



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO (KAUNO FAKULTETO)  
STUDIJŲ PROGRAMOS *MARKETINGAS IR PREKYBOS*  
*VADYBA (valstybinis kodas - 621N50001)*  
VERTINIMO IŠVADOS

---

**EVALUATION REPORT**  
**OF *MARKETING AND TRADE MANAGEMENT***  
**(state code - 621N50001)**  
**STUDY PROGRAMME**  
at VILNIUS UNIVERSITY (KAUNAS FACULTY)

**Review team:**

1. **Prof. Dr. Georgi Apostolov (team leader),** *academic,*
2. **Prof. Dr. John Sae,** *academic,*
3. **Dr. Pedro Pablo Cardoso Castro,** *academic,*
4. **Mr. Gintautas Kučas,** *representative of social partners'*
5. **Mr. Linas Misevičius,** *students' representative.*

**Evaluation coordinator:**

*Ms Gabriele Bajorinaite*

Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Marketingas ir prekybos vadyba</i>
Valstybinis kodas	621N50001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Marketingas
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2 metai)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rinkodaros magistras
Studijų programos įregistravimo data	1997-05-19

---

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Marketing and Trade Management</i>
State code	621N50001
Study area	Social Sciences
Study field	Marketing
Type of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time studies, 2 years
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Marketing
Date of registration of the study programme	19/05/1997, No. 565

© Studijų kokybės vertinimo centras  
The Centre for Quality Assessment in Higher Education

## CONTENTS

<b>I. INTRODUCTION .....</b>	<b>4</b>
1.1. Background of the evaluation process .....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	5
<b>II. PROGRAMME ANALYSIS .....</b>	<b>6</b>
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design .....	9
2.3. Teaching staff .....	13
2.4. Facilities and learning resources .....	15
2.5. Study process and students' performance assessment.....	17
2.6. Programme management .....	20
2.7. Examples of excellence * .....	23
<b>III. RECOMMENDATIONS .....</b>	<b>23</b>
<b>IV. SUMMARY.....</b>	<b>25</b>
<b>V. GENERAL ASSESSMENT .....</b>	<b>27</b>

## **I. INTRODUCTION**

### ***1.1. Background of the evaluation process***

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes 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) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of the external evaluation report of the study programme SKVC takes a decision to accredit the study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas is evaluated as “unsatisfactory” (1 point) and at least one evaluation area is evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas is evaluated as "unsatisfactory" (1 point).

### ***1.2. General***

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

No.	Name of the document
1.	Minutes from Department meetings

### ***1.3. Background of the HEI/Faculty/Study field/ Additional information***

Vilnius University (VU) is a public higher school founded in 1579. It is the oldest and the largest higher education institution in Lithuania in terms of its staff, students, divisions and programmes. It provides 1st, 2nd and 3rd cycle studies in the fields of humanities, social, natural, biomedical and technological sciences. Currently the university offers over 70 Bachelor’s

(including integrated) study programmes and more than 100 Master's programmes as well as 30 areas of doctoral studies and over 50 residence study programmes.

Kaunas Faculty of Humanities (KFH) was established in 1964 and is presently composed of 7 departments (Business Economics and Management; Philosophy and Cultural Studies; Finance and Accounting; Informatics; Lithuanian Philology; Germanic Philology; Foreign Languages) and a Centre for Socio-Cultural Research. Currently, the Faculty offers 9 Bachelor's and 10 Master's study programmes as well as doctoral studies in different fields of Humanities (Philology), Social Sciences (Economics, Management) and Physical Sciences (Informatics). The academic staff consists of 17 professors, 38 associate professors, 2 leading researchers, 2 scientists, 28 lecturers with a PhD degree, 1 assistant and 46 administrators. About 910 undergraduates and graduates as well as 34 PhD students pursue their studies at the Faculty of Humanities nowadays.

The *Marketing and Trade Management* (MTM) degree programme has been delivered by the Department of Business Economics and Management since 1997. The programme was externally assessed in 2008 with a positive mark and accredited without conditions. It is offered in the Lithuanian language with an exception of 3 courses taught in English. It's stated in SER that, over the reviewed period of 2008-2015, the MTM study programme was oriented to VU strategic plans and directions, aiming "*to prepare Master's students so as to the leading position in the market as well as to cooperate with other higher education providers and business institutions of the region*" (p. 7). Researchers of the programme are responsible for publishing the *Transformations in Business and Economics* scientific journal. Additionally, national and international scientific conferences are regularly organized in order to promote research results of the Faculty.

#### ***1.4. The Review Team***

The review team was completed according to the *Description of experts' recruitment*, approved by order No. 1-01-151 of the Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 11/04/2017.

**Review team:**

- 1. Prof. Dr. Georgi Apostolov (team leader),** *Vice Rector of South West University “Neofit Rilski”, Associate Professor in Organisation and Management of Education and Science (Bulgarija);*
- 2. Prof. Dr. John Sae,** *Professor of International Business (IBWL), Management and Corporate Leadership at ESB Business School, Reutlingen University (Vokietija);*
- 3. Dr. Pedro Pablo Cardoso Castro,** *Course Leader/Lecturer - Strategic Management/ Innovation and Change at Leeds Metropolitan University (Jungtinė Karalystė);*
- 4. Mr. Gintautas Kučas,** *Managing Director at Lithuanian Marketing Association, Marketing and Business Development Consultant (Lietuva);*
- 5. Mr. Linas Misevičius,** *Student of Master Programme “International Marketing and Management” at ISM University (Lietuva);*

**Evaluation coordinator:** *Ms Gabriele Bajorinaitė*

## **II. PROGRAMME ANALYSIS**

### **2.1. Programme aims and learning outcomes**

The *Marketing and Trade Management* (MTM) degree programme aims to develop competencies corresponding to Level 7 (Second Cycle) studies in accordance with the Lithuanian Qualification Framework. It is said to be “*one of the leading programmes with regard to its content of Lithuanian market*” for more than 20 years (p. 12, SER) which is a credit to the Faculty. However, it addresses needs which have not been specified (e.g. “*the needs of VU or other university students who have completed Bachelor’s studies in the field of Business or Management*” – p. 7, *ibid.*) and no sufficient proof have been found that it’s based on an adequate market needs analysis. Furthermore, the interview with social partners made evident their very limited participation in the actualization of the curriculum. Therefore, in order to enhance the programme content, the Study Programme Committee (SPC) needs to conduct a sound market research, gathering and analysing market intelligence within its target segment(s) in Lithuania and possibly abroad so as to attract an increasing number of students with the right kind of modules.

The name of the MTM study programme needs to be reviewed and clearly focused within its intended target market segment. Furthermore, it is not supported by a coherent display of subjects. In fact, the title is misleading as the content is based mostly on Marketing with few elements of Trade. On this issue, the use of “trade” is also confusing as it can be understood as “stock market exchange” or “international commerce”. There is a certain perception that “sales” (rather than “trade”) would better reflect its content, taking also into account that the term

“sales” is most often used in subjects’ descriptions. As a conclusion, it is paramount for the MTM study programme to make sure the title reflects the content of the modules and ultimately the intended profile of the graduates as well as their professional skills suitable for the targeted market segment(s).

