have good record in this field indicating a potential to help young colleagues to make steps forward. Having more project experience will also help the staff to increase the level of curriculum delivery. The staff is open to listen to feedback from students in order to further develop the curriculum, and also make efforts to transfer research outcomes into teaching.

Some colleagues have had very valuable experience in international teaching. Although, the average picture in this field is promising, but still part of the staff have no international teaching experience at all or just a little leaving them room for improvement in the future.

Among the staff one can find board members of national or international scientific journals or professional associations while in this field still there is a need for actions for others.

Research of teachers is related to the Study Programme but the picture of publishing research results is mixed among staff members. Some of them have good results by publishing more scientific articles but for others there is a need for speeding up to publish more and using research findings in every day teaching. The research work of teaching staff relates to the Study Programme, and the latter is reviewed according to the needs of programme development. In most of the cases the publications of teachers are joint ones, so to produce more individual own publications can be a goal for the staff. The number of presentations delivered at conferences is high (108), however, a deeper involvement in delivering lectures at international conferences would help the staff to be more integrated into international professional communities strengthening research and teaching capacities at the same time.

4. Facilities and learning resources

Facilities and learning resources needed for a successful implementation of the Study Programme are provided both in their size and quality. The four main university buildings concentrated in one area and the number of recently renovated classrooms and laboratories provide good facilities for delivering the curriculum and achieving the Study Programme learning outcomes. Having 6 big classrooms (for 100-140 students each), 4 small ones (for 12-25 students each) for seminars, the computer classroom with a capacity of 30 seats plus other areas available for group work seem to be sufficient. The premises available for teaching students are adequate both by size and quality. But as current students' number will be increasing in the future it has to be kept in mind the need to extend the capacities of current facilities accordingly.

The supply of computers with installed needed software, laptops, printers at FEM looks satisfactory both in quantity and quality, allowing carrying out a good performance both in terms of teaching obligations as well as in administrative tasks. The capacity of the current number of computers is sufficient, but for the future, as more and more students will join the Study Programme in the next two years, the computer supply also has to be developed.

Each classroom is well equipped having technical devices such as a multimedia projector, a computer, and internet access enabling teachers to perform high level teaching while the Intranet network helps to improve communications among all the members of the University.

The modern central university library makes it possible for students and staff to have free access to almost 30 databases, good resources for studying, teaching and research. A facility for

borrowing books and other publications is provided for the students. All documents can be easily displayed. The special section of central reading rooms makes it possible for teaching materials needed for classes to be left there by teachers and students can read or make copies of them. New textbooks are purchased for the Study Programme every year and in addition teachers also have written new text books and manuals.

Although, the spending budget for buying more recent published text books for the Study Programme is a priority, still there are requirements to have more up to date teaching materials with latest achievements in related research work and to have more than one or just a few copies of new text books available in the library.

As the programme was launched in 2011 staff and leadership have to concentrate on providing adequate arrangements for students' practice. The latter will be a challenge as work places in business should be established to help students' pre-thesis practice.

5. Study process and student assessment

Admission to the Study Programme meets the legal requirements of the Republic of Lithuania and accords with the academic regulations of the University. The total number of applications to the Marketing Management Study Programme is very high and amounted to 1017 in 2011 and 1034 in 2012. The number of admitted students to the Programme was 49 and 61 respectively. Although, applications at national level have been decreasing the Study Programme Marketing Management still remained popular and the competitive score of students who have entered the Study Programme increased from 13,91 in 2011 to 14,07 in 2012.

The priority of applicants for Marketing Management Study Programme was also increased from 2011 to 2012. The number of students admitted for the Study Programme of Marketing Management in first phase of admission grew by 23 percent from 48 in 2011 to 59 in 2012; the main growth (37 percentage) was observed in the case of paying students from 41 in 2011 to 56 in 2012 reflecting the attractiveness of the Study Programme for young people.

