



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
MARKETINGO IR PARDAVIMŲ PROGRAMOS
(621N50006)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *MARKETING AND SALES* (621N50006)
STUDY PROGRAMME
at Vytautas Magnus University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Marketingas ir pardavimai</i>
Valstybinis kodas	621N50006
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	Rinkodaros magistras
Studijų programos įregistravimo data	2011-04-24

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Marketing and Sales</i>
State code	621N50006
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 Marketing
Date of registration of the study programme	24-04-2011

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I. INTRODUCTION

Vytautas Magnus University (hereinafter – VMU) was established in 1922 and re-established in 1989. It is a classical University of Liberal Arts and sees itself as ‘...orientated towards humanist culture’. It has a core emphasis on studying broadly themed courses in order to ensure that studies offered ‘...are not now narrow, or restricted to speciality bound, pre-defined courses’. The University is committed to ‘be critical and engaged, to be international and multi-lingual, to promote creativity in Science and the Arts’, promoting ideals of empathy, inter-cultural understanding, openness, equality, choice and human rights. The University Governance and Management is defined by Statute. The Rector has the advice and support of the Rector’s Council, which consists of the Deans of Faculties and the Directors of Administrative Offices. The faculties are managed by the Faculty Council, the Dean and the Dean’s Office. There is a self-governing Student Representative Council.

Core responsibility for study programme administration belongs to Departments, and programme content, including quality assessment, is managed by Study Programme Committees. The Office of Academic Affairs, the Centre for Quality and Innovations, and the Innovative Study Institute significantly support the achievement of the academic mission; and the work of the Faculties is further supported by the International Office, the Centre of Foreign Languages, and the Career Competence Centre amongst others.

The Graduate Study Programme of *Marketing and Sales* is implemented by the Department of Marketing, one of four Departments within the Faculty of Economics and Management. The Faculty of Economics and Management (hereinafter – FEM) offers Bachelors (five programmes), Masters (eight programmes), and Doctoral Studies. In accordance with regulations of VMU, Masters studies are of Two Years/Four Semesters duration and 120 ECTS credits weight (7 Programmes) or of 1 and a half Years/Three Semesters duration and 90 ECTS credits weight (1 programme – the study programme in Marketing and Sales).

The programme is described as *Marketing and Sales* attracting a second cycle award of *Master in Marketing*. The programme is delivered through Lithuanian but there is reference to a future delivery through English although the timeline for this and the extent of English language teaching proposed is not specified. The programme was established in 2011 and the first cohort is still in train. This necessarily limits the data available and the experiences reported in the SER.

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 team of experts was Chaired by Paul O’Sullivan (Ireland) and consisted of Prof. Csaba Forgács (Hungary), Prof. Marie-Paule Sheard (UK), Prof. dr. Sigita Urbonavičius (Lithuania), Darius Bagdžiūnas, (Lithuania - social partner), Justinas Žalys, (Lithuania - student) and Prof. dr. Jürgen Bruns (he was absent due to health reasons)

II. PROGRAMME ANALYSIS

1. Programme Aim and Learning Outcomes

The stated aim of the second cycle study programme *Marketing and Sales* is to prepare “the highest qualification marketing specialists for a complex activity in the sphere of marketing and sales, demanding the evaluation of the latest knowledge in the sphere and the related fields, application of practical skills and ability to discover new facts while performing applied research, as well as skills for creative application of theoretical knowledge and the results of scientific research”. The programme therefore aims to develop specific competences in areas of

marketing and sales which include knowledge based and practical application based domains, as well as research competences and their applications. The SER also specifies a more elaborated skill set around applied research, innovation, market and sales research, decision making and the provision of consultancy in marketing and sales, all within an ethical framework. It is not clear that these ambitions and broad aims are fully captured in the learning outcomes specified at programme level and subsequently stated at individual module level and in a number of instances they are not captured in the content (e.g. specific competences in sales).

The SER specifies six 'intended learning outcomes', which are, broadly speaking, appropriate to second cycle studies. The overall programme design and the learning outcomes are framed within a context where marketing management is understood to define the domain and where Strategic Marketing, eBusiness, Sales Strategy and Customer Relationship Management, amongst other specialisms, are viewed as central areas of knowledge and competence within the domain. It is not fully evident that these overarching study programme level outcomes are fully realised and achieved within the programme strategy and programme design, or that they are fully evident in the module strategy and implementation.

What should be the balance between Marketing and Sales in such a programme? What should be the balance of theoretical and practical orientation in such a programme? What, more specifically, should be the balance between Marketing Strategy issues, Sales Management issues, and Sales Competence development in such a programme? The Expert Team sought to understand how some of the specified high level learning outcomes for the programme (e.g. Outcome 2, Outcome 3 and perhaps Outcome 4) are achieved in the programme design structure and in the detailed content. The Expert Team did not find that in the SER or the site visit that these learning outcomes had influenced the structure and content of the programme as might of been expected. The Expert team also felt that the balance between marketing and sales in the programme as delivered was not appropriate to the programme title and the learning outcomes. There are also certain high-level learning outcomes at programme level which appear to be absent from this set as presented in paragraph 10 of the SER; in particular, outcomes relating to Masters level competence in the handling of scientific literature and, most of all, in the development of scientific research skills.

The rationale for the creation of this programme in 2011 is not adequately detailed, and while there is reference to market demand issues, there is no reference to specific data relating to the requirement for Masters level graduates educated with this competence set. The demand-side data is deficient and non-specific, and the supply-side data fails to address issues of competitive provision at Masters level, and particularly the rationale for providing such a programme at Masters level when the market demand may, in fact, relate to Bachelors level qualifications. The Expert Team regard the provision of a Marketing and Sales programme as potentially of great interest and value, but more justification is required regarding the level at which the programme should be offered.

There are conclusions drawn which perhaps are not fully secure such as intimations of 'obvious growth' (Paragraph 12) of enterprises which are assumed to inevitably require 'sales and marketing managers'. However, this programme does not reference Sales Management as a field, nor does the content of the programme prepare graduates for what is normally understood to be the responsibilities of a sales manager in the broad sense of the term. (It is asserted that over the past three years the occupation 'Sales Manager' has been the most in-demand occupation for white collar workers).