The main purpose of the study programme, although specifying the key competencies it intends to develop, is also quite confusing messing up diverging terms and thus creating doubts about its true direction (e.g. “*management and trade marketing*” or “*marketing and trade management*” – p. 7, SER). It could be a matter of inaccurate translation; however, a perceptible uncertainty of the main focus (changing between the three areas – marketing, trade and management) appears quite often in the documents and throughout the interviews during the visit and seems to be conceptual rather than linguistic.

There are two kinds of competencies embedded in the MTM programme – Generic (GC) and Subject-Specific(SSC). Their overall setup does not follow five different types of competencies at the Master’s level. The study programme competencies are divided in 3 Generic and 4 Subject-Specific sub-groups further specified respectively in 6 and 10 Learning Outcomes (LOs) outlined in Table 1 (pp. 7-8, SER).

The definitions of both competencies and LOs need to be refined since most of their current exposition is either scarce of concrete meaning or redundant. A quite illustrative example of the former is the GC 3 termed only as “*Communicative skills*” and for the latter – LO 4.3 which is almost incomprehensible and measureless. Another example is the LO 7.1 where the ability to “*recognise the complex issues of ...*” doesn’t necessarily imply competence to “*integrate ... knowledge in ...*”. Perhaps a clearer and straightforward definition of the LOs, which makes them self-explanatory and measurable, would be more appropriate for promoting the programme to prospective applicants as well as to any other stakeholder. Furthermore, none of the LO definitions make any differentiation between the two main fields - Marketing and Trade Management (i.e. the definitions are unified so that the LOs seem to be equally applicable/suitable to both fields, regardless of their distinctive features). For instance, LO 7.2 states: “*is able to adapt reasonable marketing and trade management solutions*”.

The attempt (p. 11, SER) to demonstrate the conformity of the programme LOs with national and international regulations, academic and professional standards is not supported by substantial justifications and contains inconsistencies and misuse of terms (e.g. “objectives” instead of “outcomes”). Furthermore, it is not very clear whether and how the LOs correspond to concrete demands or professional standards of the targeted domains of industry. Being defined not at the best manner, many of them give some fuzzy depiction of the expected expert qualities and capacities of the future graduate (e.g. LO 5.1 “*Is able to identify issues related to marketing*

*and trade managements...*”; etc.). Apart from the missing needs analysis, it might be a consequence of insufficient involvement of business representatives in the development of the MTM study programme despite the claims about cooperating with them (pp. 10-11, SER). The interview with social partners evidenced that they didn’t know about recent changes in the programme, never participated in thesis selection or defence (contrary to the claim that they “*are constantly involved in the final thesis defence*” – p. 11, SER). Certainly, there might exist other social partners who have contributed to the programme development but who were not present at the meeting with the review team therefore the above conclusion might have partial validity. Social partners also discussed their perception of an existing gap between university and business/industry, meaning that graduates have knowledge but no sufficient practice related skills. Meanwhile, some of them mentioned they had been invited more often by another higher education institution and participated more actively in developing a similar study programme which is a quite threatening alert.

Table 2 on pp. 8-9 of SER, aiming to link the programme SSCs (mistakenly termed as “*purpose*”) and LOs with the taught subjects, gives certain idea of the way the professional qualification is being attained as well as some inaccurate redefinitions of competencies. For example, SSC 2 is now: “*Be able to initiate, organise and carry out independent marketing and trade management research, as well as systemise and evaluate the information obtained from various sources that is necessary to carry out research...*” (ibid.). However, to perform independent research implies by default systematisation and evaluation of information. It’s worth to be mentioned that inaccuracies could have been caused by imprecise translation into English language.

Table 4 (pp. 14-15, SER) provides a more detailed picture of the LOs and their relevance to particular programme subjects. Nevertheless, it contains some uncertain and disputable references and aspects that its use and value is entirely under question. Most of the weaknesses are quite clearly seen even without any analysis of the course contents (e.g. LO 1.2 is not linked with a number of disciplines relevant to developing such kinds of skills; LO 2.2 is referred only in 4 research modules, while it explicitly relates to some others, as well; the absence of connections between LO 4.1 and *Strategic Marketing and Sales Management* as well as *International Trade* is puzzling, as are the links of LO 7.3; etc.). Overall, the Table demonstrates a perceivable lack of clarity on how to achieve the programme LOs in a systematic manner.

The external evaluation team strongly supports this kind of programme presentation through alignment of its core elements (i.e. competencies, LOs, subjects, workload, etc.) but recommends elaboration of a more precise matrix where the level of relevance (e.g. high,



medium, low) of the individual LOs to particular subjects is essential, clearly visible and justifiable.

The LO definitions of the individual subjects are of better quality, although some weaknesses still can be identified. Certain LOs are vaguely defined so that the level of their attainment is hard to be measured (e.g. “*Student will able to carry out marketing and commerce management formulated scientific problem literature review, analysis by using DB and on-line sources, systematization, classification, evaluation of other persons previously corresponding theses, select and base on the problem theoretical assumptions, visually present, prepare the research proposal, article*” – pp. 59-60, App. 1). Many LOs are not linked with appropriate learning activities, assessment methods and assessment criteria (e.g. the main focus is put on delivery, absorption and assessment of knowledge rather than on skills and competencies development). What becomes also evident is the great number of same or identical texts in all module descriptions regarding activities, methods and criteria which disregard the specificities of the individual LOs. Simple tests (“*with open and closed questions of different difficulty, from comprehension to assessment*”) are used in many disciplines which has to be reconsidered and the extent of other, more sophisticated assessment methods, has to be enlarged so as to examine more accurately the level of LO achievement. Cognitive LOs are somewhat over-focused at the expense of practical ones despite the business-oriented aims of the MTM programme. It was confirmed by students and alumni that teaching and assessment were more directed towards knowledge acquisition rather than skills building. In many cases the subject LOs are identical with the programme LOs instead of specifying them (e.g. the programme LO 4.1 on p. 7 of SER is identical with the subject LO 2 on p. 84 of Appendix 1).

Overall, the different competencies and LOs have potential to build professionals, capable of performing complex tasks and duties, relevant to the Master’s level qualification, but they need to be further improved in terms of their structure (e.g. descending essentially from level descriptors of competencies to programme and subject-specific skills) and definitions so as to be adequately aligned with the MTM title, aim, objectives and content of the subjects.

Information about the programme aim, objectives, LOs, content, etc. is publicly accessible through the official websites of VU, KFH, Student Council as well as the national AIKOS system. It is also distributed by printed promotional materials and electronic channels, during regular campaigns (e.g. *Open-door days, Student for one day*, etc.) or ad hoc events.

## **2.2. Curriculum design**

The curriculum design of the MTM degree programme meets the legal requirements. The student workload amounts to 120 ECTS credits and falls within the limits (between 90 and 120);

the number of study subjects in one semester does not exceed 5 as required; study field modules make up 87.5 credits (on p. 13 of SER it's said that they are "*dedicated to the marketing field*" which is another proof that the programme is mainly focused on marketing and thus it's title could be misleading – p. 13, SER); the amount of independent work is quite high ranging between 49-81% in theoretical subjects and between 89-98% in research ones (including the preparation of the Master's Thesis); The Final Paper makes up 35 credits; and the amount of optional subjects makes up 32.5 which is a little above the allowed maximum of 30 credits; this could be somehow explained or justified. The curriculum involves compulsory and optional disciplines from the fields of Marketing, Trade, Management, Research and other domains, providing a wide diversity of knowledge.

