STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
*MARKETINGO* PROGRAMOS (612N50002)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *MARKETING* (612N50002)
STUDY PROGRAMME
at Kaunas University of Technology

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|---|---|
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# CONTENTS

I. INTRODUCTION

Kaunas University of Technology (hereinafter – KTU) has 13 faculties with 73 departments. KTU intends to become a leading international university by providing research-based studies of international level. The university is member of several well-known international scientific organizations.

The Faculty of Economics and Management consists of 7 Departments. The Department of Marketing, one of the seven, is responsible for the first cycle Marketing Study Programme. It is coordinating the execution of the programme with the support of lecturers from other Departments of the Faculty and to a certain extent with lecturers from other Faculties.

The Marketing Study Programme was established and has been approved by the Centre for Quality Assessment in Higher Education (No.SR-990). It started in the academic year 2011/2012. It is offered as 4 year full-time and 6 year part-time programme with 240 ECTS. The degree awarded is Bachelor of Marketing.

There were (February 2013) 82 full-time students enrolled (46 in the 1 year and 36 in the 2 year) and 13 and 11 part-time students in the first and second years respectively (Self-Evaluation Report, Tab. 6). A total of 55 teachers are involved in delivering courses in the programme. The first graduates are expected in 2015 (full-time studies) and 2017 (part-time studies).

The Self-Evaluation Report (hereinafter – SER) was submitted in March 2013. The feedback from the annual student survey was not yet available at that time. The group which compiled the SER was properly constituted with teachers, student and stakeholder representation.

A site visit of the Expert Team took place on October 22$^{nd}$, 2013. The team of experts was Chaired by Paul O'Sullivan (Ireland) and consisted of Prof. Marie-Paule Sheard (UK), Prof. habil. dr. Csaba Forgacs (Hungary), Prof. dr. Sigitas Urbonavičius (Lithuania), Darius Bagdžiūnas, (Lithuania - social partner), Justinas Žalys, (Lithuania – student).

II. PROGRAMME ANALYSIS

*1. Programme aims and learning outcomes*

1.1 Programme demand aims and purposes

The need for a marketing programme is based on the growing significance of Entrepreneurship in Europe and in Lithuania, highlighted in several reports of the European Commission and the Lithuanian Government. Undoubtedly there is a strong relationship between the development of marketing competences and marketing orientation and the fostering of Entrepreneurship but it is overstating the matter to suggest that the two domains are synonymous. The Expert Team acknowledges that there may be view prevalent in Lithuanian Institutions that the best path to creating Entrepreneurial graduates is through the teaching of various business disciplines. In almost all international business schools however Entrepreneurship is addressed as a body of knowledge and competences with a distinctive literature and insights which justify modules or even whole programmes in entrepreneurship.

Nevertheless the aims and programme learning outcomes are stated coherently and appropriately. The aim of the programme is to prepare competent marketing specialists. Graduates shall be able to analyse the business environment and to carry out marketing research,

to apply their skills for developing marketing concepts and appropriate marketing instruments in a holistic approach. All activities shall be based on profound theoretical knowledge but with significant opportunities for practical application and evaluation. A balance between general and specific outcomes and content is proposed. There is a commendable emphasis on the needs for analytic competences throughout this programme. Graduates shall be able to work in national and international companies and organisations in the fields of production, service or trade. The programme in full time and part time modes has the same general aims and purpose. The rationale for offering it in a part time mode as stated during the visit was that some students cannot afford to study full time and others are forced to leave the full time mode because of personal financial difficulties.

Aims, objectives and learning outcomes are published on the university website (http://studijos.KTU.lt/studiju-programos/socialiniai-mokslai/) and the faculty website: (http://ktu.lt/evf/turinys/i-pakopos-bakalauro-studijos). Basic information about the study programme is also available on the Open Information, Advice and Guidance System (AIKOS).

1.2 Learning outcomes

The learning outcomes of the Programme have been structured in line with particularities of the first cycle university study programmes, regulated by legal acts and other documents of the Republic of Lithuanian and the European Union. They correspond to the qualifications of marketing specialists developed in the EU project Leonardo da Vinci. The qualification of the Bachelor in Marketing, indicated by the Programme, corresponds also to the requirements of Lithuanian Qualifications Framework, entailed by level VI.

