



CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

EVALUATION REPORT
STUDY FIELD of MARKETING
at Vilnius University

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Study Field Data

Title of the study programme	<i>Marketing and Integrated Communication</i>	<i>Digital Marketing</i>
State code	6211LX024	6211LX026
Type of studies	University studies	University studies
Cycle of studies	Second cycle	Second cycle
Mode of study and duration (in years)	Full-time studies	Full-time studies
Credit volume	90	90
Qualification degree and (or) professional qualification	Business management master's degree	Business management master's degree
Language of instruction	Lithuanian, English	Lithuanian, English
Minimum education required		
Registration date of the study programme	20/10/2020	23/05/2020
Title of the study programme	<i>Marketing and Sales Management</i>	
State code	6211LX023	
Type of studies	University studies	
Cycle of studies	Second cycle	
Mode of study and duration (in years)	Full-time studies	
Credit volume	120	
Qualification degree and (or) professional qualification	Business management master's degree	
Language of instruction	Lithuanian	
Minimum education required		
Registration date of the study programme	19/05/1997	

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I. INTRODUCTION

1.1. BACKGROUND OF THE EVALUATION PROCESS

The evaluation of study fields is based on the Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC) 31 December 2019 Order [No.V-149](#).

The evaluation is intended to help higher education institutions to constantly improve their study process and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) site visit of the expert panel to the higher education institution; 3) production of the external evaluation report (EER) by the expert panel and its publication; 4) follow-up activities.*

On the basis of this external evaluation report of the study field SKVC takes a decision to accredit study field either for 7 years or for 3 years. If the field evaluation is negative then the study field is not accredited.

The study field and cycle are **accredited for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).

The study field and cycle are **accredited for 3 years** if one of the evaluation areas was evaluated as satisfactory (2 points).

The study field and cycle are **not accredited** if at least one of evaluation areas was evaluated as unsatisfactory (1 point).

1.2. EXPERT PANEL

The expert panel was assigned according to the Experts Selection Procedure (hereinafter referred to as the Procedure) as approved by the Director of Centre for Quality Assessment in Higher Education on 31 December 2019 [Order No. V-149](#). The site visit to the HEI was conducted by the panel on 4 May, 2021. Due to the coronavirus pandemic, the site visit was conducted online using video conferencing tools (Zoom).

Dr. Kristiina Tõnnisson (panel chairperson), *Head of Johan Skytte Institute of Political Studies, University of Tartu, Estonia;*

Prof. dr. Đurđana Ozretić Došen, *Full Professor at the Department of Marketing, Faculty of Economics and Business, University of Zagreb, Croatia;*

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Ms. Daiva Staneikaite-Naldal, *CEO of DSTN Ventures, Denmark;*

Ms. Alicia Presencio Herrero, *1st year PhD student of Audiovisual Communication, Advertising and Public Relations, Complutense University of Madrid, Spain.*

1.3. GENERAL INFORMATION

The documentation submitted by the HEI follows the outline recommended by SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before the site visit:

No.	Name of the document
1.	Virtual presentation of learning facilities used by marketing field students at Vilnius University
2.	Main marketing field subjects syllabi (course descriptions)

1.4. BACKGROUND OF THE STUDY FIELD/STUDY FIELD POSITION/STATUS AND SIGNIFICANCE IN THE HEI

Vilnius University (hereafter – VU; also – the University) was established in 1579 and is the oldest and largest higher education institution in Lithuania. It is a public institution with 4915 employees and 20870 students (data from October, 2020). The University has 15 academic units (11 faculties, 1 institute, 1 centre, and 1 business school) and 12 non-academic units. VU operates over 80 bachelor’s and integrated study programmes and 100 master’s and professional studies (pedagogical) programmes. Doctoral students can select between nearly 30 fields of science. The University offers studies in 12 study field groups and 59 study fields.

Studies in the marketing study field are operated by three VU academic units: Faculty of Economics and Business Administration, Business School and Kaunas Faculty. The Faculty of Economics and Business Administration (hereafter – FEBA) comprises nine departments (Marketing, Management, Business, Accounting and Audit, Finance, Quantitative Methods and Modelling, Economic Informatics, Economic Policy, Theoretical Economics), and the Centre of Expertise in Economics.

There are four study programmes operated in the marketing study field in VU: one first-cycle study programme “Global Marketing”, and three second-cycle study programmes: “Marketing and Integrated Communication”, “Digital Marketing”, and “Marketing and Sales Management”. Additionally, doctoral studies in marketing are taking place as well.

II. GENERAL ASSESSMENT

Marketing study field and **second cycle** at Vilnius University is given **positive** evaluation.

Study field and cycle assessment in points by evaluation areas

No.	Evaluation Area	Evaluation of an Area in points*
1.	Intended and achieved learning outcomes and curriculum	4
2.	Links between science (art) and studies	5
3.	Student admission and support	4
4.	Teaching and learning, student performance and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Study quality management and public information	4
	Total:	29

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

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

3 (good) - the field is being developed systematically, has distinctive features;

4 (very good) - the field is evaluated very well in the national and international context, without any deficiencies;

5 (excellent) - the field is exceptionally good in the national and international context/environment.

III. STUDY FIELD ANALYSIS

3.1. INTENDED AND ACHIEVED LEARNING OUTCOMES AND CURRICULUM

Study aims, outcomes and content shall be assessed in accordance with the following indicators:

3.1.1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market

According to the SER (p. 8), Vilnius University's master programs in the marketing field are developed to transfer knowledge and skills necessary for the three different, specialized careers of marketing professionals: the *"Marketing and Integrated Communication"* program aims to enable future professionals to deal successfully with the broad range of the respective marketing challenges in companies, non-profit organizations and work in the marketing research field (agencies); the *"Digital Marketing"* program is focused on preparing knowledgeable and skillful marketing specialists for the different tasks related to the digital transformations happening in marketing activities and departments of companies and organizations of different sizes and types; the *"Marketing and Sales Management"* program's specificity is the orientation towards the needs of competent training professionals who will perform, mainly in the small and medium-sized companies, marketing and sales management jointly and/or simultaneously.