What makes immediate impression is the strong focus on theory. It's clearly seen in the fact that 70.83% of the total workload is allocated to theoretical study fields and the remaining 29.17% to scientific research. It is even perceptible at the level of the content in most of disciplines (e.g. the compulsory course of "Brand Management" is almost entirely theoretical in terms of its LOs, content, assignments; other examples could be pointed out, as well). This points at a possible inner conflict between the aim of the programme to prepare specialists by developing practical skills and competencies applicable to particular industry sectors (e.g. "*develop and implement projects*", "*organise and implement process oriented to the increase of sales*", "etc. – p. 7, SER) and its content focused on information provision and knowledge acquisition. It was also indicated by one of the interviewed graduates who said that other *competitor programmes have a lot of practical knowledge and regular practical lectures or sessions with visiting guests from business companies*", and subsequently asserted by a social partner who said that graduates usually "*have knowledge but lack skills*". Although the cited opinions have limited proving value they should be taken seriously into account when improving the programme. Such a weakness could also indicate an absence of systematic involvement of alumni and social partners in programme development as well as lack of appropriate benchmarking.

The Study Programme Committee (SPC) is aware of the "*strong competition*" threat (p. 12, SER) but could have presented some analysis in the SER (i.e. at the "Weaknesses" sections of the SER, which currently contain mainly general perceptions). Appropriate facts and figures about the surrounding competitive academic environment in which it operates could have been presented in the SER as well as an adequate understanding about study programme's target markets. Currently, it seems that the SPC relies only on information published on a website ("*Karjera.lt*"- pp. 43-44, SER) which should be reconsidered. On the account of all these, the review team strongly recommends that a thoroughgoing SWAT analysis of the programme be

implemented along with a systematic comparison with the competitor programmes against clearly defined criteria followed by appropriate improvements. Some of the revised modules offered under the current portfolio of modules are according to SER team appropriate, well-focused, suiting the interdisciplinary profile of the programme, which are worthy of praise. It is also commendable that the MTM graduates “*are in demand*” and that “*their salaries are competitive*” (ibid.). However, this is not sufficient to ensure the sustainability of the programme, especially considering the rapidly decreasing number of admitted students (from 27 in 2011 to 10 in 2015) as well as the number and power of the competitors (interviewed social partners mentioned similar programme which enrolls much more students). Furthermore, the claim that the programme offers “*newest marketing, trade and management theories and methods...*” (ibid.) as a competitive advantage cannot be supported either by the literature provided in some course descriptions or by the students and graduates themselves. Additionally, during the visit, the review team established that the course materials related to the MTM programme need updating especially to the library where it currently embodies mostly dated textbooks and publications. Considering all these, the panel finds that the SPC still needs to conduct a comprehensive marketing research of the Lithuanian market in an attempt to identify its unique market segments (respectively the real needs of concrete skills and competencies) with facts and figures while developing modules.

A comparison of the current curriculum with the recommendations made during the last evaluation (almost 10 years ago) indicates that not all of them were taken into account and that the same weaknesses still persist in the programme. Although fitting the Master’s studies requirements, the self-study portion is still very high, without being supplemented by an appropriate student support system. Review team learned that the lectures are still the main method for tutoring of students (being as twice as numerous as seminars), while seminars, teamwork, case-studies, discussions, empirical work should be more encouraged from a methodological point of view. To some extent this fact raises questions about the real achievement of the intended LOs. The international component has been very slightly improved for the last 10 years although it was strongly recommended by the previous reviewers.

The very detailed description of the whole study programme (pp. 16-20 SER) presents a comprehensive picture of the underlying principles, approaches, arrangements, etc. However, it also contains some inconsistencies, disputable aspects or entirely incomprehensible statements which might have resulted from incorrect translation into English (it is recommended that SER team checks the accuracy of the translation before sending the report for evaluation). It is said that “*students choose 2 subjects out of 6*” as electives (p. 16) while there are only 4 in the Table 4 (i.e. Optional Subjects exist only in the 2<sup>nd</sup> and 3<sup>rd</sup> semester). Furthermore, claims like: “*Content*

*of the study programme ... may be divided into 3 groups: subject-specific aspects of management related to the marketing area, subject-specific aspects of trade related to marketing area and subjects-specific aspects of marketing related to marketing area” and that “It is sought to keep the balance among these aspects” are both, difficult to understand and logically ungrounded. Changes made in the programme are relatively well described but not substantiated by concrete outcomes of surveys and/or sound methodological arguments. Additionally, certain pedagogical methods are remain uncertain so as to put into question the achievement of the intended LOs (e.g. “Study outcomes are to be achieved by gnoseological and research methods as well as methods that stimulate self-studies”); etc. – p. 18, SER).*

The range of disciplines involved in the MTM degree programme overall covers the targeted fields of industry and generally corresponds to the intended LOs as well as the profile of the intended programme graduate. However, from a deeper analysis of the content of the subjects as well as on the basis of interviews during the visit, the expert team raises some critical observations. The modules are not in a complete alignment with the description of the aim and title of the programme. Most of them are related to Marketing and just a few to the Trade component. Therefore, in order to reflect the actual title of the programme, the curriculum needs to contain a greater number of subjects in Trade, better articulated with the core subjects of Marketing, or opt for a new title focused on Marketing. Furthermore, there is an imbalance with respect to current offering of modules some of which are presently viewed as compulsory (e.g. Human Resource Management) although not related directly to the Marketing discipline, whereas others, closely relevant to the field of studies, are presented as optional (e.g. Marketing Communications Management). This is concerning as students are forced to go through content that doesn't add value to the development of relevant professional skills for their careers; and, at the same time, they are exposed to a risk of not receiving key training in areas that are fundamental for their future professional performance. Also, at least few mentioned current modules on offer are overlapping in terms of contents and are perceived by students to be repetitious (e.g. “Consumer Behaviour” and “International and International Communication”; “Innovation Management” and “International Marketing”; etc.).

From a technical point of view, the quality of the subject descriptions varies although all teachers used the same nicely designed and appropriately structured template. At the same time, diversity of styles for filling out the template with content indicates an absence of a standard established and rigorously followed by all staff in preparing their subject descriptions.

Interviewed students and graduates expressed great interest in incorporating industry placements and internship where they can have an opportunity to gain practical knowledge on how businesses are operating while applying their theoretical knowledge to real business

situations. There is also a growing need for Marketing classes to be taught in English as well as international guest professors to teach in the MTM programme. Equally a strong desire was expressed amongst the student body interviewed for inclusion of Entrepreneurship or Small Business Management, Digital Marketing, latest trends in Marketing (e.g. Social Media Marketing, IT and Marketing, E-Commerce, Mobile Marketing and even such cutting-edge developments as Neuromarketing) coupled with International Corporate Business Ethics and Social Responsibility. Furthermore, a Business Incubator and/or Start-ups were suggested to be created. All these ideas as well as the criticism, expressed by students, alumni and social partners, that the learning content is quite outdated and that graduates might not get up-to-date skills and qualifications required by the current market, should be very seriously considered. Therefore, the review team recommends the SPC to work more actively together with alumni and social partners in order to identify the offer that would better add value to the students' preparation from this degree programme.

In conclusion, the review team established that, despite the value of the MTM programme to its stakeholders, there are inconsistencies relating to its title, scope, LOs, content, teaching and assessment methods which need appropriate adjustments and improvements so as to enhance its quality.