Student evaluation is still good but a decline in student evaluation can be seen from 7.37 in 2011 to 6.86 in 2012 which partly can be explained by the fact that there is a little chance for students to move from paying category to state-funded one and, in addition they also can find a job with lower evaluation. Faculty leadership has to keep in mind this issue and develop a plan for how to handle it and how to change the attitude of the students.

As the programme was launched in 2011 there is no basis to count the ratio of graduates from the Study Programme.

According to the SER not all invited students were admitted to the Programme finally. The difference was significant in the case of self-funded students where only 41 were admitted from the 54 invited in 2011 and the decline was even bigger in 2012 according to relevant figures of 79 and 56 respectively. The increasing dropout rate needs special attention as there were 2 dropouts on first year study both in 2011 and in 2012 while in the 2nd year it was already 5. In order to control dropout rates special attention should be devoted to sustaining support for the 1st year students via career development workshops and, more active and purposeful involvement of students in the FEM activities related to their interests.

Students are encouraged to participate in research work and publish joint articles with teachers. Attending scientific conferences, students have a possibility to present their own research results

helping to further develop personal and social skills as well. However, the faculty has to pay attention to increase students' involvement in research work, conference participation and in publishing where it is possible.

Student surveys on curriculum and teaching issues have to be more formalized and all students have to fill in the questionnaires from time to time in order to give a correct assessment of content, quality and methods of teaching, practice and research work.

Under the Study Programme framework, students are given freedom to choose individually in what semester they prefer to study particular courses of groups A, B and D which helps them to arrange individual study plans that fit their needs. Besides obtaining a Bachelor's degree there is also a possibility for students to get certificates in other fields of Minor Studies, which is also an advantage of the Study Programme.

To improve the teaching level, the number of hours allocated to lectures was supplemented by a new form of contact time with teachers – employing IT (15 hours) – which was introduced after launching the Study Programme. The time of these consultations is usually given for the preparation of the independent student work. During the semester students are systematically contacting the teacher with the help of IT.

On the Study Programme students have two practices. The aim of “Educational Practice” is to provide students with general understanding of future professional activity. The practice is organized and implemented with the help of simulating company management. “Pre-thesis practice” is aiming at the development of professional skills at a work place and evaluating individual professional abilities, capacities and researching real work situation when writing the bachelor's thesis. “Pre-thesis practice” significantly adds to the achievement of the Study Programme of Marketing Management learning outcomes.

The schedule of courses over the study period is well designed and ensures an adequate provision of the Study Programme.

There is a regulation on studies defining the procedures of achievements' evaluation, students' exams retake and possibilities to repeat the course. The assessment is to be carried out according to an accumulative score achievement system. Three elements are taken into account as colloquium, final examination and one more tool where the final examination has a weight of 50 % in calculating the final grade.

Students' work assessment system is described and procedure of handling any feedback in this field meets students' needs. All issues related to students' learning assessment were discussed during Department's meeting and some amendments also made according to experience gained by teachers during the participation on a related EU project. The University has a rule to handle students' cheating or any other dishonest actions, too. For the time being the university does not use efficient electronic check against plagiarism but the problem is known and there is a plan to solve such problems in the near future. The assessment system of students' performance is clearly described and publicly available.

The implementation of the Study Programme is in its second year so there is not enough experience of students' involvement in research, artistic and applied research activities. However, based on the information provided in the self-evaluation report some further development has been made as the achievements very much depend on students' initiative and interest and not by accepted rules. Some students have already joined teachers and assist them in research work.

The University provides support for students through different channels as: a. to provide easily accessible and timely information on the Study Programme enabling students to make right choices and decisions, b. evaluating students' acquired competencies and c. providing scholarship and financial support. In addition to the support in the field of scholarship and financial support, the university also grants other social supports for students involved in the Study Programme. Yet they don't have a tutoring programme, but arrange "introduction week" in the first week of the first semester when students are familiarized with the policy of VMU and the study process.

One of the strategic objectives of the University is to increase international exposure, building up academic mobility and research network. Different programmes and bilateral agreements support international academic and student mobility. In 2011 – 2012 period students of the Study Programme were not participated on the outgoing side, however, 15 incoming ERASMUS students joined the Programme creating a good base for preparing outgoing student mobility in the coming years. However, there is a need to encourage students of the Study Programme to be engaged actively in mobility programmes on one side and, to receive more foreign students on the other.