The evidence from relevant Lithuanian sources emphasizes that the demand for competent marketing and advertising specialists is multiplying. All three programs have a foundation on Universities' scientific and didactic resources and capabilities and, as such, conform to the contemporary needs and requirements for the marketing professionals in Lithuania. The programs are developed to enable achieving the "Lithuania 2030" State Progress Strategy goals by building interdisciplinary competencies in imagination, creativity, critical thinking, leadership, teamwork, and organization skills. The international criteria and requirements for assessing marketing knowledge and competencies embedded in the European Marketing Confederation's certification and Qualification framework are considered. Also, qualification certificates recognized by employers in Europe serve as guidelines in streamlining the programs' content to the needs of the labor market. The focus on developing programs taught in English contributes to the international employability and integration of graduates into the labor market. During the sessions with the Senior administration and the SER group, the VU representatives highlighted the programs' focus on bridging the gap between East and West by using a challenge-based teaching and learning approach to connect international, multicultural students with different educational backgrounds and practical experiences.

3.1.2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI

As stated at University website (www.vu.lt/en/about-vu), the mission of Vilnius University is to create, accumulate and disseminate knowledge by ensuring continuity of authentic

university culture distinguished by the atmosphere where old traditions and new ideas enrich each other. The master studies from the marketing follow the VU mission and are focused on enhancing Lithuania, as a strategic priority of the VU, primarily through research and internationalization.

The field and cycle study programs' aims and outcomes align with the mission and strategic priority of VU. Programs emphasize developing marketing professionals for the Lithuanian and foreign markets, highly specialized for performing complex marketing activities. Their competencies are built through exposure to the teaching and learning process performed by the engaged teaching staff who achieve high academic advancements. The areas of particular importance in that vein include scientific research activities in areas of national and international interests, participation of teaching staff in social events with the goal of the popularization of science, expert consulting services regarding marketing issues, as well as other forms of interaction with the professional community – cooperation with professional associations etc. The expert committee agrees that a student-centered approach and hands-on training learning experiences represent VU's strengths and differentiation. Furthermore, focusing on developing programs taught in English, besides contributing to the easier integration of graduates into the labor market, directly contributes to the strategic priority of VU's ongoing internationalization.

3.1.3. Evaluation of the compliance of the field and cycle study programme with legal requirements

The three master study programs in the marketing field comply and operate on the existing legal documents on higher education in the Republic of Lithuania. Also, they are designed following Vilnius University Study Programme Regulations (SER, pp. 11-12, Table 1.1.(a)). All three programs meet legal requirements. Marketing and Integrated Communication and Digital Marketing, both programs of 1,5 years, have a volume of 90 ECTS. Marketing and Sales Management program lasts 2 years and has 120 ECTS. All programs have a modular structure. The final thesis and final examinations amount to 30 ECTS in Marketing and Integrated Communication and Digital Marketing, and 35 ECTS in Marketing and Sales Management program. The scope of a module is 5 ECTS for all programs. The workload per ECTS is in the range of 25-30 hours (contact and self-study hours). The modular, sequential program structure is well suited to teaching staff; it ensures flexibility to teachers when planning research activities related to the subjects taught and combining them with the teaching load.

3.1.4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes

The compatibility is attained through the coherence of the programs' and their course units learning outcomes. Each program outcome is achieved comprising several courses and their outcomes. Teaching methods include traditional and interactive lectures, group discussions, case studies, problem solving-based teaching/learning, cooperative learning, individual and team projects. The assessment methods used are tests, problem-solving assignments, essays, reports, presentations, self-assessments and assessments of group peers (SER p. 20).

The expert committee finds the compatibility of aims, learning outcomes, teaching/learning, and assessment methods appropriate, well balanced, and following the master level programs. Furthermore, during the meeting with the students, the expert committee witnessed that they understand the integration of the program's aims and learning outcomes and think the program prepares them well for either scientific (enrolling a Ph.D.) or professional marketing career.

3.1.5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students

According to SER (p. 14), delivering course units represents the way of accomplishing the study program's planned learning outcomes needed to ensure students' competencies. Each master program is composed of modules and course units essential to acquiring knowledge and skills according to its specialization and relevance for the marketing field. The totality and consistency of the programs' structures are predetermined by the specifics of every program (SER, p. 16) and, as such, ensure the development of the desired students' competencies.

The expert committee finds that each program's scope and structure provide students with theoretical background, research skills, and practical skills to some extent. The detailed descriptions of the consistency of the field study programs (SER pp. 16-19), and the evidence gathered during the sessions with students, alumni and social partners confirm that VU is committed to prepare highly competent marketing experts ready to face international, intercultural, interdisciplinary and interconnected marketing challenges. Students, alumni and social partners agree that master programs educate students to gain broad marketing knowledge, good analytical skills, master critical and practical thinking, develop communication skills, be proactive professionals. Besides developing and gaining competencies, students and alumni stressed care and flexibility provided during the study process. They emphasized the assistance given to students in adjusting to the program and overcoming differences that stem from their varying former education, professional experience, cultural background. A well developed and elaborated procedure ensures the continuous programs' development in terms of introducing, changing and/or expanding modules content. However, the program "Marketing and Sales Management" (Kaunas) is perceived as inferior to the other two and specific recommendations are given in the respective section of this report regarding its improvement. Also, suggestions for the development of programs taught in Vilnius, regarding the enrichment of elective courses, are provided.

3.1.6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes

Within each of the three analyzed study programs, the personalization of the program is carried out primarily through the selection of elective courses, the development of an individual study plan, and the possibility of participation in the exchange (outgoing mobility) (SER, p. 20). Each program offers several elective courses, mostly aligned with its

specialization and dedicated to contemporary marketing management issues. Students and alumni rated both content and choice of elective courses positively. However, they emphasize the need for an ongoing inclusion of new topics dedicated to digitalization and interconnectivity and the introduction of new electives.