The team does agree that the issue of Sales and Business Development in general is crucial to the entrepreneurial thrust of the Lithuanian economy and that marketing and sales management specialists are probably crucial to the economy's future; but it does wish to understand how the overall programme outcomes (and the specific module outcomes) align to these high level objectives. A specific example might relate to the statement that '...over the past three years the greatest demand was for skilled labour in the field of selling'. This statement is then related to the European Vacancy Monitor and other benchmarking contexts, but it fails to address the

fundamental question as to whether this demand relates to graduates who have had the benefit of a Masters level education or how this need might be specifically translated in terms of programme level, design, structure, content and outcomes.

In paragraph 13, there is a further elaboration of ‘The aim and learning outcomes of the study programme of marketing and sales’ with the identification of six values. These include foreign language and IT competences which are not addressed formally in this programme (or in the Study Plan Annex), even though there is some mention of delivery of this programme through the English language.

The overall aim of the programme and its learning outcomes are designed to enable graduates of the programme to achieve a number of post-graduation goals and roles. These include working as marketing and sales manager and heads of function in the area; working on behalf of foreign companies in these roles, acting as consultants, establishing new enterprises and – and this is first in the list – continuing studies in Management and Administration Doctoral programmes. However, it is not fully evident that the programme level learning outcomes, and the programme structure, fully reflect these aims in relation to graduate careers.

2. Curriculum Design

The programme ‘Marketing and Sales’ was established in 2011 and had its first recruitment in autumn of that year. The programme is aligned with the Bologna Declaration and, specifically, with the Dublin Descriptors in terms of programme level outcomes. The course descriptors are in accordance with policy adopted in VMU in 2011 and module descriptors are presented in a coherent and consistent style and include expected learning outcomes, the order of assignments and the criteria for the assessment of student’s achievements.

The overall programme design thus meets the legal requirements with a total credit count of 90, delivered across 3 Semesters. However, the detailed structure is not in conformity with the parameters permitted for subject distribution for second cycle study programmes because there are 6 subjects in the second semester. The Expert Team views this as a matter which can be relatively easily remedied and this should have been implemented by the Programme Committee. This is the only Masters level programme at VMU with such a credit count (90) and such a structure (3 semesters) and the Expert team did not find a convincing rationale presented for this. In fact the Expert Team has concerns that the ‘blocked’ nature of the delivery of this programme and the wide range of sources from which students are drawn might demand a four semester 120 credit programme design to achieve all of the learning outcomes. This is a matter for debate but the issue was not convincingly argued.

The total scope of the programme as documented and presented in Annex 1 is broadly sufficient to achieve the current programme and module level study outcomes, but the Expert Team has expressed concerns in Section 1 of this report about the balance of these outcomes as between Marketing & Sales and the lack of detailed provision for the achievement of certain outcomes in the design of the programme.

The statement of admission criteria in Paragraph 20 is not in full conformity with the criteria as described subsequently in Section 5.1 of the SER.

Individual subject modules are carefully described in terms of outcomes which are meticulously mapped against overall programme outcomes (Annex 1) but the latter are not covered comprehensively. There is also some apparent confusion in relation to the logic and sequencing of subjects. A number of modules are described as requiring a prerequisite. This makes sense in the case of *International Marketing* which requires *Sales Strategy* as a prerequisite but there is a question as to how *Law* (prerequisite *International Marketing*), *Negotiation* (prerequisite *Strategic Marketing*) and *Brand Management* (prerequisite *Strategic Marketing*) can have these requirements when the prerequisite is being delivered at exactly the same time. The Programme Committee states that these inputs are also ‘blocked’ and are therefore deliverable in advance of

the main programme modules but the overall impact on student workload needs careful management.

The Expert Team remains unconvinced as to whether this is a Marketing programme with a *Sales Strategy* module or is it a qualification aimed at filling a labour market need in the sales area? If it is the latter, it does not provide either a thorough grounding in Sales Management or any exposure to sales practice. The only sales practice related module is the Negotiation module which is an elective when it might seem more appropriate for it to be a mandatory/core subject. A similar point might be made about Logistics. The dialogue with students of the programme did not fully elucidate how the students themselves see the programme and see the graduate opportunities it seeks to prepare them for. None were able to detail a likely thesis topic at this point in their studies and a number of the students saw themselves as being on a marketing programme or even one which could equip them for jobs in advertising. The attraction of the programme may in fact be neither its content nor its title but rather that it is available on a 'blocked' basis facilitating attendance by people in employment and that it is willing to consider a wide range of entrants.

The programme draws on 3 entry strands. Some of these students have not taken a Business studies first cycle degree, others have taken a College level degree. A detailed schema was made available to the Expert Team which identified the course and institutional origin and the supplementary studies and necessary prerequisites required of each student.

The individual modules are coherent, current and well designed in themselves. The *Sales Strategy* module is commendable in scope but needs to deal with live company data for the outcomes as presented to be achieved and clarification would be welcome in this regard. The Buyer Behaviour module is most interesting but is consumer focused rather than organisationally focussed and therefore is not hugely helpful in sales understanding. The *Negotiation* module is assessed 50% by terminal examination which would seem to be a lost opportunity. There also appears to be an unnecessary overlap between Research Paper number 1 and the International Marketing & Sales Plan.

The assessment strategy for each subject is detailed, comprehensive and well written and clearly contributes to the nature of the learning and there is commendable use of a repertoire of assessment strategies including formative and summative components.

The Masters Thesis conforms to the methodological requirements for such work as published on the Vytautas Magnus University website. The stated aims of the thesis component are appropriate and essential as part of the overall learning on the programme and there is an opportunity for independent investigation, deep specialisation, and integration of learning from many areas of the programme. However, no discussion appears to have been finalised in relation to the balance of theoretical and applied problems in the Thesis and there is apparently little staff research expertise in the sales area to support such work. Who will supervise and mentor the students on this programme in a Department which appears to be dependent on a very limited number of Masters supervisors?