The learning outcomes of individual courses and the complete programme therefore aim at the coherence of knowledge and its application as well as at acquiring research, specific social and personal skills (SER, Tab. 2). All learning outcomes are well documented in detail in the course descriptions of each individual course (SER, Annex 1). The learning outcomes are achieved by an interactive teaching style and problem-based learning.

The objectives of the study programme are designed to meet the requirements of the labour market. Social partners and business representatives, who take part as lecturers confirm that there is a need for marketing managers especially with knowledge in brand management and communication. Definitive evidence that these aims are achieved is of course not available as there has been no graduate output to date. However, very engaged and committed social partners voiced strong support of the overall strategy of the programme.

The programme management views the overall learning outcomes as being open to change and improvement through the processes for feedback and consultation with stakeholders but of course the evidence of such inputs being implemented is not yet available.

The Expert Team initiated a full discussion on the overall programme Learning Outcomes and are satisfied that the aims and learning outcomes have been well formulated and are mapped to individual module learning outcomes and ultimately to the curriculum. The Expert Team commends the benchmarking exercise with international Universities and the Lithuanian Marketing Association which seems to have positively influenced the programme design in the direction of an interdisciplinary approach and an emphasis on analytical and critical skills. The Expert Team would recommend that periodic benchmarking exercises be undertaken in the future to ensure an internationally recognised standard is achieved and maintained in programme content and delivery.

Studijų kokybės vertinimo centras

## *2. Curriculum design*

2.1 Curriculum structure

The programme is offered in full-time study mode (8 semesters) and part-time study mode (12 semesters). For full-time students the majority of contact hours and self-study-time are allocated however for practical assignments, whereas for part-time students – who mostly are employed – a larger percentage is dedicated for self study (see also: Programme Management).

Programme structure:

| | Lessons/ contact hours | Practical work | Individual work | Total |
|---|---|---|---|---|
| | % | | | |
| Full-time studies | 17,7 | 18,8 | 63,5 | 100 |
| Part-time studies | 9,3 | 9,2 | 81,5 | 100 |

The 240 credits (full-time: 30 credits/semester, part-time: 12 -30 credits/semester) require a workload of 6400 hours. This corresponds to an average of 26,67 hours/workload for 1 credit point. This meets the Bologna regulation of 25 to 30 hours workload for a credit point. The break down of the study load shows a workload of 800 hours/semester for full-time and between 320 and 640 hours/semester for part-time studies. For both study modes 800 hours/workload are calculated for Practice and the Final Degree Project in the last semester.

The programme consists of 70% study field courses (including the Final Degree Project) (168 credits), 6% general university courses (15 credits), 24% electives or optional courses selected by the students the practice (57 credits). Students have the opportunity to receive a double-degree.

The full programme is available on a part-time basis over six years at a rate of 12-30 credits per semester. This represents a challenging learning menu and there was perhaps insufficient detail about strategies for delivery to part-time students and for academic and personal support of such students. The learning platform (Moodle) can clearly have a positive role in meeting the needs of such students.

The curriculum fully meets the legal requirements. The programme structure and the academic content is appropriate to achieving the learning outcomes (content and the structure of the programme is published on the University website). The overall view formed by the Expert Team was that the learning outcomes are met in terms of learning design, structure and module content and that a diverse and positive range of learning experiences was being created in the classroom at module level.

The Expert Team also formed the view that there is a real commitment by both management and the programme delivery teaching team to pedagogic development and to continuous improvement of the student experience and the overall programme. The programme has been running for only a short time but there is already a willingness to make adjustments which are suggested by staff and student feedback.

The Expert Team urged the programme team to document their future strategies for the management and implementation of Thesis and to consider carefully how supervision might be organized and quality assured. Similarly it would be helpful to document the Professional Practice strategy, as implementation of this element is due to commence over the next year.

2.2 Programme content

The first year studies aim to provide students with basic knowledge. The main emphasis therefore is put on fundamental courses that enable students later to better understand the business system and to collect and interpret marketing data (e.g. Mathematics, IT, Business Law).

The second year studies intend to provide students with marketing knowledge and marketing skills (e.g. Statistics, Market Research, Finance, and Service Marketing) and with foreign language knowledge. Only in the third semester marketing related courses are introduced.