3.1.7. Evaluation of compliance of final theses with the field and cycle requirements

Rules regarding the preparation of a final thesis, principles of committee formation, and the defence procedures are included in the Vilnius University official documents and methodological guidelines of academic units that deliver marketing study field programs (SER, p. 21). The list of master theses demonstrates that their topics match the specialization of the program and address relevant issues. According to the insights into theses written in English (program *Marketing and Integrated Communications*), summaries written in English and reference lists of the theses written in Lithuanian, the expert committee concludes that they are of a very good standard. Evidence shows that students have mastered required research and academic writing skills and can elaborate on theoretical and practical issues of the chosen research problem.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. Clear and differentiated positioning of each of the three offered master programs reflects well the needs for the education of marketing experts.
2. Systematic approach and procedures for updating programs' structure and management are in place, based on the growing internationalization of students, research, and content taught.

(2) Weaknesses:

1. There is a gap in perceptions of quality and commitment to conducting studies between Vilnius and Kaunas programs, as pointed out by students and alumni.

3.2. LINKS BETWEEN SCIENCE (ART) AND STUDIES

Links between science (art) and study activities shall be assessed in accordance with the following indicators:

3.2.1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study

According to the meeting with the teaching staff, the expert committee can state that there is a clear connection between research and teaching activities. This remark was further approved by the students and alumni discussion during site visit. The self-evaluation report shows an impressive research output of the teaching staff (SER p. 27, Table 5). There is a close link between the research interests of the teaching staff and the course units they deliver. The expert committee welcomes the listed ideas for further development: acquiring new survey

tool (Qualtrics), establishing the Research Ethics Committee, new laboratory to collect marketing data from experiments, possible internal cooperation with Life Sciences to take measures in neuromarketing, securing funds and finding new research topics.

The expert committee recognises the efforts to produce and maintain high quality research by Vilnius University. The research committee admits the high research standards of the teaching staff, from participating in various kinds of academic conferences to publishing in top tier journals like Journal of Consumer Behavior, Journal of Customer Behaviour, Young Consumers, International Journal of Culture, Tourism and Hospitality Research and so on. They are also involved in creating high quality study materials. The expert committee recognises the approach of increasing the output of marketing-related research and the current high level of it (as the self-evaluation report states, the summarized score of Vilnius University in comparative evaluation in economics and management -4,15- is the highest among all Lithuanian universities.). The expert committee finds the current level of cooperation with alumni and external partners satisfying: as the self-evaluation report shows (p. 26, Table 4), there is close cooperation, providing several opportunities to produce high quality research outputs and/or securing funds.

3.2.2. Evaluation of the link between the content of studies and the latest developments in science, art and technology

The expert committee confirms the statement of the self-evaluation report as “the subjects taught in the marketing study field use the latest compulsory literature, supplemented by relevant information regarding the newest scientific knowledge and technological innovations, and the latest research findings of the University staff.” The representatives of the study programs show a tendency towards utilizing new educational sources and tools as well.

The *Digital Marketing* program not just refers to the current trends of digitalization, technological advancements and internationalization, but also provides relevant answers to the market demand. These study focuses and highlights can provide advantages for students in their future career development. The expert committee admits the expressed hiatus as well: the study program management is looking for international professionals, and admits that some staff members should put higher emphasis on academic research activities instead of applied sciences. Further improvement on these matters is advised. As it was verbalized during site visits, the expert committee strongly advised to implement a marketing bachelor program, as it would hold additional value to the field and could provide relevant answers for the market demand.

The expert committee agrees on the statement of the self-evaluation report as the field’s teaching staff ensures the coherence between marketing study field content and the newest research and technology achievements.

3.2.3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle

The expert committee finds the current research focus well-adjusted to marketing. The expert committee also admits that the students have strong fundamentals in general marketing theory and have strong analytical skills. These statements were further validated during the meeting with students and alumni as well. According to the site visit and the content of the self-evaluation report, the level of involvement of stakeholders (including students) is prominent. During the meeting with teachers, they indicated many of the top-tier theses are further presented at academic conferences or published as journal papers. This has been confirmed by the students and alumni; both groups appreciated the opportunity to participate in the scientific activities.

There is a strong bond between learning and scientific activities; the involvement of students in scientific endeavors is tight and organic. This represents one of the major strengths of the evaluated institution.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The high involvement of students in scientific research activities is remarkable.
2. There is a strong coherence between scientific and teaching activities.
3. The international staff working in marketing study field provide additional advantages in both teaching and research.

(2) Weaknesses:

1. Apparently, there is a weak collaboration with other research areas/departments.
2. The marketing study field staff is lacking in the usage of institutional facilities that could provide further scientific and practical advantages.

3.3. STUDENT ADMISSION AND SUPPORT

Student admission and support shall be evaluated according to the following indicators:

3.3.1. Evaluation of the suitability and publicity of student selection and admission criteria and process

The admission to Vilnius University first-cycle study programmes is carried out during the General Admission period according to the procedures of LAMA BPO (Association of Lithuanian Higher Education Institutions for Centralized Admissions). The admission of international students is carried out according to the Procedure of Admitting Foreign Nationals to Degree Study Programmes. The information regarding bachelor study programmes and their admission requirements is available on the FEBA website. On the other hand, *Marketing and Integrated Communication* (in Lithuanian and English), *Digital Marketing* and *Marketing and Sales Management* follow the norms of the Vilnius University Admissions Procedure for Second-Cycle Study Programmes. Special attention is paid to the motivational interview in the program *Marketing and Integrated Communication*. The information on application requirements to Vilnius University second-cycle studies in the marketing field is

available on websites of Vilnius University, the COUs operating the studies (BS, FEBA, KnF) and in the printed materials. A constant enrollment is maintained during the years analyzed, which shows the interest in these programs at Vilnius University. All the information is clear and the students did not show any problem in the admission criteria and its information.

3.3.2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application

Every international qualification is evaluated, and decision on its academic recognition is made individually, based on available information and the practice of evaluation and recognition of equivalent or substantially similar international qualifications, thereby ensuring the consistency of qualification recognition practice, for instance, when the content is not specified in the study agreement, learning outcomes can be recognized on the basis of the content that is formalized. Non-formal learning outcomes are recognized after evaluating whether the learning outcomes meet formal requirements, general and subject-specific competences of the aimed study programme. If a student comes from another Lithuanian university, no more than 75% of the scope of a desired first or second cycle study programme can be recognized.