Details of the competences and learning outcomes relating to the Thesis are provided in the SER (Annex 2) but there is no detail available as yet as to how research themes will be cleared or how supervisors will be assigned. During the site visit the Expert team was informed that Social partners will be involved in the defence and the assessment of the thesis. The Expert Team notes that this Masters programme does not offer a module focussed on Research Methodology and scientific enquiry. Given the diversity of background of the student population the Expert team believes there is a strong case for a formal module delivery of this kind. The team also notes that the area of Market Research and Sales Research does not receive formal stand alone treatment as a module even though the knowledge and competences appropriate to this domain are referenced as outcomes throughout the programme. The Expert Team also noted that there is less reference in the module descriptors to case work than might be expected in a programme at this level.

3. Staff

The staffing arrangements meet the legal requirement for delivery of a second cycle programme (Annex 2) and individual deliverers meet the scientific and pedagogical qualification requirements for delivery of the programme as it currently is constituted and delivered. The staff seem to be largely Vytautas Magnus University graduates or have completed their Doctorates here and this would represent a less diverse academic population than that found in Business Schools internationally. Many of the academics teach in their key area of research (Annex 2 & 3) in compliance with Lithuanian law and VMU regulation and are presumably chosen for the programme on this basis. It is notable however that none of the teaching team cite 'sales', 'sales strategy' or 'sales management' among their diverse research interests.

Many of the teaching team have practical experience related to the subject taught, particularly in the marketing area, but the curriculum seems to be constrained by the absence of specialists in sales subjects who have practical experience in these areas. Can such a programme be delivered without staff with this experience? Part-time studies seem to bring appropriate expertise of high quality in their specialist areas and it may well be that more such staff are needed to fulfil appropriate learning outcomes.

The teaching staff are well balanced in terms of age with a third of the team under 35 years of age and all staff have substantial pedagogical experience. The issue of staff turnover has not yet arisen in the short life history of the programme

3.1 Staff Competence

There is significant evidence in the teacher CVs to indicate that attention has been paid to professional development of staff (the suggestion in the SER is that there are 22 teachers attached to the programme which is not the figure provided elsewhere). Teaching development in the Faculty has focussed on problem based teaching and learning, introduction and assessment of learning outcomes into VMU and programme renewal at VMU but not all of these developments have impacted on this programme.

In the four year period to 2012 the teaching team involved in this programme made 46 conference presentations though only 10 of these were abroad and there is no indication as to whether papers were full refereed. Some teachers have experienced internships abroad and have also been involved as partners in EU projects, though again this is not detailed. FEM hosts a scientific conference every two years and publishes scientific journals in both Management and Economics fields.

A number of staff members are editors or members of the editorial boards of scientific journals. The teaching staff have an output of scientific papers, and while some of these appear in international journals the focus appears to be publishing in local journals but there is a noticeable absence of interest in sales related topics.

A commendable new initiative to create a cluster of researchers in the Department of Marketing commenced in 2012 but there is no indication that Sales is part of the research focus.

3.2 Data on Academic Staff Exchange

VMU is regularly ranked thirds in exchange activity in Lithuania and it is commendable that more than half of the full time teachers on this study programme participated in mobility initiatives which help to develop networks and encourage inbound student mobility. However, it is notable that the international network is deficient in native English language locations and it is also noted elsewhere that proposed mobility for students on this Masters programme may encounter structural and logistical difficulties which have not been addressed. None of the current or proposed partnership networks seems to focus on the sales issue.

4. Facilities and learning resources

4.1 Facilities

Students and lecturers of the programme under review have access to and use of the four main buildings of VMU which are concentrated in one area. Extensive renovation in recent years is stated to fulfil all regulatory requirements, e.g. Health and Safety, and the FEM Building has also been renovated. Each building has technical support. Many of the classes are equipped with Computers and Multimedia Projectors and there is internet access in all classrooms. Technical staff provide more specialised equipment on request from the collective University stock. Reprographic service is provided by the FEM administration. The design and nature of the teaching spaces is capable of supporting a varied range of teaching and learning approaches.

There is a stock of 68 computers and 10 laptops in FEM but, which would seem to be very limited in terms of the scope and the number of levels of the academic work in teaching and research. A new dedicated lab is state of the art. However, the notable feature in the computing resource area is the universal ownership of personal devices by students and the potential for a BYOD (Bring Your Own Device) scheme is clear. This would allow capital spend to be switched to infrastructure, software licences and security while the cyclical renewal of the student population would ensure renewal and currency of the devices. As yet, there appears to be little structured and directed use of student devices in classroom situations. AV fit out is at a high level and is being implemented in innovative ways particularly in relation to supporting and benefitting from partnerships. The in house Virtual Learning Environment (hereinafter – VLE) ‘First Class’ provides both a communication channel and a learning platform and there is also access to Moodle. The vision and positive thinking of the FEM senior leadership is commended by the Expert Team, but at departmental and programme level there is a lack of evidence of how these positive initiatives are translated into innovative content and delivery. For instance, many sales programmes at this level would regard it as essential to provide students with dedicated software such as SalesForce.com and Google Analytics.

4.2 Learning Resources

The Library is modern, attractive and provides over 30 relevant scientific databases. The Library has 468 reading spaces and 71 computer stations.. Overall there is a tendency to hold multiple copies of textbooks and copies of locally generated manuals but this may be a response to student need and economic constraint. Library opening hours would appear to be relatively restricted by international standards, and evening access appears to be quite limited.

There is a process for academic involvement in book purchase. The positive policies and investments at Faculty level do not, however, appear to impact sufficiently on either the content or delivery methods at classroom level on this programme. There is a notable absence of current Marketing and Sales software. There is a further lack of strategic application of the resources to support student and staff research.

5. Study process and student assessment

5.1 Admission requirements and data

The SER states that admission to the programme is in accordance with the requirements of National Statute Law and with the University’s admission rules for Masters programmes which are published in the VMU and the Marketing Department’s websites. There is no state funding available to prospective students.