The third year studies concentrate on the marketing instruments (e.g. Pricing, Brand Management, Marketing Channels or Business Communication). Electives of Managerial Economics or Business Organization and Planning can be chosen.

The fourth year studies deepen the knowledge in Business Communication. Project Management and Management Accounting are optional courses. Practice and Final Degree Project are compulsory in semester 8 (full-time students) respectively in semester 12 (part-time students). The Professional Practice element and the Final Degree Project should reflect to what extent the learning outcomes have been achieved and the students are prepared for the labour market. The programme team spoke of internal discussion to improve and change the professional practice module and details of this should be documented at an early opportunity.

The Expert Team conducted a vigorous debate around curriculum issues and pushed the programme team to justify the choice and sequencing of modules. There are omissions in terms of mandatory modules which might be expected, such as inputs on Globalisation or modules in Business to Business Marketing and Sales/Sales Management. Other subjects that are part of existing modules (e.g. E-Business part of Network Business or Customer Relationship Management part of Services Marketing) might be offered as individual modules.

Some more specific learning outcomes in relation to the fostering of creativity would be welcomed. The Expert Team also felt that there was scope to introduce basic marketing subjects at some point before the third semester. The Expert Team noted the participation of students on an elective basis in activities such as the Google Online Challenge. The inclusion of what appears to be a basic module in *Graphic Design* was puzzling not least because it appears in the final teaching semester when strategic and capstone modules with a strong integrative function might be expected. Debate particularly focused on the currency of the curriculum particularly with regard to e-Business and Digital Marketing but the programme team was able to demonstrate that these issues are addressed in a number of modules, even if they do not appear as stand-alone modules in their own right. Some of these additions would help to differentiate the programme.

The Expert Team commends the introduction of students to scientific journal literature at an early stage in the study cycle, but would recommend a more formal approach to the development of skills in research methodology.

The programme is logical and structurally homogenous, properly sequenced and with no evident repetition. The academic subjects and their delivery show a commendable interdisciplinary integration. The content of the programme shows a logic sequence in the students' development.

## 3. Staff

There are a total of 55 individual teachers who are engaged in the programme (49 teachers deliver courses for full-time students and 36 – part-time students). The staffing is fully adequate to ensuring the learning outcomes are achieved (SER, p. 19). The teachers of the programme actively perform scientific research and publish in the fields where they are teaching. The Department of Marketing is actively involved in international scientific and applied research programmes aimed at pedagogic and programme development. (e.g. EU Leonardo da Vinci, EU Grundewig or EU Erasmus Multilateral projects). The experiences gained in these programmes are integrated in the learning process while updating the programme.

The qualifications of the academic staff have improved within the last 2 years. The full-time courses are delivered to about 38% by professors and 41 % by associate professors. In part-time studies the ratios are 26% (professor) and 45% (associate professor). More than 70% of the academic staff is between 30 and 49 years old, the average age is 41 years.

The structure of academic load and qualifications of the teaching staff correspond to the requirement laid down in the order of the Minister of Education and Science of the Republic of Lithuania "On the approval of requirements for the first cycle study programme description" of 9 April 2010, paragraph 19, at least half of the study field courses should be delivered by scientists. In full-time studies 79% of the courses and in part-time studies 72% of the courses in the programme are delivered by full or associate professors, thus exceeding the requirements.

Staff met with on the field visit were energetic, vibrant, positive and engaged and the Expert Team acknowledge that there is a very good team implementing this programme The teaching team displayed a strong sense of ownership of the programme and they assert that their voice is heard in decision making through the work of the programme committee and regular round table discussions with management Similarly the Expert Team also felt staff research should be more actively resourced.

The Faculty has signed 35 agreements with foreign Higher Education Institutes within the Erasmus agreements. In 2011-2012 20 teachers from foreign universities came to visit the Faculty, whereas 23 Faculty teachers left for teaching and 18 for training exchange. The teachers of Marketing Department went 13 times for teaching abroad and received 3 marketing specialists from foreign universities in the period of time under consideration. The Expert Team recommends that more staff mobility should be facilitated on such a marketing programme where international aspects will gain more importance in future.

The scientific qualification of the academic staff is adequate to ensure the achievement of the learning outcomes of the programme. However, the Expert Team suggests that further efforts should be made to strengthen the practical side of the programme through actions such as the recruitment of practitioners as part time teachers and as specialist guest presenters.