In 2017-2019, there were no cases of the recognition of informally or non-formally acquired competences in the second-cycle marketing field programmes at Vilnius University. All field students participating in the outgoing mobility exchange programs automatically receive the recognition of course units that are included in the exchange study plan at a foreign university coordinated with the CAU in advance. This committee recommends expanding the information on the recognition of credits to students, since, often, students seem to be unaware of this procedure or the way to validate them.

3.3.3. Evaluation of conditions for ensuring academic mobility of students.

Marketing field students of all cycles have the opportunity to spend a semester or a year in partial studies abroad. Also, they can participate in the compulsory professional internship abroad for the period specified in the study plan, in the additional professional summer internship, in the graduate internship immediately after graduation under Erasmus+, ISEP, Nordplus, or under bilateral cooperation agreements. The international cooperation in the University is administered by the International Relations Department. In 2017-2019, 6 students of the Marketing and Integrated Communication programme and 2 students of the Digital Marketing programme participated in partial studies under the Erasmus+ program and bilateral agreements. Incoming students are expected from this course as the modules in English have already been implemented. In Marketing and Integrated Communication, the proportion of foreign students is very high.

According to the SER, operating studies in the marketing field have 191 Erasmus and other agreements with universities abroad. Students have numerous resources to promote their internationalization, and they use them, although to a lesser extent, in Master's studies. It is recommended to continue enhancing the experiences in the second-cycle of studies. Precisely, for the Marketing and Integrated Communication, it is necessary to continue working to level

the cultural differences that have been spoken to us during the meetings. This is an area for improvement that the University already reflects on in the SER.

3.3.4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field

A significant motive for students to apply for studies is the possibility to receive state funding. Students can receive incentive scholarships for the top results in their studies. All students of the marketing field have the opportunity to receive various types of support. Students are counselled on all studies-related matters by the heads of study programmes periodically. The University implements a mentorship program. Career counselling is a support form that rapidly gains popularity among students. VU Health and Sports Centre implements a healthy lifestyle support program for students and for the academic staff. VU Counselling and Training Centre offers students professional psychological counselling on personal and family life, studies, social integration and other aspects. Students can participate in extracurricular activities offered by the Vilnius University Culture Centre. Without a doubt, this is a strong point of the University. This committee considers that the University provides a complete and varied attention to the student. The large number of scholarships available guarantee and encourage the student to continue with their studies.

3.3.5 Evaluation of the sufficiency of study information and student counselling

The VU offers an integration week when new students are offered a special lecture and the schedule of meetings. The VU Students' Representation prepares a first-year Students' Memos and Student Life Guides with necessary information for new students. Student career opportunities are also addressed during meetings with alumni and potential employers.

The activities carried out by the Student Council are varied and concrete, the students know its operation and its representative. They positively value the closeness and immediacy of communication with teachers. However, the participation of students in the satisfaction surveys could be improved, so that they would be more representative.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. All required facilities and resources for the studies are available to fully serve the needs of the student.

(2) Weaknesses:

1. Student satisfaction surveys could be used more widely and with higher levels of involvement.
2. Continue empowering incoming students.

3.4. TEACHING AND LEARNING, STUDENT PERFORMANCE AND GRADUATE EMPLOYMENT

Studying, student performance and graduate employment shall be evaluated according to the following indicators:

3.4.1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes

A rich variety of study forms are used during the studies. The methods combine face-to-face and individual components to reach the intended learning outcomes. This is also reflected in the assessment components, which are aligned to the study methods. Students' performance assessment is integrative and cumulative to foster developing professional knowledge and personal competence relevant to the labor market requirements. Assessments are based on both individual and group assignments. The evaluation system supports students' active participation and self-assessment. E-learning tools are used to accommodate individual students' needs. The students receive continuous feedback regarding their study progress from the lecturers and their peers; various forms of student support and feedback are implemented. During the sessions, students confirmed the study forms and assessment methods support creativity and critical thinking, their feedback is taken into account and is implemented in the further study program development. The lecturers are supportive and available for discussions or counselling. The evaluation process is recognized as fair and reflects the students' performance. This has been confirmed for both Vilnius and Kaunas campuses.

Students are also informed about how their feedback is reflected in the study program development. The graduates can continue on a master's or doctoral level on any HEI that provides such education. The continuation is not limited to Lithuanian HEIs but to any HEI in any country which recognizes the degree. Many students actually continue their studies abroad.

The institution has a well-established study system that employs a wide variety of study and assessment methods. The assessment components match the nature of intended learning outcomes and foster developing students' knowledge, competence, and skills. Students receive multiple feedback on their study progress; the system is smooth and transparent.

3.4.2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs

The institution has formulated a five-year diversity and equal opportunities strategy which (also) addresses the adaptation of the study process to vulnerable persons and persons with special needs. The facilities reflect the needs of persons with various impairments; the institution has introduced a position of Disability Affairs Coordinator who assists to identify students' specific needs. Students may ask for professional counselling when dealing with difficult personal or family situations. Students may apply for an individualized study plan or adjusted assessment methods to reflect their specific requirements. Students can receive

financial support, such as an incentive, social, nominal, one-off social, and one-off earmarked scholarships. During the evaluated period, there were not any students with special needs or from socially vulnerable groups. However, the institution is well prepared to receive students with special needs or from socially vulnerable groups, as it approaches this issue from a strategic perspective.

3.4.3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress

Student study progress is monitored at several levels (course unit, study year, study program). Students are informed about the study methods and assessment components at the beginning of each module, and the information is available in the course syllabus. The evaluation is performed by module lecturers. Monitoring on an annual basis reflects results from all students participating in the class to analyse grade distribution and dropout rates and is performed by the Study Administration Department and Student Services and Career Department. At the program level, the Study Programme Committee analyses students' performance throughout the whole studies. The analyses are reflected in the study program development, where the module syllabi, study methods, and assessment components are continuously reviewed, evaluated, and adjusted according to the results. The monitoring also includes (standardized) students' feedback, which is analysed by the Study Programme Committee.