6. Programme management

The main administrative bodies (structural units) responsible for the Undergraduate Study Programme of Marketing Management and taking part in the decision-making processes are: 1. Study Programme Committee (hereinafter – SPC), 2. Head of Department of Marketing, 3. Administration of Faculty of Economics and Management and 4. Faculty Dean's Office and Faculty Board.

The steps of the decision-making procedure are regulated and described in the following way: 1. Any necessary changes for updating or improving the Study Programme are raised at SPC meeting, 2. The SPC presents the updates to the Faculty Board for approval and 3. The Department of Marketing coordinates and implements the Study Programme modifications.

Data and information about implementing the Study Programme are collected and the necessary changes related to the Programme based on a participative approach of problem-solving procedure. Regarding updating the Programme, the SPC and the Department of Marketing collaborate with other relevant units of University based on internal rules. Teachers and students of the Study Programme (as well as all employees related to its implementation) are encouraged to give Study Programme update suggestions to the Committee directly or at the Board or Study Committee meetings.

At the beginning of the new academic year, the Dean of the faculty defines the main aims for study quality improvement and introduces the goals for Study Programme implementation and quality assurance. The whole procedure of making changes related to the Programme is transparent and clearly described.

The high quality of the Study Programme is warranted by the VMU Internal Study Quality Assurance System including the evaluation and improvement of study programmes, courses, and teaching quality.

From this academic year SPC is obliged to carry out quality assurance activities. In the spring semester SPC presents information on the main drawbacks revealed during the year and proposes

solutions for elimination. SPC together with the Department of Marketing and with teachers prepares a self-analysis of the Study Programme and updates the Study Programme at least once in three years.

Teaching evaluation has been taking place from the beginning of launching the Programme. Students' feedback is also discussed with the head of SPC and their suggestions for improvement are also considered. According to research results students pointed out certain aspects of advantages of the Study Programme and at the same time they also indicated the lack of a link between some courses taught and practice and asked for more cases in the Study Programme. The student representative on SPC committee is selected by teachers. It is suggested for consideration that students themselves have to play a key role in this process

The internal quality assurance looks to be effective and efficient and it is also on the table for further improvement. To meet new challenges a working group has been initiated at university level to create a teaching quality evaluation information system.

According to the current practice, students have to be encouraged to be more involved in the evaluation of the Study Programme. In connection with preparing the SER, stakeholders, companies, experts, international associations have also participated in evaluating the Study Programme for improvement in different forms. However, more systematic steps are required to be taken in order to attracting more employers and professional associations to take part in the further improvement of the Study Programme.

III. RECOMMENDATIONS

1.

Based on the experience of delivering the Study Programme as well as feedback from students and stakeholders the curriculum should be reviewed continuously and adjusted as appropriate to ensure that the programme learning outcomes are being achieved while at the same time providing a more sustained focus on marketing specialism to give competitive advantage to young graduates in the marketplace

2.

The Expert Group suggests to further develop the curriculum design of the Study Programme by integrating corporate finance into it as such knowledge and skills are needed for young specialists to understand how company budget influences the scope of marketing management and implementing marketing strategy.

3.

The implementation of the student survey needs to be improved with clear pathways for feedback leading to actions which could be recorded in an annual Quality Enhancement Plan. This would give continuous insight into issues such as student drop-out rate which may be emerging as a problem in year two of the Study Programme.

4.

The Faculty of Economics and Management and the Department of Marketing has to focus on strengthening the international aspects of the Study Programme by making efforts to increasing both students' and teachers' mobility.

IV. SUMMARY

The Marketing Management Study Programme has clear aims and demonstrates relevant learning outcomes and takes into account the international and local directives as well as the most important strategies of “Lithuanian 2030”. The Study Programme is in line with international and local directives and documents, and they correspond to the Level 6 of the national and European qualification framework. The Study Programme learning outcomes are broken down to subject learning outcomes and different fields of skills are bridged to both study programme learning outcomes and subject learning outcomes. The implementation of the overall aim and the learning outcomes of the Study Programme are ensured by the normative documents of VMU.