### ***2.3. Teaching staff***

The MTM degree programme is delivered by highly qualified staff, including (according to the attached list and CVs, because there are inconsistencies about their numbers in the SER, pp. 21-23) 12 academics (11 from VU and 1 from Lithuanian Sports University) of which 2 are professors, 6 associate professors and 4 are lecturers with a doctoral degree. The average practical experience of teachers is 7 years, and their pedagogical practice – 14 years. Most professors worked also as experts, directors, editors or members of editorial boards outside VU. The composition of staff fully meets the legal requirements set by Lithuanian regulations for second cycle study programmes (2010, No. V-826) and Regulations of Study Programmes of VU. All teachers have an academic degree (“no less than 80” is required) and all those lecturing have a scientific degree. Professors from VU teach 41.7% of the volume of the field subjects which is well above the rule (“no less than 20%”). During the review period (2011-2015) the number of lecturers in the study programme remained the same while, regarding individual members, 9 of them changed. This indicates a high turnover which, however not intended (changes happened due to retirement, death and job change), is a plus of the programme ensuring its renewal and diversification in terms of content, teaching methods, expertise and energy

(several young teachers were involved). The low average age of staff (42 years) is also an advantage and a benefit for the students.

The number of teaching staff is adequate to ensure LOs attainment. All professors conduct lectures and workshops. One of the teachers has 3 disciplines, another 2, while all the others are responsible for a single module. The teaching load of academic staff conforms to standards. The overall proportion of lecturers to students is 0.82 which is relatively low. It can guarantee an effective educational process while at the same time raises a question about the cost effectiveness of the programme which seems to be high.

The faculty had produced a significant number of publications over the evaluation period, including 18 books, 51 articles in serial and occasional publications, 4 scientific reviews, 32 articles in journals publishing conference material, 8 conference reports as well as some instructional materials. However, several concerns remain. First, the list of “Textbooks and educational books” on p. 25 of SER contains only one title, published in 2011 (i.e. within the reviewed period) while all the others appeared mainly in 2007 and 2008. Similarly, the “Methodological materials” listed on the same page provide information only about 3 such materials published between 2011 and 2013 (“*Methodological guidance for Bachelor’s final theses*” has no value for master students). All these contradicts the claim that “*all lecturers ... prepare or update the methodological, educational literature associated with the study programme*” (p. 25, SER). Second, from a closer look at the staff CVs, it could be seen that publications related to the MTM study programme are quite few (in fact 5 out of 12 teachers missed to provide this information or had no such publications). Furthermore, all publications over the last several years refer to the fields of Management and Economics and there is no concrete information about research particularly relating to the fields of Marketing and Trade (i.e. the modules related to these fields). More than that, the literature supplied in most of the course descriptions (e.g. “Theory and Practice of Advertising”, “Theory and Methods of Market Analysis”, “Strategic Marketing and Sales Management”, “Brand Management”; etc.) is quite outdated which might mean that perhaps the teachers do not follow recent developments in research (i.e. publications) related to the taught modules or they do not have access to recent publications in the field. Whatever the reason, this issue needs serious consideration and appropriate actions.

Teaching staff of the degree programme (not all but 4-5 mostly) are active participants in national (5 staff members) and international (4 members) projects. Meanwhile, the involvement of teachers in academic exchange programmes seems to be very limited. The SER (p. 28) states only that “*4 lecturers of the Department delivered lectures abroad...*”. However, 2 of them are not teaching in the programme (or at least their names are missing in Table 12). There is no

information about incoming (mobility) lecturers in this programme, either. The large number of foreign academics who visited the Department and delivered lectures (as according to the list on pp. 28-29, SER) is commendable, but there is no concrete data relating specifically to the MTM study programme (i.e. title of lectures, number of students of the programme addressed, outcomes, etc.). Considering all these, the review team strongly recommends that staff mobility be increased and extended to all staff members as well as to attracting incoming teachers in the programme in view of facilitating knowledge exchange and enhancing the international component of studies.

Information about institutional conditions for the professional development of the teaching staff is absent in the SER. It is said only that the VU “Staff Qualification Development Regulations” provides that “*the annual volume of qualification development for a lecturer shall comprise at least 5 days per year*” and that “*the qualification development report for the term of office shall be delivered to the Certification Commission*” (p. 25). This report certifies “*whether the qualification development is sufficient*” and it is taken into account when the contract renewal of a staff member is being considered. This short and rather formal description testifies that the professional development of teaching staff is very much seen as: a) a prescribed obligation of the individual teacher (i.e. not a responsibility of the management); and b) a voluntary activity regarding its content (i.e. what qualifications to take and how to develop). The information provided in the CVs relating to this aspect firmly corroborates this conclusion which indicates a problem the management is insufficiently aware of and engaged with (e.g. some staff members do not provide such kind of information, while others give details of diverse activities, many of which unrelated essentially to qualification improvement), respectively. Therefore, it is strongly recommended that a process where all staff members draw up their professional development plan with specific targets, acts, timeframe, indicators of the level of achievement, reporting, etc. be established. An appropriate system for assessing the teaching competencies aiming to establish “whether the qualification development is sufficient” should be also put in place instead of only requiring a “qualification developing report” which practically couldn’t guarantee that.

The mood of the staff interviewed was positive toward their academic career and the work atmosphere at the Faculty and Department. Additionally, interviewed students priced the fact that lecturers are available and are keen to provide support when required.

#### **2.4. Facilities and learning resources**

The premises for studies are adequate in size and acceptable in quality. The MTM study programme most frequently uses 6 classrooms equipped with multimedia, 3 computer classrooms with sufficient workstations, demonstration and interactive facilities, and 4

specialized laboratories. Wireless Internet connection is available throughout the campus via Eduroam. VU is a member of an academic alliance (MSDNAA), which ensures legal use of all Microsoft products for the purposes of studies and research. It is also commendable that the Faculty of KHF invested more than 38 000 EUR in new books and periodical subscriptions during the 5-year period of 2011-2015. Many of them are claimed to be used in the IBM study process (p. 27, SER). A new library (“*knowledge/access*”) centre was opened in 2015, providing access to 20 000 books and e-resources as well as diverse support services. The funds for purchasing new books, subscription of newspapers, journal and data-bases have been gradually rising for the last several years. Teachers and students can use services of national electronic libraries from their workplaces at KFH as well as specialized libraries of departments. More students’ self-study zones and leisure places have been created and renewed over the last several years. It is said also that the students of the programme may find lots of useful information in VU library databases (i.e. they have access to diverse databases – international as well as maintained by other universities – pp. 33-34). However, the 22 books purchased for the MTM degree programme and available at the KFN library (p. 34, SER), are not so many for a period of 5 years. Nevertheless, some of them are absent in the course descriptions of disciplines which they explicitly refer to (e.g. “Interpretative research design” in the research disciplines; “Marketing semiotics: signs, strategies and brand value” – in the courses of “Theory and Methods of Marketing Analysis” and “Brand Management”; “Brand relevance” in the module “Brand Management”; etc.).

During the visit, it was evident that considerable efforts have been made since the previous evaluation to update the teaching and learning infrastructure for studies, including the delivery of the content of the MTM modules. However, there might be room for improvement. The review team was told that, during the last year all the faculty was mandated to move from FTP to Moodle as the main platform for document and learning material exchange. However, on p. 28 of the SER it’s explained that “not all subjects of the programme are presented in the open source system” and it is identified as a weakness. Students only commented that the Internet speed and the computers are quite slow and they are not updated fast enough (also established as a weakness by SPC – *ibid.*). This might affect the adaptation of the Virtual Learning Environment and the online delivery of content.