## 4. Facilities and learning resources

4.1 Sufficiency and suitability of premises and of equipment for studies

There are 20 rooms (1,078 seats) in the Faculty. All of them are equipped with multimedia for presentations and stationary computers. The number of rooms is sufficient for the implementation of studies in full-time and part-time forms. But there are not enough rooms for

interactive learning. In 2012 Marketing Department equipped a group work auditorium of 25 seats where students can work in small groups, use multimedia and four computers with latest software and there is a wireless internet connection

In the last five years, one more computerised teaching laboratory (12 seats) has been installed in the Faculty, where up-to-date computer hardware and software is used. Three laboratories (67 seats) are equipped with multimedia for presentations. The computerised laboratories are maintained by qualified technical staff. The Expert Team observed that all students and graduates met were owners of laptops. It may be possible through a strategic planned implementation to operate a BYOD (Bring Your Own Device) policy where capital spend by the University could focus on network infrastructure, security and software licenses.

The site visit was important in showing how Faculty management coped with old and limited buildings with a lack of versatile learning spaces. A very good effort is made to equip these spaces with advanced learning technology, but the Faculty cannot utilise larger group teaching which would considerably improve efficiency. There is a good range of software tools and applications and some excellent technology in the classrooms, e.g. Microsoft Office, Eviews 7 and SPSS Statistics version 19.

KTU have created and utilise a virtual environment http://mano.ktu.lt with an integrated Moodle interactive learning environment. It is clear that pedagogical development training has been delivered in the context of promoting online learning, but it would be appropriate now for the Faculty and the University to develop detailed policies and strategies to achieve a state-of-the-art virtual learning environment to compensate for old and restricted physical resources and to meet the needs of part-time students into the future. It should be noted that Programme's lecturers intensively use possibilities of http://mano.ktu.lt environment.

4.2 Sufficiency and suitability of resources for practical training

Students of the programme are in the 2$^{nd}$ year and did not have do perform practice so far. It is planned that they can do their practice in simulated enterprises (MARKBUD allows the simulation of marketing functions) or in real enterprises which the students have selected themselves. In real enterprises they can gain practical experience in a field that can be chosen as a topic of the Final Degree Project.

In an annual – competition exhibition "Idea" students can demonstrate their ideas for new products or advertisements or do market research.

Last year 28 enterprises initiated the search and recruiting of trainees. The project enables students to find work placement on their own or to receive offers from enterprises. Students can also use the information base "Work and Placement Offers" of by KTU Career Centre. Students of the Faculty are offered to leave for Practice abroad as well.

4.3 Learning resources

The library provides a pleasant learning environment, with a good professional staff and, together with the online resources, is adequate to the needs of the programme. Library and software budgets appear to be good and suitable for purpose. The Faculty has a dedicated 25-seat library in addition to the main library, with a LAN (of dedicated desktops) and wireless Internet connection and Internet access to other libraries' databases. Availability of the methodological resources necessary for the implementation of the programme ensured by provision of access to students to electronic marketing journals via electronic databases, especially Emerald. Students of the programme have also access to the resources of the university library.

Every year the Faculty library and the Department resources are supplemented with the latest relevant teaching literature, books published by the most famous academic publishing houses, subscription publications of Lithuanian and foreign countries.

The learning resources are appropriate and support problem-based learning and independent learning. The resources help to internationalize the study programme, but more use might be made of online learning materials (e.g. Massive Online Open Courses - MOOC) to provide supplementary materials which will also help with internationalisation.

## 5. *Study process and student assessment*

### 5.1 Student admission

Students' admissions to the first cycle studies in the university are based on conditions approved by the Association of Lithuanian Higher Education Institutions and in pursue of the Order of the Minister of Education and Science of the Republic of Lithuania No.V-1 of 2011 and on the „Rules for student admission to Kaunas University of Technology 2012". The regulations lead to a competitive score that is the basis for admission.

Students may get all the necessary information in the Admission Commission of KTU, on internet websites http://ktu.lt, http://studijos.ktu.lt/kaip-istoti, http://ktu.lt/priemimas. Information to prospective students about all the study programmes offered by the University is also available during Open Door Days organised all year round, Study Weeks organised by high schools.