Three categories of candidates are admitted and this seems to be a pragmatic and flexible approach. Category A entrants are graduates of Business, Management and Economics programmes at University level. Category B entrants hold a first cycle Bachelor’s degree in Business or cognate areas from non-University institutions i.e. Colleges. Category C entrants are University Bachelor’s graduates in fields other than Business i.e. what are often referred to as ‘conversion students’.

The flexibility in drawing from a wide pool is viewed as a positive by the Expert Team, particularly in relation to the non-business graduate category. Many companies require Senior Salespeople and Sales Managers to have a strong Engineering, Science or IT background but the admission data provided does not seem to indicate a strong uptake from these categories to date. A Masters level/ 2nd cycle programme which draws from such diverse pools does have a particular responsibility in terms of determining what supplementary studies are required to bring all candidates to a common level in relation to their understanding of Business theory and practice. This is of added importance for a programme which relies very heavily (and appropriately) on group work and peer interaction. Data was provided detailing the supplementary and bridging studies of each candidate. The management and success of these studies is of particular interest as this Masters programme is significantly shorter in duration and lighter in credit weighting than all of the other Masters programmes currently offered by FEM. In the context of the considerable body of core and supplementary work that these two groups must undertake, the Expert Team sought to see how these extra learning requirements are timetabled and what the impact is on a student's workload. This is a challenging study process in terms of all of the variables, not least the contact hours and self-directed study and research components.

It is asserted in the SER that this study programme '... shows remarkable demand in the study market' but the Expert Team can find no evidence whatever for this statement other than the Annex Table which seems to indicate that all applicants were admitted. What is clear is that a wide range of students (as measured in terms of admissions scores) are accepted onto the programme. No comparative data which benchmarks this admission record against national data or indeed against other Masters Programme Admission Practices in FEM is provided.

5.2 Students progress data and causes for attrition

As is wholly understandable in a programme which received its first intake in 2012, there is no data regarding attrition, nor has any group graduated as yet. However, anecdotal evidence from meeting with current students suggests that a number of students have in fact ceased attending even with the very light 'blocked' attendance requirement and the conclusion is that the study process may not be suitable for part of the population.

5.3 Organisation of the study process

All students take the core studies diet; B and C Category students take a supplementary diet. The core part has both compulsory and elective courses and seems to make heavy demands as well as the development, submission and defence of a Final Masters Thesis.

All VMU students organise their study plans across a semester within the overall framework but presumably this refers to elective choices – some of which should perhaps be mandatory modules.

Standard modules involve a 30 hour lecture contact and a further fifteen hours are available for seminars and small group work as is appropriate for Masters students. A further fifteen hour allocation of IT enabled learning is documented but it is not fully clear if these seminars represent independent learning or staff-led learning. There is reliance on small group work (though 2-3 person groups seem smaller than the international norm) and additional clarity would be welcome regarding the facilitative role of the lecturer in these situations.

However, the workload data, as noted above, does not seem to incorporate the supplementary load being carried by Category B and C students, the former of whom may be struggling with a change of system, or have experienced a less challenging academic background in their previous College environment.

There is specific reference to the three research papers required from each student (totalling twelve ECTS credits) and there is reference to 'term papers' but it is not clear if these are in fact the research papers or module-related formative or summative assessment requirements. Detail is provided in relation to the assessment schedule, the balance of assessments, the criteria and the weighting of assessments types within each module. These procedures seem to reflect diverse and innovative approaches to learning and there is an integration of assessment methodology

with both content and learning approach and ultimately with the specific learning outcomes of modules. The procedures are appropriate to Masters level learning and assessments. There is also detail provided regarding the opportunities for a student to recover a failure in a module and presumably in a research paper.

The Expert Team commends the commitment to providing detailed information to students in relation to assessment structure and criteria, and presumably in relation to an integrated calendar of assessment deadlines. Arrangements for the protection of assessment integrity are in place and seem to be effective and there is reference to research (Paragraph 66) into student opinion on evaluation issues but no data or conclusions were presented.

5.4 The students' participation in scientific activities and applied research

Student's independent work includes preparation for various exams and assessments, preparation for seminars, colloquia and laboratory work and the writing of project reports, research reports and term papers. Student independent learning is moderated through seminars and IT-enabled learning platforms (though this is not fully specified). This represents a heavy diet of mandatory and elective activities. Many of these activities ought to have a research component and the Masters thesis represents a major research undertaking. It would seem that for many students the Masters thesis will be their first introduction to scientific enquiry. However, as is stated within Paragraph 68 of the SER students participation in research activity is dependent on the initiative and interests of the individual (in a programme context of a heavy workload) and 'are not specially organised.'

It is commendable that students are 'encouraged to join and assist in research projects' but again there is no evidence produced of participation nor is it specified how such participation is promoted.

The overall impression is that research activity for students is unstructured and marginal outside of the formal requirements of the programme. This is somewhat surprising in the context of the FEM having a wide portfolio of Masters offerings and a Doctoral programme. It is clearly stated the programme level learning outcomes that graduates of this programme will 'continue studies in management and administration doctoral programmes...' (Paragraph 15, section 1) and this is in fact accorded first place in the list of graduate destinations. The expert team would wish to see available evidence of how this aim is encouraged and realised.

5.5. Forms of student support

As noted above in relation to student recruitment and assessment issues considerable effort appears to be made in relation to providing students with information on a timely basis. Student choice is facilitated by information and advice. Information on this programme and other supports are provided to students using a variety of channels including the VMU intranet system *First Class*. Lecturing staff are available to advise students both via the Internet and in face-to-face consultations. There is some ambiguity in the report of the Students' Opinion Survey which seemed to suggest that contact was largely carried out by email and the Intranet. It is stated that more than half of students meet teachers but this would be hardly remarkable in a Masters group with only 22 members. There is reference to supports including the 'virtual academic library (eLABa)'.

The Career and Competences Centre appears to be highly valued by students but again one would expect that more than half of the students on a programme such as this would engage with this very helpful resource. The students met with on the visit suggested that this will be of greater interest as they near the end of the programme.