Curriculum structure reflects the needs of a Liberal Art approach giving a special flavour to the Marketing Management Programme as VMU is quite keen to introduce new things where discussions between professors and students is a tool to raise new ideas. The first part of the Study Programme gives special attention to general and broad education of students while the second phase focusing on study field subjects. The programme has a broad basis to achieve learning outcomes reflecting the latest results and achievements in science, art and technologies. The link between all assessment tools and the learning outcomes is described; however, the assessment criteria in some cases are not sufficiently focused. During reviewing the curriculum, the expert panel suggested that subjects such as mathematics, basics of digital marketing and corporate finance are considered for integration into the curriculum.

The composition and qualification of teaching staff is in line with the requirements of the Lithuanian legislation. By academic standards the vast majority of teaching staff have PhD, providing a good potential to implement the programme at high level. There is a good balance of staff composition regarding research, teaching and practice experience. It is an important fact that 65,2 % of teachers improved their qualifications by attending several training programmes during recent years. To further improve staff competencies in implementing the Study Programme a plan should be developed and executed for staff training in the coming years. Efforts should be made to have teaching staff more involved in attending international scientific conferences with presentations creating a better basis for extending international mobility both at staff and student level.

The Study Programme has very good capacities in the field of premises available for teaching both in size and quality. The university central library and the classrooms are well equipped. Supply of computers and software is satisfactory. Most of the students have their own PC, iPad, tablet or other devices softening the pressure on computer supply by the University. The necessary technical devices such as multimedia projector, computer and internet are available in each classroom enabling teachers to perform high level teaching. Having free access to almost 30 databases can be regarded as good resource for studying, teaching and research. As far as the supply of teaching materials is concerned in several cases only one or just a few copies are available for students.

Admission to the Study Programme meets the university and national legal requirements. The organisation of the study process is in line to achieve learning outcomes. The competitive score of students entered the Programme increased from 2011 to 2012. However, the dropout rate is an issue especially among 2nd year students. There is little chance for excellent own funded students to become state financed. Students’ involvement in international programmes is still at

the beginning phase. Students are encouraged to participate in research work and publish joint articles with teachers. In addition, the possibility for students to be involved in study abroad is provided, however, besides incoming ERASMUS students there were no outgoing students in the first two years of the Study Programme. The procedures for the evaluation of student achievements, students' exams retake and possibilities to repeat the course are regulated well. The University provides students with academic and social supports through different channels such as information supply, evaluating students' competencies, scholarship and other financial support.

Five units are involved in Project management where the key role goes to the Programme Committee. The decision making process is described. For the updating of the Programme the SPC and the Department of Marketing are in cooperation with other bodies or key people. Data on feedback of implementing the Study Programme are collected and evaluated in order to improve the quality of the Study Programme. The maintenance of the high quality of the Study Programme is warranted by the VMU Internal Study Quality Assurance System where the evaluation and improvement of study programmes, courses, and teaching quality are taken into account. Students are also involved in assessing of the Study Programme. The Study Programme has to be more internationalised. Faculty and the Department have to focus on increasing the number of students going for study abroad as well as speeding up staff mobility. Inviting more and more foreign professors to give lectures in the Programme would also be useful and contribute to increase the quality of teaching.

Positive issues

1. Learning outcomes of the study programme are well demonstrated and links to course learning outcomes and skill categories are linked and well described.
2. Curriculum is well designed meeting the study programme aims. The sequence of subjects is well scheduled. Prerequisite needs are clear in the programme and are provided in a consistent way.
3. The teaching staff is academically strong almost everybody having PhD degree and having made good progress in academic development. Working experience in the field of research, teaching and practical experience is well balanced.
4. Students are very much committed to the programme and feel themselves comfortable and emphasized that if having some problem they can go to a teacher and speak about it and their voices are heard.
5. Teachers training programmes are organized to develop skills and knowledge of teachers have been very helpful for teachers to catch up with the new requirements by attending problem-based and problem-solving learning programmes.