Despite the detailed descriptions (respectively availability) of appropriate material resources provided for studies (including the MTM degree programme), the review team has established certain inconsistencies undermining the notion of their real or effective use by students and staff. They relate to both key aspects of the programme – research and practice. From the visit to the library it became evident that most of the literature was relatively outdated



and there was an insufficient number of copies of the newest textbooks (it's also mentioned in the SER, p. 35), especially those in Marketing. Although this is not a significant problem currently since the number of students is low, it might be an issue in the future when/if the student number increases. The course descriptions of the individual modules do not provide a great variety of readings appropriate for Master's studies, especially given the research focus and substantial self-study workload (e.g. "Scientific Research Work II/II", "Master Final Theses" – readings are only few and quite outdated; etc.). Moreover, most of the recommended titles are ordinary textbooks generally covering the whole content of the module, while those, relating to specific themes (i.e. aiming at deepening comprehension of specific topics, enriching knowledge, etc.) are quite scarce or entirely absent. Third, from the Final Theses inspection, the review team formed an opinion that students use quite limited range (in scope and size) of literature and that the available resources (printed and especially the diverse electronic databases listed on pp. 33-34 of SER) remain underutilized. It might be that the students don't know about them, don't know how to use them or are not encouraged/taught to make appropriate use of them (in contrast with the number of "scientific research" disciplines making up a total of 45 ECTS including those for the Master's Thesis).

With regard to the arrangements for students' practice, there is none envisaged in the programme. It is claimed at different places of SER, and mentioned by management, staff and students, that students have lots of practical work during studies (e.g. assignments, teamwork, case-study analyses, etc.). However, no work placements or internships are envisaged in the programme where students have opportunities to experience real business challenges. This absence is not a crucial weakness since this is a Master's programme more oriented to science, but considering that it aims to prepare "*specialists ... able to apply their knowledge ... evaluate changes ... organise and implement process oriented to the increase of sales ...*" (p. 7, SER) the practical aspect is advised to be enhanced. The need for involving more practice placements and/or internships was also suggested by interviewed alumni as well as social partners. Moreover, employers expressed their strong disposition to host students from the programme as well as to participate more actively in the enhancement of the MTM if invited.

### **2.5. Study process and students' performance assessment**

The admission to the Master's programmes follows an established institutional procedure laid out in detail in a document titled "*The Procedure of admission to second cycle study programmes in Vilnius University*", approved by the University Senate. The document as well as some other useful information is readily accessible on the VU website (<http://www.ef.vu.lt/en/studies>). More specific details about admission requirements relating to

the MTM degree programme are available on the KFH webpage (<http://www.khf.vu.lt/studijos/magistranturos-studijos>). The programme is also widely promoted during open days, school fairs, “Student for a day” campaigns and other events organized by the Business Economics and Management Department (BEMD).

The admission requirements are well-founded. The entrance score is composed according to an established formula, which has changed during the period under review. It is commendable that “*the arithmetic mean of admission rank of students admitted to the MTM in VU is almost three times higher compared to the arithmetic mean of admission rank to other universities*” in 2013-2014 (p. 37, SER). During the period 2011-2015 the percentage of students enrolled in non-funded places (Vnf) sharply fell down from 83.33% to 12.50% (15 in 2012 and only 1 in 2015) but at the same time, all the state-funded places (Vf) were occupied. However, a steep decrease in the admitted numbers over the period is clearly observable in Table 23 (Vf from 16 to 9 and Vnf from 4 to 1).

Valuable information about different aspects of studies is available at several levels – VU, KHF, Dean’s Office, Students’ Council, Study Programme (SP), etc. via websites, offices or provided by individuals (mentors, coordinators, counsellors, etc.).

The educational process is organized in a flexible way so as to ensure an optimal reconciliation of work and studies. However, the large portion of self-study in the programme (77%) might be challenging for the majority of students, taking into account the complexity of all theoretical and research tasks and assignments. The SER claims that “*this allocation ... helps to develop students’ critical and creative thinking and seek other general competencies*” (p. 20). Accounting this, the evaluation team was searching for a reasonable student support system designed to tackle the challenges being caused by the strong scientific orientation of the MTM study programme. No evidence was found that such a system exists. Although the interviewed students haven’t complained about that, the review team suggests that an institutionalized support scheme, designed to help students easily cope with their studies, would be of a benefit for them.

Rules and procedures of student achievement assessment, including feedback provision, coping with academic debts, and dealing with academic honesty are clearly defined in the regulations, approved by the VU Senate Committee and publicly accessible through the university website. Through the interview with students and alumni, the existence of a standard academic practice in terms of provision of guidance and clear instructions to students about the aim, objectives, LOs and assessment of modules (including academic misconduct) during the introductory lecture became evident. At the same time, the review team established that no systematic and/or sufficient feedback had been provided to the students during the operation of

the module. However, feedback is given to students following the exam (most often on request only) which might be not helpful to their optimal learning outcome acquisition. Additionally, concerns were voiced about professors mostly using tests with closed and open questions (already mentioned above in the analysis of the course modules).

For the provision of feedback to students a standard practice could be recommended. The present procedure seems to be informal, not documented, subject to the individual preferences of each lecturer, and mainly given on request of a student. This lack of uniformity can negatively affect the students' experience and preparation. Inconsistent practices were also detected for marking of assignments. Oral examinations do not appear to have uniform mechanisms to document the assessment and provide feedback to student (evidence collected in both, the interview with staff and students). Interviewed students priced the fact that lecturers are available and are keen to provide support when required. However, the form on how such response and support is provided is advised to be better structured and appropriately institutionalized. Additionally, some faculty restrict the attention to students to working hours whereas other members of staff respond to student requests at any time or day. This brings undesirable consequences to both students' expectations and perceptions of quality and consistency and to the work-life balance of the university staff in general.

Master's Thesis works, checked by the review team, overall correspond to the study field and the content of the MTM degree programme. However, the students could use larger range of literature (printed and electronic). Meanwhile, since the content of the Summary (written in English and placed at the end of the work) greatly varies, the experts advise that a standard be established which should involve compulsory information about the aim, objectives, methodology, structure and main findings of the research.

According to the SER, "*students actively participate in scientific activities*" (p. 41), among them conferences organized by KFH but also national and international ones. However, these have not been substantiated by concrete data as expected for a programme with a strong focus on research neither undoubtedly confirmed by students and alumni during the interviews. Contrastingly, the information about students' involvement in cultural activities is richer in size and detail. It is worth mentioning that four graduates of the MTM programme started teaching at the Department after their successful PhD dissertation defence.

Various evidences were found related to the provision of information to and encouragement of students to participate in mobility programs. The KFH has 24 Erasmus+ exchange agreements and cooperates with 16 European HEIs and one from Azerbaijan. The SER states that "*over 50 Erasmus students from different countries studied subjects*" of the programme, which is a very strong point, although more concrete information could have been

appreciated (p. 42). However, the student exchange in the programme is very low (5 outgoing mobilities for the whole period of 5 years). There is a simple explanation provided about the reason which is that students “are not able to align it [mobility] with work” (ibid). This easy explanation excludes the lecturers and management (of both programme and department) from the process, assigning to themselves only the passive role of ensuring opportunities. As this strategy seems not to work and since the international exchange and atmosphere are very important for the students’ professional and personal development, there is a crucial need for a workable solution.