Subject lecturers provide detailed information on content, outcomes, learning methods and assessment. There is a commitment to achieving feedback from students particularly in relation to their engagement with the programme. A roster of lecturers available for detailed consultation (average 2 hours per week) is posted at the beginning of the semester and students receive considerable support in resolving academic problems.

Throughout the programme a major emphasis is placed on communication channels and effective communication with students and staff and now virtual consultation mode through the use of *Moodle* is also employed.

5.6 Student participation in mobility programmes

Arrangements for student mobility are detailed in paragraph 74 but these appear to be generic statements covering both undergraduate and postgraduate programmes. VMU seems to benchmark well against other Lithuanian Universities in terms of mobility and it is stated that students of this programme can choose from 18 of 64 exchange agreements which have been signed by FEM.

However, there is no comment in relation to how international mobility can be built in to this programme either logistically or academically. How would the compressed time scale of the programme accommodate student mobility either inbound or out bound.

In any event it is stated that the totality of the programme is delivered in Lithuanian and this is currently a major barrier to mobility in either direction. It is hardly then a matter of willingness or otherwise on part of the students.

There is reference to preparation for the future delivery of the programme through English but this is the only place in the SER where this project is referred to and no timescale or preparations are mentioned. English language competence is stated to be an admission criterion for the programme at present. There appears to be a significant disconnect between these ambitions and the current network of international linkages for purposes of student mobility and academic exchange. Some good Business schools are partners, but there is a total absence of native English speaking locations.

5.7 Graduate Placement

The programme has commenced only in 2012 and the first cohort has not yet graduated. However, the Expert Team would welcome further detail on how the graduates might be matched with employment opportunities.

6. Programme Management

6.1. Decision Making Procedure

The development and implementation of the study programme are in accord with the published VMU Study Regulations, and are governed by the Lithuanian law on Science and Studies, the relevant orders of the Ministry of Education and Science and the University Regulations together with the local Faculty Regulations. The Study Programme Committee (hereinafter – SPC) is the main co-ordinating body and the structure, membership and responsibilities of the SPC are regulated as per VMU Regulations on Studies. The SPC, the Head of the Department of Marketing and the Deans Office and Faculty Board of FEM are responsible for decisions made in relation to this programme. The steps involved in decision making in relation to programme modification are detailed fully in the SER. The decision chain from SPC through to Faculty Board, in collaboration with the Office of Academic Affairs, the Centre for Study, Quality and Innovation, the Vice-Rector for Studies and the Office of Student Affairs are described. Clearly there are high levels of collaboration and co-operation in relation to decisions, but the SER does not identify a single accountable authority in relation to implementing these changes and successfully delivering the programme. Not surprisingly, given the complex matrix of collaboration above, other kinds of efficient problem-solving are employed to bring about shorter term and more pragmatic implementation of useful initiatives.

Ultimately, there is a clear statement that “Teaching Staff are responsible for teaching quality, renewal of the course content and study materials, adoption of adequate teaching and learning methods, and clear evaluation criteria” (Paragraph 79). Ultimate responsibility rest with teachers but it is less clear how they are integrated into the complex decision making process, other than the statement that they “...are being regularly consulted by the SPC”. While there is evidence of a functioning SPC, it is not clear how the teacher’s voice is articulated, nor how students are

selected/elected to the SPC. Furthermore, there is a lack of detail regarding the feedback channels to teachers and students, and there does not seem to be a practice of creating an annual Quality Enhancement Plan.

The SER and meetings with management communicate a positive sense of regular consultation, and openness to continuous improvement driven by suggestions by teachers and students. A variety of meeting formats are described, including twice yearly course-reviews, Faculty board meetings and other forums and both teachers and staff can present suggestions to these forums. There are of course informal, ongoing interactions with the Head of the Marketing Department. On balance, the Expert Team felt that there was an overall reliance on informal processes and the opportunity for developing a fully documented QA paper trail was not being implemented.

Internal quality review is thus conducted at individual teacher, programme and Faculty levels. While the programme is very new in its implementation, it would be interesting to know if any such suggestions have emerged from the first two post-semester meetings, or from suggestions from the current student group.

With the caveats mentioned above, the management arrangements for the programme appear to be effective and open to stakeholder input, but the Expert Team would strongly recommend a more pro-active policy of 'involving' and 'devolving' staff and students in relevant discussion and, in the case of staff, in the programme management process and the supervision of research.

In Sections 2 and 3 of the SER, there has been reference to the involvement of Departments and Staff from across the Faculty in the delivery of this programme and the meetings with staff confirmed very strong contributions were available from outside the Marketing Department. The delivery of a cross-faculty programme which draws on the specialist skills and staff of a range of Departments has, of necessity, a requirement for co-ordination and representation by a range of stakeholders, and will therefore, have a complex structure. There is thus a need for a single, clear statement as to where ultimate decision making and accountability lies.

6.2 Internal Study Quality Assurance System

The quality of this programme (as with all other VMU programmes) is stated to be "...warranted by the VMU's Internal Study Quality Assurance System". In this context, the programme is referred to as being of high quality. However, the complex evaluation approaches and instruments have not yet produced any data in the lifetime of this programme to validate this assertion. It is therefore impossible to judge if the formal arrangements enable and animate a true culture of quality assurance and quality enhancement in relation to a new programme such as this. Nonetheless, there appears to be significant commitment to programme enhancement at VMU as articulated in the *Study Programme Update Policy*. This approach details data collection points and processes which are the responsibility of the Centre for Quality of Studies. The data is presented to the managing Department and the SPC. There are other review points which align with other cycles such as a three year review, but, at present, these are not relevant for a new programme.

The Expert Team would have welcomed the provision of even limited feedback data to provide evidence rather than assertion and would have been of value in demonstrating that the processes and structures are working well.

The SER documents what appears to be a very commendable openness to feedback and programme improvement and the dissemination policies and practices for such enhancements are described in Paragraph 85. Ultimately, however, there is a sense that the real accountability always comes back to and rests with the individual teacher and it would be important to ensure that the voice of the teaching staff is fully heard in all of the key forums. Again, the Expert Team would welcome consistent evidence of the devolvement of discussion and decision making and the involvement of teaching staff.