Some points suggested for consideration for future development

1. In order to make deep analysis of certain cases, students need knowledge in mathematic which experts' group thinks would be useful to integrate into curriculum.
2. Experts' group found finance subjects in the curriculum, however, it is suggested consideration be given to integrating corporate finance into the common body of curriculum.

With the latter, students would get knowledge on how marketing activities should be linked to company budget and activities.

3. It is clear from SER that students are not so much familiar with the curriculum. Experts' group thinks it is an important point and suggest faculty people to push students to look at the curriculum in a deeper way and to know what competences they can gain from different subjects.

4. Having a systematic review process of the curriculum and teaching experience would be helpful. Although, informal meeting are organized however, if a formal procedure of a feedback system would exist in reality it would increase the level of achieving learning outcomes.

5. The student representative on SPC committee is selected by teachers, leaders. However, students themselves have to play a key role in this process.

V. GENERAL ASSESSMENT

The study programme *Marketing Management* (state code – 612N50001) at Vytautas Magnus 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	4
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:	20

*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:
Team Leader:

Paul O'Sullivan

Grupės nariai:
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V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Marketingo vadyba* (valstybinis kodas – 612N50001) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	20

* 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

Marketingo vadybos studijų programa turi aiškius tikslus, joje demonstruojami tinkami studijų rezultatai bei atsižvelgiama į tarptautines ir vietines direktyvas bei svarbiausias „Lietuva 2030“ strategijos kryptis. Studijų programa atitinka tarptautines ir vietines direktyvas bei dokumentus ir yra priskiriama 6 lygmeniui pagal nacionalinę ir Europos kvalifikacijų sąrangas. Studijų programos studijų rezultatai yra išskaidyti pagal studijų dalykų studijų rezultatus, o įvairios mokėjimų sritys yra susietos tiek su studijų programos, tiek su studijų dalyko studijų rezultatais. Bendro studijų programos tikslo ir studijų rezultatų pasiekimas yra užtikrinami normatyviniais VDU dokumentais.

Studijų turinio struktūra atspindi laisvųjų menų požiūrio reikmes, tokiu būdu marketingo vadybos studijų programai suteikiamas ypatingas atspalvis, mat VDU gana noriai įveda naujus dalykus, o diskusijos tarp dėstytojų ir studentų tampa priemone naujoms idėjoms kurti. Pirmojoje studijų programos dalyje didžiausias dėmesys skiriamas bendro pobūdžio ir plačiam studentų ugdymui, o antrojoje dalyje susitelkiama į studijų krypties dalykus. Studijų programa turi gerą pagrindą studijų rezultatams, atspindintiems naujausius mokslo, meno ir technologijų pasiekimus ir naujoves, pasiekti. Pateikiamas ir sąsajos tarp visų vertinimo priemonių, ir studijų rezultatų aprašymas, tačiau vertinimo kriterijai ne visuomet yra pakankamai koncentruoti. Peržiūrėdama studijų turinį ekspertų grupė pasiūlė į studijų turinį integruoti tokius dalykus, kaip antai matematika, skaitmeninio marketingo pagrindai ir bendrovių finansai.

Dėstytojų struktūra ir kvalifikacija atitinka Lietuvos teisės aktų reikalavimus. Pagal akademinis standartus didžioji dėstytojų dalis turi daktaro laipsnius, kas sukuria gerą potencialą vykdyti studijų programą aukštame lygyje. Personalo struktūroje išlaikyta gera pusiausvyra tarp mokslinės, dėstyto ir praktinės patirties. Verta paminėti, kad per paskutinius kelerius metus

65,2 % dėstytojų kėlė savo kvalifikaciją dalyvaudami keliose mokymų programose. Siekiant toliau gilinti personalo kompetenciją vykdyti studijų programą reikėtų parengti ir įgyvendinti personalo mokymų planą kitiems metams. Reikėtų dėti pastangas labiau skatinti dėstytojus dalyvauti tarptautinėse mokslinėse konferencijose ir skaityti pranešimus – taip būtų sukurtas pagrindas tarptautiniam dėstytojų ir studentų mobilumui didinti.