Similarly, students are provided feedback regarding their study progress on various levels (module, final thesis). Moreover, on the program level, students are informed about adjustments and changes implemented on the program level, based on the analyses mentioned above, feedback from students, social partners, alumni, state-of-the-art in the field.

Monitoring student study progress is systematic and represents a comprehensive framework. Students receive adequate feedback on their study progress which promotes self-assessment. Such a monitoring system seems to be more than sufficient to reach the intended outcomes.

3.4.4. Evaluation of employability of graduates and graduate career tracking in the study field.

The institution has a specific information system to track graduates' careers. Monitoring and analysis is based on multiple databases combining external (i.e., governmental databases and registers) and internal (own surveys) sources. The monitoring is longitudinal (i.e., after 12 months, three years, after graduation), and the surveys address various issues (i.e., not only positions and salaries but also job satisfaction). The institution also collects feedback from external stakeholders (i.e., alumni, social partners, guest business representatives) on graduates' competencies. However, this feedback is collected rather informally, which represents an opportunity for further development.

The institution has a wide and active network of partners. However, the session with alumni and social partners revealed different conditions between the Vilnius and Kaunas campuses. Students in the Vilnius campus have more opportunities to meet guest lecturers from businesses, better opportunities for internships, or further cooperation with social partners.

The graduates' employment rates are high; many graduates find jobs in international companies or abroad. The institution pays a lot of attention to graduate career tracking; the feedback is collected from multiple sources to provide a complex perspective on graduates' competencies and skills. There is an opportunity to strengthen and consolidate the growing alumni network. Still, feedback from alumni, social partners, and guest business representatives is not yet fully formalized, representing a great opportunity to gather a more detailed perspective. In addition, the employment rates in two of three study programs are decreasing in recent years, requiring further attention. There are differences between the campuses, esp. in cooperation with external stakeholders.

3.4.5. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination

The institution has a well-established framework to support academic integrity, tolerance and non-discrimination. Code of Academic Ethics defines various areas of ethical behaviour and norms (academic, teaching, study) and describes in detail various aspects of academic misconduct. The submitted works and theses are checked by the anti-plagiarism system. There are institutional bodies that deal with reported cases and appeals of academic misconduct. The institution also has bodies to deal with cases against principles of tolerance and non-discrimination. Moreover, there is a hotline available to all academic community members to anonymously report any cases or to receive assistance from experts, e.g., lawyers or psychologists.

Students' Representation monitors the whole process to ensure fair examination. All institutional directives are communicated to all stakeholders and are publicly available. During the sessions, students confirmed that the institutional setting promotes openness, tolerance, and non-discrimination. The institutional framework to ensure academic integrity, tolerance and non-discrimination is robust and well-balanced.

3.4.6. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies

Students who disagree with the examination procedure or grade may submit an appeal to a specific institutional board. Members of such a board are representatives of academic staff and students to ensure an unbiased process. The system of submitting appeals is well-described and publicly available. The session with students confirmed they are aware of formal procedures regarding submitting appeals and complaints. Procedures for the submission and examination of appeals and complaints regarding the study process within the field studies are described in detail and well-balanced.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. There is a well-established formal procedure framework in place that is well-communicated and recognized among stakeholders.

2. VU has very open and supportive teachers.
3. The marketing field programmes have enough opportunities to adjust studies to reflect individual needs.
4. Around the programmes, there is strong cooperation with alumni and social partners leading to a high level of employability of the graduates.

(2) Weaknesses:

1. There are too big differences between Vilnius and Kaunas campuses. Kaunas needs to have as well more opportunities to meet guest lecturers from businesses, better opportunities for internships, and further cooperation with social partners in Vilnius.

3.5. TEACHING STAFF

Study field teaching staff shall be evaluated in accordance with the following indicators:

3.5.1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes

The members of teaching staff are employed under the terms of the public competition for a period of 5 years, for which the attestation of their work is performed according to stipulated criteria. The permanent teaching staff of the marketing field programs consists of a stable and relatively large group of more than 30 teachers of different academic positions and with appropriate scientific titles (SER, Table 15, p. 49). Some teachers also have a wealth of practical experience. An excellent level of English language proficiency is pointed out as a distinctive feature. Permanently employed teaching staff meet the general requirements for the first and the second-cycle studies. The study process's realization includes foreign lecturers and researchers, with whom special one-year contracts are concluded within which they teach one course. Lecturers and junior assistants also take part in the teaching. A particular category of teaching staff is represented by persons in the status of partnership professor and partnership associate professor who improve the study process by transferring the rich experience of business practice to the participants (they do not perform the scientific research). Marketing experts (CMOs, heads of marketing departments, and alike) are invited as guest lecturers. In the observed period, teaching staff turnover was low. The necessary attention is paid to the student-teaching staff ratio, which is acceptable and ensures the achievement of an adequate level of quality in performing all activities towards students.

Teaching staff at VU in terms of structure, academic qualifications, research activities and results, and overall professional qualities is the basis for the successful implementation of programs performed in the marketing study field. Most courses are taught by permanent teaching staff, many of whom participate in teaching in two study programs. In the observed period of three academic years (2017-2020), the number of teaching staff oscillates slightly, i.e., 32, 31, 33 – which indicates that a stable structure guarantees consistency in the execution of study programs and that occurred changes are related to formal elements (e.g.,