Social partners are represented on the Study Programme, and it would appear that they are encouraged to provide suggestions in relation to innovation of method and content, and alignment of content with labour market needs, as well as participating in the panel to hear the defence of Masters Theses. The Social Partners who met with the Expert Team were, of course,

graduates of other programmes, particularly one long-standing Masters programme, and the Expert Team were impressed with the quality of their personal and professional achievements. The opportunity to seek guidance from the existing stakeholder community regarding the labour market alignment of this programme should be taken up, and there should be a concerted effort to create an advisory board or stakeholder support group specifically for this programme.

III. RECOMMENDATIONS

1. Document fully how programme learning outcomes (e.g. Outcome 2, Outcome 3 and Outcome 4) are realised and achieved in the programme design, structure and detailed content and justify the overall balance between Marketing and Sales, Theory and Practice in the programme as delivered.
2. The programme structure and overall credit weight must be re-evaluated in the light of the 'blocked' nature of the delivery, the wide range of sources from which students are drawn and the prevalence of supplementary bridging studies. In total these factors may require a four semester 120 credit programme design to achieve all of the learning outcomes.
3. The programme should be redesigned to achieve proper sequencing of prerequisites with a re-examination of mandatory and elective subjects (*Negotiation, Logistics*) and the possible introduction of modules in areas such as *Sales Management, Sales Research, Market Research and Scientific Research Methods* is recommended.
4. Expand and enhance the current teaching team as none of them cite 'sales', 'sales strategy' or 'sales management' among their diverse research interests.
5. Many of the teaching team have practical experience related to the Marketing subjects taught but the curriculum may in fact be severely constrained by the absence of specialists in sales subjects who offer such experience. Part-time Faculty seem to bring appropriate expertise of high quality in their specialist areas and more such staff are needed if the programme delivery is to achieve appropriate learning outcomes
6. The resources to support student and staff research and Thesis work should be enhanced with appropriate use of specialist sales and marketing software, library and virtual library resources and the VLE. This may involve implementing mandatory use of the VLE and appropriate staff training.
7. It is stated that this study programme '... shows remarkable demand in the study market' but the Expert Team can find no evidence whatever for this statement other than the Annex Table which seems to indicate that all applicants were admitted. Comparative data which benchmarks this admission record against national data or indeed against other Masters Programme Admission Practices in FEM should be researched and form the basis of a focussed marketing campaign.
8. Research activity for students is currently unstructured and marginal outside of the formal requirements of the programme and not particularly strong within the formal programme. This is somewhat surprising in the context of FEM having a wide portfolio of Masters offerings and a Doctoral programme. It is clearly stated in the programme level learning outcomes that graduates of this programme will 'continue studies in management and administration doctoral programmes...' (Paragraph 15, section 1) and this is in fact accorded first place in the list of graduate destinations. The programme team must now provide a detailed plan of how this aim is to be encouraged and realised.
9. While there is evidence of a functioning Study Programme Committee structure there is a need to ensure full staff participation in the SPC, active and full student participation, a process for feedback to all stakeholder constituencies and an annual quality enhancement plan which acts on Study Programme Committee decisions and closes the loop by reporting on previous year decisions in a more formal and fully documented system.

IV. SUMMARY

1. Overall the programme level learning outcomes are appropriate to a Masters level programme. There is some concern regarding the absence of certain learning outcomes the importance of which is implied elsewhere in the document and the inclusion of programme learning outcomes which are not subsequently visible in the structure or content of modules, or in the module learning outcomes. The SER asserts as strengths the balance of high-level competences with specific specialist study areas which are seen aligned with the values of the classical Liberal Arts education of VMU. There is a lack of firm evidence base relating to market demand, particularly regarding the specific nature of the demand for sales related competences and the educational level at which they should be provided. The larger question remains regarding the balance of Marketing and Sales general and specialist modules and the balance of theory and practice appropriate to such a programme.
2. Strengths include the range and innovative quality of teaching approaches, the repertoire of assessment approaches and the rigour of the learning outcomes. The structure of the programme in general clearly complies with the legal and regulatory framework, but the distribution of modules across semesters is not in conformity with the requirement. The ability of the student to work independently is fostered in a variety of ways.

While there is meticulous mapping of the overall study plan there are logical inconsistencies evident in the prerequisites required. Certain elective subjects might usefully be mandatory components, and there are other specialist areas of the sales domain which could have received detailed treatment and there is an unexplained absence of a research module. In general the thesis area is underreported and there appears to be no strategy for research supervision in the sales area.

3. Most of the staff have practical experience in the areas taught. All of the full time staff are active researchers whose research interests inform their teaching and some have benefitted from mobility with very positive figures achieved in the last year. The staff student ratio appears to be favourable, however, there is a clear absence of staff who have practical experience in sales related areas and there appears to be no staff member with any level of research interest in these areas.

Areas for improvement include facilitating outbound mobility of team members, internships in foreign universities and encouraging inbound teaching visits. Staff may need further methodological training and should continue to be encouraged to publish books and journal papers and to network with social partners.

It is notable that the mobility locations and the FEM network do not contain any native English language environments. If some or all of this programme is being delivered in English there will need to be a significant effort made to develop partnerships in such areas.

4. Physical resources and technology enabled classrooms are real positives. However, the levels of computer provision and access may require more detailed argument before being viewed as fully adequate.

There is a seeming lack of books other than textbooks in the library stock, and this is a definite weakness on a Masters level programme. The opportunities for learning and communication in virtual space should be further developed.

The Faculty should formally address emerging trends in Technology, in Software innovation and in open-source provision of learning with a view to resolving some of the issues hinted at in this section of the SER. In particular current learning resources and software packages in the Marketing and Sales domains should be available and used routinely in teaching delivery.

5. Appropriate and well published admissions requirements, social and academic support for students, dissemination of information through various modes, transparent and objective assessment, innovative learning modes are all positives.