VU provides its students with a wide range of academic, social, and financial support services (more beneficial to those residing in Vilnius). Students can consult the coordinator of studies or the programme coordinator and easily obtain information about the academic calendar, elective courses, assessment procedures, exam retaking, etc. from various sources. Variety of counselling services related to career opportunities, psychological support on the issues of personal life, family and studies are available. Students also have access to health and sports facilities as well as different artistic groups. Similarly, the KFH offers a great variety of services to its students. The interviewed students and alumni confirmed the existence of social activities and support, however, due to the nature of the studies and the fact that they work, no attention was given to these opportunities. In terms of financial support, VU provides different grants and loans. During the evaluated period students of the MTM received the highest number of scholarships among all KFH Master’s programmes in Social Sciences – 56 (24 of which for best results in studies), which is a credit to the programme.

The information about professional activities of graduates of the programme is a bit contradicting in the SER. It is said that “*the employability rate [of graduates] is 100%*” (p. 43) and that the remuneration rate of the employed is very high compared to other Master’s programmes in Lithuania. Concrete data (Table 34) is provided to illustrate that the “*percentage of employed MTM graduates in six months after the graduation is 100%*”. However, the justification seems to be uncomplete since there were only 4 employed graduates for the 2009 class; 3 for 2010; 1 for 2011; and 2 for 2013 but there is no comprehensible explanation about that low numbers. Nevertheless, it is obvious that graduates work in positions related to the scope and nature of the programme and it is commendable that a graduate of the programme had received the “Best Employee of the Year” award on three separate occasions.

## **2.6. Programme management**

The programme management arrangements are streamlined and a detailed description of policies, strategies and operations in relation to Quality Assurance (QA) of studies at the

university and faculty level are provided in the SER. The roles and responsibilities of the different bodies, committees and positions are very well-presented. The roles of the VU Administration of Studies and the Quality Management Centre as well as the guidance and support they provide are also made clear.

At the programme level the responsibility for the QA and maintenance of the academic standard lies primarily with the Study Programme Committee (SPC) but the Faculty Council also plays an important role. The main function of the SPC is to plan and develop a study programme and its subjects. The formal allocation of responsibilities for decisions and monitoring of the implementation of the programme is very clear. Twice a year, at the end of each semester centralized student surveys are carried out by means of the VU e-survey system. Teaching staff, students, alumni and social partners are said to be actively involved in the development of the programme but this was not undoubtedly corroborated during the visit.

Despite the very detailed descriptions in the SER (pp. 45-51) about different aspects of the study programme management, they refer mostly to formal roles, responsibilities and procedures whereas the information related to specific MTM programme aspects is very limited. The SPC claims to follow the established rules and procedures. However, through the analysis of the documents and the interviews during the visit, the review team discovered a significant number of programme management rooms for improvement (many of which already mentioned in the previous sections).

Overall, the SER does not demonstrate convincingly the existence of a systematic approach to maintain the quality of the MTM degree programme (e.g. there are lots of inconsistencies and mistakes along the Report; the “Weaknesses” and “Improvement measures” sections do not identify and/or define crucial weaknesses and not suggest adequate countermeasures; etc.). In fact, the SER contains evidence that suggests a descriptive rather than critical approach to the presentation of and reaction to findings. Furthermore, no satisfactory explanation was provided either in terms of how the study programme was in the first place developed namely, as to whether it was market-driven or based on sound national and international benchmarking. The review team strongly recommends the adaptation of a systematic approach to this procedure where: a) a clear set of criteria is defined to do the comparison of programmes from different institutions; b) the analysis follows a documented and systematic methodology where key learnings are highlighted, reported and adopted in alignment with the strategic development plan of the programme.

The review team hasn't been provided with a convincing explanation about the lack of coherence and/or alignment of the MTM aim, objectives and LOs and their correspondence to real market needs, identified through an appropriate market analysis. It was also acknowledged

that industry placements and/or internship for MTM students, necessary for their development of appropriate business skills in order to succeed in contemporary business context, such have not so far been incorporated. All these demonstrate that there seems to be no sufficient systematic thinking behind the development of the programme and/or the courses when, for example, it involved identifying course objectives and LOs as well as teaching, learning and assessment methods.

The main responsibility of the SPC is to maintain and improve the study programme on the basis of regular monitoring (pp. 46, SER). However, the monitoring turned to be conducted for the sake of monitoring itself in that the ideas that may had been gathered based on a quality assurance mechanism were not followed up in a systematic manner to ensure further enhancement of the MTM programme. In other words, no concrete steps were taken by the Committee to address the critical shortcomings as a result of their monitoring process (many of which only mentioned in the SER; others were raised during the Department meetings and recorded in minutes, some of which were provided after the site-visit). For instance, the Management claims to “*periodically discuss the process of studies, its quality and improvement*” with student representatives, organize “*round table discussions and analyse questionnaire surveys* (p. 10, SER), as well as to cooperate with social partners; etc. (p. 10, and other places, SER). At the same time, and in contrast with all these, it acknowledges that “*meetings with the Alumni are not organized regularly in the department*” (p. 49, *ibid.*); also, that among the weaknesses are: a [lack of] “*systematic exchange of social partners and experience...*” (p. 30, *ibid.*); that the “*students’ requirements for studies continue to grow, their satisfaction with the quality and content of studies as well as teaching methods has decreased*” (p. 49, *ibid.*), etc. In this concern, the Management has only a vague expectation “*to develop the relations with the social partners, to find the forms of cooperation that can strengthen student motivation and satisfaction with studies*” (p. 49, *ibid.*), but no concrete actions in a concrete timeframe.

The fact that alumni expressed hesitation to recommend the MTM degree programme is particularly disconcerting. In particular, it is probably due to perceptions of outdated content, and limited participation of social partners in the design, delivery of a good quality and stimulating student experience based on updated knowledge and opportunity for practical experience. The interviewed social partners made evident their actual limited participation in the actualization of the programme, its quality assessment and the development of applied research activities, while at the same time reiterating their disposition to be more actively involved in all the stages of development and delivery of the programme currently being reviewed.

## 2.7. Examples of excellence

### III. RECOMMENDATIONS

1. **The profile of the programme needs to be revised in order to reflect its actual title.** The curriculum needs to contain a greater number of subjects in Trade, better articulated with the core subjects of Marketing, or opt for a new title focused on Marketing. The intended competencies and learning outcomes should to be appropriately structured and better defined. They have to be adequately aligned with the programme title, aim, objectives and content of the subjects. Furthermore, the internal conflicts between knowledge acquisition and skills development, research and practice orientations as well as lecture/seminar balance, contact hours and individual work need to be resolved, and an adequate student support system will need to be created.

2. **For further enhancement of the programme, a comprehensive marketing research needs to be conducted** of the Lithuanian market, aiming to identify its unique market segments (specifically in terms of concrete skills and competencies demands) with facts, figures analysis and a concrete action plan. Consequently, adjustments in response to market demands should be made in due course by introducing new modules addressing needs for particular skills as well as work placements and internships. Additionally, a systematic comparison with the competitor programmes against clearly defined criteria followed by appropriate improvements should be conducted.