change in program structures). Among 19 permanent teaching staff who participate in the second-cycle marketing programs, 89.5% have a Ph.D. degree (SER, p. 50). Their practical experience is high too and enables integrating practical perspective in the subjects taught. Excellent English language proficiency of teaching staff is a competitive advantage; it allows quality of studies taught in English, the use of recently published literature, active involvement in international exchange – lecturing, training, participation in tenders for foreign projects, etc., which is all strongly encouraged. In the observed period, five highly qualified foreign professors and researchers taught five different marketing courses. Besides being the distinctive feature of the program, it represents a commitment toward the internationalization of studies at VU. Furthermore, seven lecturers-practitioners (4 partnership associate professors and three lecturers) participate in implementing the study program, whose expertise in specific areas of marketing (advertising, PR, digital marketing) enables learning on specific examples of connecting theory and practice. Additional value stems from inviting guest lecturers who present on a specific topic. Although the ratio between students and marketing teaching staff has increased due to a larger number of students enrolled in the last (2019) compared to the first year of the observed period (2017), the quality of study has not been endangered. During the session with the teaching staff, the expert committee has found that the teachers are proud of belonging to the VU, satisfied when witnessing the professional success of their former students, and very appreciative of opportunities they have for the internationalization through different mobility options, attending international conferences and events and building networks. They also rated positively the modular approach of teaching, which allows them to focus on the research activities better. They are appreciated for their teaching excellence and the good connection of courses they teach with their research topics.

3.5.2. Evaluation of conditions for ensuring teaching staffs' academic mobility

Academic mobility represents an essential way of strengthening the competencies of teaching staff. It is performed as teaching abroad and learning visits (in terms of mastering new teaching methods and acquiring skills for their application), aiming to gain international experience in a multicultural environment and build a network for future cooperation. The basic framework for academic mobility is the ERASMUS+ program, i.e., its parts ERASMUS+ Teaching mobility, ERASMUS+ Learning mobility, Erasmus+ International Credit Mobility. Mobility programs with partners outside the EU are realized based on partnership agreements. When it comes to incoming mobility, the institution invites a smaller number of pre-selected foreign teaching staff who take responsibility for a course they teach. They are invited based on a one-year contract.

In the analyzed period (2017-2019), the teaching staff realized 32 outgoing mobility, i.e., 16, 7, and 9 per year of the observed period (SER, table 20, p. 53). The outgoing mobility was predominantly performed by professors and associate professors, who visited different foreign universities in many European countries, Russia, Egypt, China, Taiwan, and the USA. Outgoing mobility in 27 cases was for teaching abroad, while in the case of 5 mobilities, it was about going to foreign universities and companies to specialize in learning about new

teaching methods and how to implement and use them effectively. Regarding the incoming mobility, five foreign professors were invited based on yearly contracts, who taught courses dedicated to marketing communications, digital marketing, and innovation and change management. When choosing mobility options, the teaching staff stressed during the meeting with the expert committee that their priorities are to enhance teaching competencies through lecturing for the multicultural international audience and striving for overall teaching excellence.

3.5.3. Evaluation of the conditions to improve the competences of the teaching staff

Teachers are encouraged to improve research, didactic and professional competencies predominantly through academic mobility activities (analyzed in the section 3.5.2. of this report) and training through seminars and workshops organized by Vilnius University and its organizational units whose employees they are. In terms of content, seminars and workshops cover various topics such as developing the course content, teaching methods, improving skills in using the technology, and improving the English language. VU specialists and international experts conduct seminars and workshops. The financial resources of VU and individual, organizational units are used for that purpose. Professional development is planned and achievements evaluated on an annual basis, individually for each teacher. Also, the training of teaching staff takes place through participation in respectable conferences in the field of marketing and involvement in various sections of international projects in which VU is the partner.

In the analyzed period, teaching staff engaged in implementing the programs within the marketing study field, participated in 16 different training programs lasting between 3 and 40 hours. The teaching staff showed the most interest in current topics within the programs: "Active learning methods," "Student group work," "Research paper supervision," "Communication skills," and "The application of mixed learning in university studies." In addition to VU specialists, five foreign experts participated in executing the training. Also, in the analyzed period, the focus was on improving competencies for teaching in a virtual environment, and additional attention was paid to this aspect at the beginning and throughout the pandemic COVID-19 period. The teaching staff evaluates the training programs positively regarding acquiring new knowledge and skills and deepening contacts and relationships with teachers from other study fields at VU. Teaching staff actively participated in international conferences in the field of marketing organized by leading associations such as EMAC and AMA. Also, the teaching staff acquired new competencies through work on 26 projects in the observed period. The expert committee finds that all conditions and actions taken to improve the competencies of the teaching staff are comprehensive and fully aligned with the institution's orientation towards challenge-based learning in the highly internationalized and interdisciplinary business environment.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. A good and balanced teaching staff structure, the backbone of which consists of staff with adequate academic titles and teaching positions, engaged in research activities.
2. Practical experts and doctoral students are included in the teaching to an appropriate extent.
3. The teaching staff has diverse and numerous opportunities to improve academic, didactic, and professional competencies under individual needs.

(2) Weaknesses:

1. The potential of good knowledge of the English language is insufficiently used for a higher level of internationalization in joint research and publishing of teachers with colleagues from abroad.
2. The number of papers authored by the teaching staff published in marketing peer-reviewed scientific journals is still modest.

3.6. LEARNING FACILITIES AND RESOURCES

Study field learning facilities and resources should be evaluated according to the following criteria:

3.6.1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process

Marketing field second-cycle programmes “Global Marketing” and “Marketing and Integrated Communication” are located in Vilnius and the programme "Marketing and Sales Management" is operated at VU Kaunas Faculty campus. Field programmes that are located in Vilnius take a good advantage of the integrated Vilnius University resources, providing access to special resources like fast supercomputers for marketing research projects, central library and alike. Kaunas campus is connected through VPN and other online systems, however, due to the geographic distance, they do not have the same access to physical labs and other special facilities available in Vilnius.

All facilities are equipped with necessary amounts of classrooms and hardware relevant for teaching both on campus, but also for remote studies. Classrooms and meeting room areas are available for teaching, group work, individual work and 1:1 consultations. According to the data provided in the SER (p. 68), the physical environment is upgraded regularly. University reports that during the analysed period, all classrooms were renovated, computers were upgraded, projectors were renewed, traditional door locks were replaced by electronic keys, and many classrooms were refurbished.