There is a flexible admissions policy which gives access to a range of students from differing academic backgrounds, and this is commendable. There is limited comment on the nature of the recruitment to date or the sustainability of the programme in the future in terms of real labour market evidence and real documented graduate opportunity. Recruitment data is not benchmarked against Lithuanian competitors or other Masters programmes in FEM. However, the study process which these students experience is based around a 'blocked' delivery module, a lighter credit rating than other Masters, a three rather than a four semester model and somewhat limited teacher contact and the rationale for these decisions needs to be revisited if the programme is to meet the objectives it currently has and achieve the learning outcomes it states for itself.

6. There is clear evidence of a functioning Study Programme Committee, but there is a tendency to rely on informal rather than formal processes and to miss the opportunity to document QA decisions (e.g. in an annual Quality Enhancement Plan). There is a case for more devolved decision making and involvement of both students and staff.

V. GENERAL ASSESSMENT

The study programme *Marketing and Sales* (state code – 621N50006) 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	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	15

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

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

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

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

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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Marketingas ir pardavimai* (valstybinis kodas – 621N50006) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	15

* 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

1. Apskritai studijų programos lygmens studijų rezultatai yra tinkami magistro laipsnio studijų programai. Šiokią tokį nerimą kelia tai, kad tam tikrų studijų rezultatų, apie kurių svarbą kitose dokumento vietose užsiminta, savianalizės suvestinėje nėra, o tam tikri programos studijų rezultatai, kurie paskui neatsispindi modulių sandaroje ar turinyje arba modulių studijų rezultatuose, į savianalizės suvestinę yra įtraukti. Viena iš savianalizės suvestinėje paminėtų stipriųjų pusių yra aukšto lygio kompetencijų ir specifinių specializuotų studijų sričių pusiausvyra, kuri dera su klasikiniu laisvųjų menų ugdymo vertybėmis, kurias deklaruoja VDU. Trūksta patikimų įrodymų apie studijų programos paklausą rinkoje ir ypač apie su pardavimais susijusių kompetencijų specifinio pobūdžio paklausą bei apie ugdymo lygmenį, kuriame jie turėtų būti įgyjami. Rimtesniu klausimu išlieka pusiausvyra tarp marketingo ir pardavimų bendrųjų bei specialiųjų modulių ir pusiausvyra tarp teorijos ir praktikos, kuri būtų tinkama tokiai studijų programai.

2. Studijų programos stipriosios pusės yra dėstymo metodų įvairovė ir pažangi kokybė, vertinimo metodų įvairovė ir studijų rezultatų tikslumas. Studijų programos struktūra apskritai akivaizdžiai atitinka teisinę ir reguliavimo struktūrą, tačiau modulių paskirstymas semestruose netenkina reikalavimų. Studentų galimybės dirbti savarankiškai remiamos įvairiais būdais.

Nors iš esmės studijų planas yra kruopščiai dokumentuojamas, pastebimas ir loginis išankstinių reikalavimų nenuoseklumas. Kai kurie laisvai pasirenkamieji studijų dalykai galėtų būti naudingi kaip privalomieji komponentai, kiti specializuoti pardavimų srities elementai galėtų būti nagrinėjami išsamiau, o mokslinio tyrimo modulio nebuvimas lieka nepaaiškintas.

Apskritai baigiamųjų darbų sritis yra nepakankamai aprašyta, be to, panašu, kad vadovavimo moksliniams tyrimams pardavimų srityje strategijos išvis nėra.

Dauguma personalo narių turi praktinės dėstomų studijų dalykų patirties. Visi visu etatu dirbantys dėstytojai aktyviai vykdo mokslinius tyrimus ir jų mokslinių interesų sritys prisideda prie geresnio dėstymo, kai kurie dėstytojai pasinaudojo mobilumo galimybėmis. Praėjusių metų mobilumo rodikliai buvo labai teigiami. Dėstytojų ir studentų santykis yra tinkamas, tačiau akivaizdžiai trūksta personalo, turinčio praktinės patirties su pardavimais susijusiose srityse, be to, panašu, kad nėra nei vieno dėstytojo, kurio mokslinių interesų sritys bent kažkiek būtų susijusios su pardavimais.

Gerintinos sritys apima personalo išvykstamojo mobilumo lengvinimą, stažuotes užsienio universitetuose ir užsienio dėstytojų atvykimo skatinimą. Personalui gali reikėti papildomų metodologijos mokymų, be to, dėstytojai ir toliau turėtų būti skatinami publikuoti knygas ir straipsnius žurnaluose ir užmegzti ryšius su socialiniais partneriais.

Reiktų pažymėti, kad nei vienoje mobilumo vietoje ar Ekonomikos ir vadybos fakultete vartojama anglų kalba nėra gimtoji. Jei būtų nuspręsta kurią nors programos dalį ar visą studijų programą vykdyti anglų kalba, tuomet reikės įdėti nemažai pastangų užmegzti ryšius tokiose vietose.

3. Materialieji ištekliai ir per paskaitas naudojamos technologijos yra tikrai pagirtini dalykai. Vis dėlto kompiuterių skaičius ir prieiga prie jų reikalauja išsamesnio įvertinimo prieš teigiant, kad jų visiškai pakanka.

Pastebima knygų, išskyrus vadovėlius bibliotekoje, stoka, kuri yra neabejotinas magistrantūros studijų programos trūkumas. Reiktų toliau tobulinti galimybes studijuoti ir bendrauti virtualioje erdvėje.

Fakultetas turėtų tinkamai atsižvelgti į naujausias technologijų srities tendencijas, programinės įrangos naujoves ir virtualias studijas tam, kad išspręstų kai kurias problemas, paminėtas savianalizės suvestinėje. Itin svarbu, jog būtų prieinami ir studijų programoje reguliariai naudojami turimi materialieji ištekliai bei marketingo ir pardavimų sričių programinės įrangos paketai.

4. Pagirtini studijų programos aspektai yra tinkami ir viešai prieinami priėmimo reikalavimai, socialinė ir akademinė parama studentams, informacijos sklaida įvairiais kanalais, skaidrus ir objektyvus vertinimas ir pažangūs studijavimo metodai.