Studijų programa vykdoma gerosse patalpose, kuriose galima kokybiškai dėstyti dideliam studentų skaičiui. Universiteto centrinė biblioteka ir auditorijos yra puikiai įrengtos. Kompiuteriai ir programinė įranga yra patenkinami. Dauguma studentų naudojami savo nešiojamaisiais kompiuteriais, „iPad“, planšetiniais ar kitais prietaisais, kas sumažina spaudimą Universitetui turėti daugiau kompiuterių. Kiekvienoje auditorijoje yra būtina įranga, pavyzdžiui, multimedijos projektorius, kompiuteris ir interneto prieiga, leidžianti dėstytojams dėstyti paskaitas itin kokybiškai. Nemokama prieiga prie beveik 30 duomenų bazių gali būti laikoma geru studijų, dėstymo ir mokslinės veiklos ištekliu. Kalbant apie metodinius išteklius, kai kuriais atvejais studentams prienami vos vienas ar keli jų egzemplioriai.

Priėmimas į studijų programą tenkina universiteto ir nacionalinių teisės aktų reikalavimus. Studijų eigos organizavimas leidžia pasiekti studijų rezultatų. Nuo 2011 iki 2012 metų į studijų programą įstojusių studentų konkursinis balas augo. Vis dėlto studentų „nubyrėjimo“ rodiklis yra problema ir ypač 2-o kurso studentų tarpe. Puikiai besimokantys studentai, kurie patys moka už studijas, beveik neturi galimybių pereiti į valstybės finansuojamas vietas. Studentų dalyvavimas tarptautinėse programose vis dar ankstyvajame etape. Studentai skatinami dalyvauti mokslinėje veikloje ir publikuoti bendrus straipsnius su dėstytojais. Be to, studentams sudaroma galimybė studijuoti užsienyje, tačiau per pirmus dvejus studijų programos vykdymo metus išvykusių studijuoti studentų nebuvo, tik atvykstantys studijuoti studentai pagal ERASMUS programą. Studijavimo pasiekimų vertinimo, egzaminų kartojimo ir studijų dalykų kartojimo procedūros yra gerai reglamentuotos. Universitetas įvairiais kanalais teikia studentams akademinę ir socialinę paramą, pavyzdžiui, informacijos teikimas, studentų kompetentingumą vertinimas, stipendijos ir kita finansinė parama.

Programos valdyje dalyvauja penki padaliniai, o pagrindinis vaidmuo tenka Studijų programos komitetui. Sprendimų priėmimo procesas yra aprašytas. Atnaujindami studijų programą SPK ir Marketingo katedra bendradarbiauja su kitais organais ar kompetentingais asmenimis. Grįžtamojo ryšio informacija apie studijų programos vykdymą renkama ir vertinama norint pagerinti studijų programos kokybę. Aukšta studijų programos kokybė palaikoma taikant VDU vidinę studijų kokybės užtikrinimo sistemą, kurioje atsižvelgiama į studijų programų, studijų dalykų ir dėstymo kokybės vertinimą ir gerinimą. Vertinant studijų programą dalyvauja ir studentai. Būtina didinti studijų programos tarptautiškumą. Fakultetas ir Katedra turi dėti visas pastangas didinti į užsienį studijuoti išvykstančių studentų skaičių bei spartinti personalo mobilumo tempą. Naudinga būtų ir kviesti daugiau dėstytojų iš užsienio dėstyti studijų programos paskaitų, tai taip pat padėtų gerinti dėstymo kokybę.

Teigiami aspektai

1. Studijų programos studijų rezultatai yra gerai pademonstruoti, taip pat pateiktos ir aprašytos sąsajos su studijų dalykų studijų rezultatais ir mokėjimų kategorijomis.
2. Studijų turinys yra gerai sudarytas ir tinkamas studijų programos tikslams pasiekti. Studijų dalykai dėstomi tinkama seka. Išankstiniai reikalavimai yra aiškūs ir studijų programoje pateikiami nuosekliai.