3. **An appropriate strategy for professional development of staff supplemented by a concrete plan and a monitoring mechanism** is reasonable to be considered so as to ensure adequate provision of the study programme. It should involve measures for enhancing their teaching competencies, especially related to all aspects the Learning Outcomes approach in the design and delivery of the programme. Faculty needs to be encouraged to do research and publish in subjects closely related to the scope of the *Marketing and Trade Management* degree programme. International mobility of teachers should also be increased and extended to more staff members.

4. **A standard practice to be established for the provision of documented feedback to students is recommended** including during the operation of the module. The practice of teachers' response and support to students is advised to be better structured and appropriately institutionalized. The extensive use of tests with closed and open questions should be

reconsidered and more diversified methods need to be employed for evaluating students' progress and achievements. It is advised also that a standard be established about the Final Theses' Summary which should involve compulsory information about the aim, objectives, methodology, structure and main findings of the research.

**5. Teaching staff, students, alumni and especially social partners need to be more actively involved** in the overall steering of the programme as well as in its quality assurance system. It should involve an appropriate feedback mechanism with a strong focus on adequate counteractions immediately following identified needs, inconsistencies and shortcomings. The whole process should be properly documented so as to monitor the progress over time and make adjustments when necessary. A common spirit of a joint purpose, and a feeling of a programme ownership is recommended to be created outside the Study Programme Committee.

**6. The international component of studies should be strengthened in view of facilitating knowledge exchange** and better added value to the students' preparation. This means: introducing more courses taught in English intended not only for incoming Erasmus students as well as specialized English language subjects related to marketing and trade businesses; involving more staff in outgoing international mobility and inviting incoming guest-lecturers from abroad or from foreign companies to deliver lectures particularly for students of this programme; ensuring more and up-to-date English language publications within the scope of the programme in the library.



#### **IV. SUMMARY**

The *Marketing and Trade Management* (MTM) degree programme is a pioneer in the educational market of Lithuania with regards to the field established some 20 years ago. Its graduates are in demand and the level of their salary is competitive in the labour market. In addition, one-third of the graduates work abroad and one had received “The Best Employee of the Year” award on three separate occasions which is a credit to the Faculty. However, in order to ensure sustainability, the study programme needs to be revised and further developed.

The study programme addresses inappropriately defined needs and no proof has been found that it's based on an adequate market needs analysis. Furthermore, the interview with social partners made evident their very limited participation in the actualization of the curriculum. The name of the programme is incoherent and lacks a clear focus within its intended target market segment. In fact, the title is misleading as the content is based mostly on Marketing with few elements of Trade. Overall, the programme competencies and learning outcomes (LOs) need to be appropriately structured and better defined so as to be adequately aligned with the MTM title, aim, objectives and content of the subjects. The curriculum design meets the legal requirements. The range of disciplines involved in the programme overall covers the targeted fields of industry and generally corresponds to the intended LOs as well as the profile of the intended programme graduate. However, it was established that the module LOs, their content, teaching and assessment methods need appropriate adjustments and improvements so as to enhance its quality. The study programme is delivered by highly qualified staff whose number is adequate to ensure the intended LOs. Faculty produced significant number of publications over the evaluation period although insignificant part of them were focused on programme-related fields. Furthermore, there international mobility is very limited. Vilnius University provides conditions for the professional development of its teaching staff but concrete information about teachers in the programme is absent. The premises for studies are adequate in size and acceptable in quality. It was established that considerable efforts have been made since the previous evaluation to update the teaching and learning infrastructure. However, there is still room for improvement – limited and dated textbooks in English, slow Internet connection, insufficient computer updates, etc. The admission requirements are well-founded and it is commendable that the MTM study programme attracts high-calibre applicants. However, the steep decrease of the admitted students' needs serious consideration. VU provides its students with a wide range of academic, social, and financial support services, but students cannot benefit from most of them due to the nature of studies and the fact that most of them work. The programme management arrangements are streamlined, but despite the very detailed descriptions in the SER (pp. 45-51) about different aspects of the study programme management, they refer mostly to formal roles,

responsibilities and procedures whereas the information related to specific MTM programme aspects is very limited. Overall, the Self-Evaluation Report does not demonstrate convincingly the existence of a systematic approach in maintaining the quality of the MTM degree programme. The fact that alumni have expressed hesitation to recommend the MTM degree programme is particularly disconcerting. Their dissatisfaction reflects the shortcomings in programme quality and competitiveness. In particular, it is probably due to perceptions of outdated content, and limited participation of social partners in the design, delivery of a good quality and stimulating student experience based on updated knowledge and opportunity for practical experience.

## V. GENERAL ASSESSMENT

The study programme *MARKETING AND TRADE MANAGEMENT* (state code – 621N50001) at VILNIUS UNIVERSITY (KAUNAS FACULTY) is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	<b>Total:</b>	<b>14</b>

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

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

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

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

Grupės vadovas: Team leader:	Prof. Dr. Georgi Apostolov
Grupės nariai: Team members:	Prof. Dr. John Sae
	Dr. Pedro Pablo Cardoso Castro
	Gintautas Kučas
	Linas Misevičius

**VILNIAUS UNIVERSITETO (KAUNO FAKULTETO) ANTROSIOS PAKOPOS  
STUDIJŲ PROGRAMOS *MARKETINGAS IR PREKYBOS VADYBA*  
(VALSTYBINIS KODAS – 621N50001) 2017-08-22 EKSPERTINIO VERTINIMO  
IŠVADŲ NR. SV4-188 IŠRAŠAS**

**V. APIBENDRINAMASIS ĮVERTINIMAS**

VILNIAUS UNIVERSITETO (KAUNO FAKULTETO) studijų programa *MARKETINGAS IR PREKYBOS VADYBA* (valstybinis kodas – 621N50001) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>14</b>

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

**IV. SANTRAUKA**

*Marketingo ir prekybos vadybos* studijų programa buvo pirmoji tokio pobūdžio studijų programa Lietuvos švietimo rinkoje, pradėta vykdyti prieš 20 metų. Programos absolventai yra paklausūs, o jų atlyginimo dydis darbo rinkoje yra konkurencingas. Be to, trečdalis absolventų dirba užsienyje ir vienas yra triskart gavęs „Geriausio metų darbuotojo“ apdovanojimą, o tai daro garbę fakultetui. Tačiau, siekiant užtikrinti tvarumą, studijų programą reikia peržiūrėti ir toliau tobulinti.

Studijų programoje atsižvelgiama į netinkamai apibrėžtus poreikius ir nerasta jokių įrodymų, kad ji būtų grindžiama tinkama rinkos poreikių analize. Be to, iš pokalbių su socialiniais partneriais paaiškėjo, kad jie labai mažai dalyvauja aktualizuojant studijų programą. Programos pavadinimas nerišlus ir jam trūksta aiškios orientacijos numatytame tikslinės rinkos segmente. Iš tiesų pavadinimas klaidina, nes turinys daugiausia grindžiamas marketingu su keliais prekybos elementais. Apskritai, studijų programos gebėjimai ir numatomi studijų rezultatai turi būti tinkamai susisteminti ir geriau apibrėžti, kad derėtų su programos pavadinimu,