Special attention has been taken to accommodate the needs for students with special needs, by installing lifts and special desks for the disabled students in Vilnius facilities. Kaunas facilities report some limitations reg. integration of special equipment for physically disabled students, due to the fact that premises are located in the historic buildings and do not allow much modification. However, in the current renovation plans there are some initiatives to be

implemented to help students with special needs in Kaunas facilities as well. Additional equipment and programs are installed for students with limited sight (visual handicap), such as Braille printing and text-to-speech translating tools.

Regarding technology for information sharing, VU has an internal unified network (intranet) for information sharing between students and lecturers that work well both for sharing information, all study material, and also available for work evaluation purposes. The University takes effort to digitize most teaching practices, and the plan for purchasing more interactive tools to facilitate remote learning is in place. Relevant software to teach subjects in marketing studies has been purchased and is being upgraded regularly. A vast variety of marketing and marketing research relevant software is available for various study fields within marketing (SER, p. 68).

VU has a central library, as well as dedicated sections of it for specific marketing study purposes. Each of 3 second cycle marketing field programmes have dedicated budgets for purchasing relevant literature and access to online databases and relevant research material each year (yearly budgets provided in SER, p. 69). Kaunas location has a separate library onsite its premises, with physical copies of relevant academic literature.

University has a good relationship with other universities and is supporting international exchange programs for students, and provides project opportunities with case-studies with the international student groups. Vilnius University utilizes resources available within international exchange programs (such as Erasmus +) to invite international lectures from other universities.

Overall physical, informational and financial resources of the field studies are adequate and sufficient, and allow to achieve the intended learning outcomes in the three second cycle marketing field programs. University has a strong resource base to sustain and further develop these 3 programs. While all 3 study programs seem to be benefiting from the online access to the shared remote resources, the physical location of Kaunas campus has been mentioned as a slight disadvantage by the students, who do not have same access to all the central facilities, and a social and academic life as the one taking place in the central hub of Vilnius University.

Vilnius University has a good network and collaboration with social and business partners that supplement and support the programs with specific software or study relevant research cases and even quest lecturers. Available international study and research exchange programs provide opportunities for more international collaboration with other universities and international professors.

3.6.2. Evaluation of the planning and upgrading of resources needed to carry out the field studies

Resources required for marketing field programmes are being consistently upgraded and improved to meet the changing needs of students and staff. Both internal VU sources and

external funding are used for this. During 2016-2019, VU has been significantly updating and improving both teaching equipment in all facilities, as well as improving various public spaces with the campus area providing more comfortable spaces for students and staff to work and study. Kaunas facilities have a detailed plan for the upcoming upgrade of the resources to start in 2021.

Overall process for resource planning for all 3 marketing field programmes is in place and detailed budget allocations are provided, covering specific areas (SER, p. 70-71). It is evident to the expert panel that all 3 marketing field programs have well considerate plans and functioning processes for resources planning.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. University ensures high-quality centralized material resources (Vilnius University Library, computer centre, access to international databases, and others), providing broad access to good partnership network, including both academic and social partners.
2. VT has managed to adapt all marketing study material to online formats with well-functioning remote working infrastructure, to increase opportunities to broaden Marketing study scope and to internationalise it.

(2) Weaknesses:

1. Due to the existing public procurement system, planning and acquisition of the material resources is largely formalized and slow. Hence, the rapidly changing needs of the marketing field studies are not always met to the desired level, or delayed.
2. An opportunity (more than a weakness) for the marketing field studies would be to make these studies accessible in English. This would broaden internationalisation and new partnership possibilities.

3.7. STUDY QUALITY MANAGEMENT AND PUBLIC INFORMATION

Study quality management and publicity shall be evaluated according to the following indicators:

3.7.1. Evaluation of the effectiveness of the internal quality assurance system of the studies

Regarding the internal quality assurance system, the expert committee finds it carefully established and viable. The structure of monitoring has a coherent form, carefully adjusted to the institutional matrix. The expert committee admits results of content management regarding the study programs. The variety of subjects can ensure the possibility of giving up-to-date knowledge – especially by involving third party contributors. The expert committee recognises the existence of the *Marketing and Sales Management* study program committee as responsible body for quality assurance.

The current structure of internal quality assurance is acceptable: as the core principles stem from the institute's vision and mission, and the guidelines of European Higher Education Area, Vilnius University aspires to address everyday issues in accordance with the aforementioned framework. There are visible efforts to produce and maintain high quality management by Vilnius University regarding the examined study programs. The expert committee admits the efforts of evaluating feedback from students, teaching staff, social partners and alumni. Further elaboration of the regular activities of the study program committee would have been advised. It is clearly visible that Vilnius University aspires to maintain the link between teaching and research activities.

3.7.2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance

Vilnius University also welcomes the involvement of third parties, such as students and social stakeholders. This aspect certainly provides a higher standard in quality management. The list of partners participating in quality management of *Marketing and Integrated Communication* program (like Ikea, Nielsen, INK agency, BIOK laboratory, Euromonitor International) are able to provide essential input about high quality standards. In the case of the *Digital Marketing* program, working with the head of Digital Academy ensures further connections to top tier affiliates who can participate in various courses as lecturers. According to the self-evaluation report, Kaunas Faculty also has good connections to various business organizations.

The expert committee admits the efforts of Vilnius University to involve their main stakeholders, the students in every step of the quality assurance process. As they are involved in every level of decision making, the quality management approach is excellent. The constant quality surveys (whereas students have the opportunity to evaluate the content of the modules, teaching methodology, study process peculiarities and study infrastructure) provide not only quantitative, but qualitative data as well.

3.7.3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes

The results of student surveys act as strategic planning indicators at VU. Thus, a holistic study quality monitoring exists on the institute level, consisting of program level data. The surveys at the end of each semester provide solid basis for assessing the study program and act accordingly. The Faculty's thorough analysis of the acquired data helps to acquire and maintain a high level quality at the marketing related study programs.