3. Dėstytojai turi puikią akademinę kvalifikaciją ir beveik visi turi daktaro laipsnius bei yra padarę gerą pažangą akademinėje veikloje. Tarp darbo patirties mokslinių tyrimų srityje, dėstyto ir praktinės patirties išlaikoma gera pusiausvyra.

4. Studentai yra įsipareigoję studijų programai ir patys jaučiasi patogiai, be to, jie pabrėžė, jog turėdami problemų bet kada gali kreiptis į dėstytoją ir bus išklaustyti.

5. Organizuojamos dėstytojų mokymų programos jų įgūdžiams ir žinioms gilinti yra labai naudingos, nes leidžia dėstytojams susipažinti su naujais reikalavimais, dalyvaujant problemų nagrinėjimo ir problemų sprendimo mokymų programose.

Keli aspektai, kuriuos siūloma apsvarstyti ateities plėtrai

1. Norėdami atlikti išsamesnes kai kurių atvejų analizes studentai turi turėti matematikos žinių, todėl ekspertų grupė mano, kad matematiką būtų naudinga įtraukti į studijų turinį.

2. Ekspertų grupė aptiko studijų turinyje finansų studijų dalykų, tačiau siūlo apsvarstyti galimybę į studijų turinį įtraukti bendrovių finansus. Toks studijų dalykas leistų studentams įgyti žinių, kaip marketingo veikla turėtų būti siejama su bendrovės biudžetu ir veikla.

3. Iš savianalizės suvestinės matyti, kad studentai nėra itin gerai susipažinę su studijų turiniu. Ekspertų grupė mano, kad šis aspektas yra svarbus ir siūlo Fakulteto personalui skatinti studentus išsamiau panagrinėti studijų turinį ir išsiaiškinti, kokias kompetencijas jie įgis studijuodami įvairius studijų dalykus.

4. Būtų naudinga turėti sistemingą studijų turinio ir dėstyto patirties vertinimo procesą. Ir nors neformalus susitikimai yra organizuojami, oficiali grįžtamojo ryšio sistema, jei tokia būtų sukurta, padidintų studijų rezultatų pasiekimo laipsnį.

5. Studentų atstovą SPK renka dėstytojai ir vadovai, nors šiame procese vaidmenį turėtų vaidinti patys studentai.

III. REKOMENDACIJOS

1.

Remiantis studijų programos vykdymo patirtimi bei studentų ir socialinių dalininkų grįžtamoju ryšiu studijų turinį reiktų nuolat peržiūrėti ir pagal poreikį koreguoti siekiant užtikrinti, kad programos studijų rezultatai būtų pasiekiami ir tuo pat metu išlaikyti didesnę orientaciją į marketingo specializaciją, kad jauni absolventai įgytų konkurencinį pranašumą darbo rinkoje.

2.

Ekspertų grupė rekomenduoja toliau plėtoti programos studijų sandarą integruojant į ją bendrovių finansus, kadangi tokios žinios ir mokėjimai yra būtini jauniems specialistams norint suprasti, kokią įtaką bendrovės biudžetas turi marketingo vadybos mastui ir marketingo strategijos įgyvendinimui.

3.

Studentų apklausų vykdymą būtina tobulinti numatant aiškius grįžtamojo ryšio būdus, kurie leistų imtis veiksmų, vėliau fiksuojamų metiniame Kokybės gerinimo plane. Tai leistų nuolat stebėti tokias problemas, kaip studentų „nubyrėjimo“ rodikliai, kurios gali tapti problema antraisiais studijų programos vykdymo metais.

4.

Ekonomikos ir vadybos fakultetas bei Marketingo katedra turėtų susitelkti ties studijų programos tarptautinių aspektų stiprinimu dėdami pastangas didinti tiek studentų, tiek dėstytojų mobilumą.

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