tikslu, uždaviniais ir dalykų turiniu. Programos sandara atitinka teisės aktų reikalavimus. Studijų programos dalykai apskritai apima tikslines sektoriaus sritis ir bendrai atitinka numatomus studijų rezultatus bei studijų programos absolventų profilį. Tačiau buvo nustatyta, kad modulių studijų rezultatus, jų turinį, mokymo ir vertinimo metodus reikia atitinkamai pakoreguoti ir patobulinti, siekiant pagerinti jų kokybę. Studijų programą vykdo aukštos kvalifikacijos darbuotojai, kurių skaičius pakankamas, siekiant užtikrinti numatomus studijų rezultatus. Per visą vertinamąjį laikotarpį dėstytojai parengė nemažą skaičių publikacijų, nors nedidelė jų dalis buvo orientuotos į su studijų programa susijusias sritis. Be to, jų tarptautinis judumas labai ribotas. Vilniaus universitetas sudaro sąlygas dėstytojų profesiniam tobulėjimui, tačiau trūksta konkrečios informacijos apie studijų programos dėstytojus. Studijoms skirtos patalpos yra tinkamo dydžio ir priimtinos kokybės. Buvo nustatyta, kad nuo paskutinio vertinimo įdėta nemažai pastangų atnaujinant mokymo ir mokymosi infrastruktūrą. Tačiau dar yra kur tobulėti – ribotas pasenusių vadovėlių anglų kalba skaičius, lėtas interneto ryšys, nepakankamai atnaujinta kompiuterinė įranga ir t. t. Priėmimo reikalavimai gerai pagrįsti, taip pat pagirtina, kad Marketingo ir prekybos vadybos studijų programa pritraukia gabius studentus. Vis dėlto, staigų priimamų studentų sumažėjimą reikia rimtai apsvarstyti. VU teikia studentams įvairias akademinės, socialinės ir finansinės paramos paslaugas, tačiau studentai negali pasinaudoti dauguma jų dėl studijų pobūdžio ir fakto, kad dauguma studentų dirba. Programos vadybos priemonės yra gerai organizuotos, tačiau nepaisant itin išsamių SS pateiktų skirtingų studijų programos vadybos aspektų aprašymų (p. 45–51), jie iš esmės susiję su formaliomis funkcijomis, atsakomybe ir procedūromis, o informacija, susijusi su specifiniais marketingo ir prekybos vadybos studijų programos aspektais, labai ribota. Apskritai savianalizės suvestinė neįtikina, kad taikomas sistemingas metodas, kaip išlaikyti Marketingo ir prekybos vadybos studijų programos kokybę. Ypač nerimą kelia tai, kad absolventai išreiškė abejonę, ar rekomenduotų šią studijų programą. Jų nepasitenkinimas atspindi programos kokybės ir konkurencingumo trūkumus. Greičiausiai taip yra dėl pasenusio turinio ir riboto socialinių partnerių dalyvavimo kuriant ir teikiant kokybišką studijų programą, taip pat skatinant studentų patirtį, grindžiamą atnaujintomis žiniomis ir praktinės patirties galimybėmis.

<...>

### **III. REKOMENDACIJOS**

**1. Studijų programos profilį reikėtų peržiūrėti, kad jis atspindėtų programos pavadinimą.** Į studijų programą reikėtų įtraukti daugiau prekybos srities dalykų, geriau susietų su pagrindiniais marketingo dalykais, arba keisti programos pavadinimą į naują, labiau

orientuotą į marketingą. Numatomi gebėjimai ir studijų rezultatai turėtų būti tinkamai susisteminti ir geriau apibrėžti. Juos reikia tinkamai suderinti su studijų programos pavadinimu, tikslu, uždaviniais ir dalykų turiniu. Be to, reikia išspręsti vidinius prieštaravimus tarp žinių įgijimo ir įgūdžių ugdymo, tyrimų ir praktikos, taip pat paskaitų ir seminarų pusiausvyros, auditorinių ir savarankiško darbo valandų ir sukurti tinkamą studentų paramos sistemą.

2. **Siekiant toliau stiprinti studijų programą, reikia atlikti išsamų Lietuvos rinkos tyrimą**, norint nustatyti unikalius rinkos segmentus (ypač kalbant apie konkrečių įgūdžių ir gebėjimų poreikius), su faktais, rodiklių analize ir konkrečiu veiksmy planu. Tada, atsižvelgiant į rinkos poreikius, pamažu turėtų būti koreguojama studijų programa, įtraukiant naujus modulius, tenkinančius konkrečių įgūdžių, praktikos ir stažuotės poreikius. Be to, reikėtų atlikti sisteminių studijų programos palyginimą su konkurencingomis studijų programomis, remiantis aiškiai nustatytais kriterijais, ir atlikti atitinkamus pagerinimus.

3. Rekomenduojama apsvaistyti **atitinkamą darbuotojų profesinio tobulinimosi strategiją, papildytą konkrečiu planu ir stebėsenos mechanizmu**, siekiant užtikrinti tinkamą studijų programos vykdymą. Į strategiją reikėtų įtraukti priemones, kaip stiprinti personalo dėstyto kompetencijas, ypač susijusias su visais aspektais, nustatytais studijų rezultatuose ir susijusiais su programos sandara ir vykdymu. Dėstytojus reikia skatinti vykdyti tyrimus ir skelbti publikacijas temomis, glaudžiai susijusiomis su *Marketingo ir prekybos vadybos* studijų programos aprėptimi. Taip pat reikėtų didinti tarptautinį dėstytojų judumą ir į jį įtraukti daugiau darbuotojų.

4. **Rekomenduojama įdiegti standartinę grįžtamojo ryšio teikimo studentams praktiką**, taip pat jį teikiant ir modulio vykdymo metu. Reikėtų labiau susisteminti ir atitinkamai institucionalizuoti dėstytojų reagavimo ir paramos studentams praktiką. Reikėtų peržiūrėti platesnio testų su uždaraisiais ir atviraisiais klausimais naudojimo klausimą ir taikyti įvairesnius metodus, siekiant įvertinti studentų pažangą ir pasiekimus. Taip pat rekomenduojama nustatyti baigiamųjų darbų santraukos standartą, į santrauką įtraukiant privalomą informaciją apie tyrimo tikslą, uždavinius, metodiką, struktūrą ir pagrindines išvadas.

5. **Reikėtų aktyviau įtraukti dėstytojus, studentus, absolventus ir ypač socialinius partnerius** į bendrą studijų programos valdymą ir jos kokybės užtikrinimo sistemą. Ji turėtų apimti atitinkamą grįžtamojo ryšio mechanizmą, ypač numatant atitinkamus veiksmus, kurie atliekami nedelsiant nustačius poreikius, neatitikimus ir trūkumus. Visą procesą reikėtų tinkamai dokumentuoti, kad būtų galima stebėti pažangą laikui bėgant ir, prireikus, atlikti korekcijas.

Rekomenduojama už Studijų programos komiteto ribų sukurti vieningą bendro tikslo siekį ir programos nuosavybės jausmą.

**6. Reikėtų stiprinti tarptautinį studijų komponentą, siekiant palengvinti keitimąsi žiniomis** ir suteikti didesnės pridėtinės vertės studentų pasirengimui. Tai reiškia įtraukti daugiau dalykų, dėstomų anglų kalba, skirtų ne tik atvykstantiems „Erasmus“ programos studentams, bei specializuotų anglų kalbos dalykų, susijusių su rinkodaros ir prekybos verslu; įtraukti daugiau dėstytojų į išvykstantąjį tarptautinį judumą ir kviesti lektorius iš užsienio ar užsienio įmonių atstovus skaityti paskaitas būtent šios studijų programos studentams; bibliotekoje užtikrinti daugiau šiuolaikiškų publikacijų anglų kalba, susijusių su studijų programa.

<...>

---

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)