The expert committee is satisfied to see that VU took internal quality management seriously. The University, however, should put efforts to motivate students to take the surveys and elevate the current responding ratio. There is always room for improvement: VU should focus on elevating the current average results of the quality of content of subjects and the overall satisfaction of teaching. The expert committee admits that the teaching quality evaluations mirrored the trends in subjects' content evaluations (and also considers special circumstances

like the pandemic situation). However, it still should be an overall approach to increase the averages of study evaluations.

3.7.4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the SKVC or the HEI) about the quality of the studies at the HEI

There are defined systems for collecting satisfaction information from the University. At hearings, students said that they do take regular satisfaction surveys, but often don't fill them out. This committee considers that student satisfaction surveys should improve their representativeness. It is scarce. On the other hand, the results of the surveys are reported to stakeholders.

Strengths and weaknesses of this evaluation area:

(1) Strengths:

1. The VU is able to react swiftly to feedback from students and social partners.
2. The high level-integration of stakeholders, social partners at VU gives a certain advantage.

(2) Weaknesses:

1. The VU marketing field currently slacking in student opinion data gathering.
2. The overall administration of the quality management system has no marketing study field-specific elements.

IV. EXAMPLES OF EXCELLENCE

VU has impressive links between science and studies. There is a clear connection and strong bond between research and teaching activities. The involvement of students in scientific endeavors is tight and organic. There is a close link between the research interests of the teaching staff and the course units they deliver. There are high research standards of the teaching staff. The teachers of the study programs show a clear tendency towards utilizing new educational sources and tools as well. The current research focus is well-adjusted to both the students' needs and the needs of marketing as a field. Both the management and the staff know and strive for further development in this field. The students have strong fundamentals in general marketing theory and they have strong analytical skills as well.

V. RECOMMENDATIONS

Evaluation Area	Recommendations for the Evaluation Area (study cycle)
Intended and achieved learning outcomes and curriculum	<p>Modernization of the "Marketing and Sales Management" program is needed by introducing new compulsory and elective courses dedicated to current trends in sales management. Unusually, the program does not have compulsory core courses "Marketing Management" and "Sales Management," but has "Innovation Management" and a strange combination of "Strategic Management and Sales Management." In addition, elective courses need to focus more on the program's scope; some electives are somewhat peculiar, like "Business Psychology and Image Management," and the impression is that they are created to accommodate professors' affinities instead of the needed teaching content.</p> <p>It is suggested to improve the offer of electives on programs "Marketing and Integrated Communication" and "Digital Marketing" by including courses that support the declared strategic orientation towards internationalization – e.g., International Marketing, reflect new developments in the marketing field – e.g., Experiential marketing, and further enhance professional competencies – e.g., Marketing planning.</p>
Links between science (art) and studies	<p>The marketing study field staff should strengthen the internal cooperation and collaboration: other departments and/or institutional facilities could provide further scientific and practical advantages.</p>
Student admission and support	<p>Strive for more representative student satisfaction surveys. Continue empowering incoming students.</p>
Teaching and learning, student performance and graduate employment	<p>Differences between Vilnius and Kaunas campuses needs (more opportunities to meet guest lecturers from businesses, better opportunities for internships, or further cooperation with social partners in Vilnius).</p>
Teaching staff	<p>Encouraging internationalization through:</p> <ul style="list-style-type: none"> a) more joint research and publications in prestigious peer-reviewed international scientific journals in marketing with foreign professors who already teach in marketing programs. b) expanding the research network with contacts acquainted during participation in international marketing conferences and mobility.

<p>Learning facilities and resources</p>	<p>Consider to adopt one or all 3 study programmes to English language, in order to expand internationalization opportunities of the study programmes, since all necessary resources are in place to achieve that.</p>
<p>Study quality management and public information</p>	<p>Consider establishing a marketing study field-specific data gathering of students' opinions. This approach would ensure the existence of marketing study field-specific elements in quality management.</p>

VI. SUMMARY

Clear and differentiated positioning of each of the three VU offered master programs reflects well the needs for the education of marketing experts. Systematic approach and procedures for updating programs' structure and management are in place, based on the growing internationalization of students, research, and content taught. The teaching staff has diverse and numerous opportunities to improve academic, didactic, and professional competencies under individual needs.

VU has very good links between science and studies. There is a clear connection and strong bond between research and teaching activities. A good and balanced teaching staff structure, the backbone of which consists of staff with adequate academic titles and teaching positions, engaged in research activities. The current research focus is well-adjusted to both the students' needs and the needs of marketing as a field, though the number of papers authored by the teaching staff published in marketing peer-reviewed scientific journals is still modest.

The teachers of the study programs show a clear tendency towards utilizing new educational sources and tools as well. Practical experts and doctoral students are included in the teaching to an appropriate extent. All required facilities and resources for the studies are available to fully serve the needs of the student. On the other hand, there is a major gap in perceptions of quality and commitment to conducting studies between Vilnius and Kaunas programs. Kaunas needs to have as well more opportunities to meet guest lecturers from businesses, better opportunities for internships, and further cooperation with social partners in Vilnius.

There is a well-established formal procedure framework in place that is well-communicated and recognized among stakeholders. Internal quality assurance system is carefully established and viable. The structure of monitoring has a coherent form, carefully adjusted to the institutional matrix. Great importance is put on knowledge of digital marketing skills, empowered by all stakeholders.

VU has very open and supportive teachers. The programs have enough opportunities to adjust studies to reflect individual needs. Around the programs, there is strong cooperation with alumni and social partners leading to a high level of employability of the graduates. On the other hand, student satisfaction surveys could be used more widely with higher levels of involvement. There is also a need to continue empowering incoming students. The potential of good knowledge of the English language is insufficiently used for a higher level of internationalization in joint research and publishing of teachers with colleagues from abroad.

Expert panel signatures:

1. **Dr. Kristiina Tõnnisson (panel chairperson)**, *academic*
2. **Prof. dr. Đurđana Ozretić Došen**, *academic*
3. **Dr. Ákos Varga**, *academic*
4. **Dr. Tomáš Kincl**, *academic*
5. **Ms. Daiva Staneikaite-Naldal**, *representative of social partners*
6. **Ms. Alicia Presencio Herrero**, *students' representative*