Priėmimo į studijų programą politika yra lanksti, sudaranti galimybes stoti įvairių akademinį išsilavinimą turintiems studentams, kas yra pagirtina. Apie iki šiol vykdyto priėmimo pobūdį ir programos tęstinumą ateityje atsižvelgiant į darbo rinkos duomenis ir realias absolventų galimybes įsidarbinti savianalizės suvestinėje užsimenama menkai. Dėstytojų įdarbinimo duomenys nėra lyginami su kitų konkurentų Lietuvoje ar kitų Ekonomikos ir vadybos fakultete dėstomų magistrantūros studijų programų duomenimis. Reiktų iš naujo apsvarstyti studijų eigą, kuri vykdoma „sublokuotais“ moduliais, mažesniu kreditų skaičiumi nei kitose magistrantūros studijų programose, trijų vietoje keturių semestrų modelį ir ribotą bendravimą su dėstytojais bei šių sprendimų motyvus, jei norima, kad studijų programa tenkintų nustatytus tikslus ir pasiektų joje numatytų studijų rezultatų.

5. Studijų programos komitetas akivaizdžiai veikia, tačiau linkstama pasikliauti daugiau neformaliais, o ne oficialiais procesais, tokiu būdu prarandama proga dokumentuoti kokybės užtikrinimo sprendimus (pvz., metiniame Kokybės gerinimo plane). Galima būtų pagalvoti apie labiau paskirstytą sprendimų priėmimą ir didesnę tiek studentų, tiek personalo dalyvavimą.

III. REKOMENDACIJOS

1. Išsamiai dokumentuoti, kaip realizuojami ir pasiekiami programos studijų rezultatai (pvz., 2, 3 ir 4 studijų rezultatai) studijų programos sandaroje, struktūroje ir visame turinyje, ir pagrįsti pusiausvyrą tarp marketingo ir pardavimų, teorijos ir praktikos vykdomoje studijų programoje.
2. Studijų struktūra ir bendras kreditų svoris turi būti pakartotinai įvertinti atsižvelgiant į „sublokuotą“ studijų programos vykdymo pobūdį, įvairius šaltinius, iš kurių pritraukiami studentai, ir papildomų išlyginamųjų studijų vyravimą. Bendrai paėmus visi šie faktoriai gali reikšti, kad studijų programos planas turėtų apimti keturis semestrus (120 kreditų), kad būtų pasiekti visi studijų rezultatai.
3. Reiktų keisti studijų programos planą siekiant tinkamos studijų dalykų sekos ir iš naujo panagrinėti privalomuosius ir laisvai pasirenkamuosius dalykus (pvz., *Derybos*, *Logistika*), taip pat rekomenduojama apsvarstyti galimybę įvesti modulius tokiose srityse, kaip *Pardavimų vadyba*, *Pardavimų tyrimai*, *Rinkos tyrimai* ir *Mokslinio tyrimo metodai*.
4. Išplėsti ir patobulinti dabartinę dėstytojų komandą, kadangi nei vienas iš jų nenurodo „pardavimų“, „pardavimų strategijos“ ar „pardavimų vadybos“ tarp savo mokslinių interesų sričių.
5. Daugelis dėstytojų turi praktinės patirties, susijusios su dėstomais marketingo studijų dalykais, tačiau studijų turinį iš tiesų gali labai varžyti pardavimų dalykų specialistų, kurie galėtų pasidalyti savo patirtimi, stoka. Panašu, kad ištęstinių studijų atveju Fakultetas turi atitinkamų, itin kvalifikuotų ir kompetentingų specialistų šioje srityje. Tokio personalo reikėtų daugiau, jei norima pasiekti atitinkamų studijų rezultatų vykdant studijų programą.
6. Paramos studentų ir personalo vykdomiems moksliniams tyrimams ir baigiamiesiems darbams išteklius reikėtų pagerinti tinkamai naudojant specializuotą pardavimų ir marketingo programinę įrangą, bibliotekos ir virtualios bibliotekos išteklius. Tai galėtų būti ir privalomas virtualiosios studijavimo aplinkos naudojimas ir tinkamas personalo mokymas.
7. Teigiama, kad ši studijų programa „... turi ypatingai didelę paklausą studijų rinkoje“, tačiau ekspertų grupei nepavyko rasti šį teiginį pagrindžiančių įrodymų, išskyrus priedo lentelę, kurioje nurodoma, kad buvo priimti visi, pateikusieji stojimo prašymus. Reikėtų panagrinėti lyginamuosius duomenis, kurie leistų palyginti šiuos priėmimo skaičius su nacionaliniais duomenimis ar net kitų magistrantūros studijų priėmimo praktika Ekonomikos ir vadybos fakultete, (toliau – EVF) ir suformuoti tikslinės rinkodaros kampanijos pagrindą.
8. Studentų mokslo veikla šiuo metu yra nestruktūrizuota, nežymi ir nepatenka į oficialių studijų programos reikalavimų sritį, ji taip pat nėra reikšminga oficialioje studijų programoje. Tokia padėtis kelia nuostabą turint galvoje EVF siūlomų magistrantūros studijų programų įvairovę ir doktorantūros studijų programą. Studijų programos lygmens studijų rezultatuose aiškiai teigiama, kad studijų programos absolventai galės „tęsti studijas vadybos ir administravimo doktorantūros studijų programose“ (15 punkto 1 dalis) – būtent jos yra nurodomos pirmuoju punktu absolventų tolesnio pasirinkimo sąrašė. Studijų programos vykdytojai dabar privalo parengti išsamų planą, kaip šis tikslas turėtų būti skatinamas ir realizuojamas.
9. Nors duomenų apie funkcionuojančią Studijų programos komiteto (toliau – SPK) struktūrą yra, būtina užtikrinti visišką personalo dalyvavimą SPK veikloje, aktyvų ir visapusišką studentų dalyvavimą, grįžtamojo ryšio su visais socialiniais dalininkais palaikymą bei metinį kokybės gerinimo planą, kuris būtų sudaromas pagal Studijų

programos komiteto sprendimus ir užpildytą spragą, nes apie ankstesnių metų sprendimus būtų atsiskaitoma oficialiau ir rezultatai būtų dokumentuojami.

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