The admission criteria are transparent and available to every potential student. There is a reasonable level of consistent demand for the full-time programme, and they have managed to attract students with a good quality school score in the recruitment to date. On the evidence of the recruitment figures to date there would seem to be less demand for the part time version of the programme and part-time recruitment would seem to be a challenge.. It is difficult to see how economic delivery can be sustained with these numbers.

### 5.2 Study process

Full-time students study during a normal daytime attendance; part-time students attend lectures and tutorials on two Saturdays a month.

The logic of the study programme is good but the Expert Team raised a number of issues around recruitment and retention of full-time and part-time students. Overall the programme attracts a good quality of student and recruitment is successful in what is a competitive environment.

The Expert Team examined two issues in particular. The rationale for providing a part-time version of this programme may be very sound, but it was not fully explained during the site visit. In particular, the Expert Team was concerned at both the high drop-out rate in part-time mode and the viability of continuing a Year 3 group in 2013/14 which is now quite small. Faculty Management feels that there is a social and economic justification and that also some students are unable to continue in full-time mode for financial reasons. Nonetheless, there must be concerns about the study process in terms of duration and learning weight, and there is a need to take a strategic view and decision of how the part-time mode might be delivered and supported using, for instance, current learning technology. The Expert Team notes that they did not have the opportunity to meet part-time students on the field visit.

Studijų kokybės vertinimo centras

Secondly The Expert Team examined the role of minor studies and now fully understand that the dramatic decline in students taking *Marketing* as a 'minor' does have a logical explanation. The fact of the provision of a full marketing degree opportunity (through this programme) now means that students interested in the area are catered for from the outset. The current students taking the minor option met with the Expert Team and reported positively on their experience.

Because of the faculty agreements with 55 universities there are many opportunities for international activities and academic mobility for students. Information about study exchange programmes is available to students on [www.facebook.com/ktu.lt](www.facebook.com/ktu.lt) and by the International Relations Office in cooperation with KTU Career Centre. So far only 2 students of the marketing programme have taken advantage of this possibility. There are 36 students in year 2 full time and 2 from 36 would seem to be a very small proportion. It may be possible that other students will take up the mobility option in the 3$^{rd}$ year. If the Faculty is committed to international mobility they need to put greater effort into encouraging students.

5.3 Student support

Students get supports in various fields. The information about the programme and international study opportunities are given personally (teachers, International Relation Office and Career Centre) and via different media. It is comprehensive. Financial support e.g. scholarships and loans is regulated in the system for higher education institutes. Help for students is provided concerning accommodation and dormitories. The majority of buildings are adapted to give access to handicapped students.

The students met with on the field visit were positive about their programme and their learning experience, described stimulating and creative classroom experiences and they felt they had very good access to and support from the staff.

Students are informed about the course exam results on the website of KTU ([https://uais.cr.ktu.lt/ktuis/stp_prisijungimas](https://uais.cr.ktu.lt/ktuis/stp_prisijungimas))

Sports and art activities are provided at the University. The Centre of Advancement (AAC) gives subject and psychological assistance.

Students are represented in the Student Union, in the Study Programme Committee and they can contact the faculty administration and the programme coordinator.

## 6. Programme management

The programme management model is based on a Faculty Committee with responsibility for managing all programmes. The study programme is coordinated by an individual study programme coordinator who is responsible for ensuring that feedback from staff, students, social partners and other stakeholders. All of these parties therefore have a role in suggesting programme improvements but as the programme is very new there is limited evidence to date. Based on his suggestions the Study Programme Committee of the Faculty may propose changes that are submitted to the Faculty Council for Approval. Major changes in a study programme may only be made by the University Senate by the offering of the Committee of Studies and Academic Culture.

A system of internal study quality assurance based on the documents of EU higher education policy was prepared in 2010. In 2011 a contract concerning EU structural support was signed the aim of which is to implement and/or improve internal mechanisms and systems for quality assurance in higher education institutions.

One instrument applied in the university is an electronic questionnaire for the assessment of courses, teachers work and learning materials. Different groups are informed about the results (Dean, Faculty Council, representatives of Students Union). The Marketing Department also supplements this survey with their own survey work and discussions in order to provide a more valid response.

Programme management is effective but is implemented through a multi-programme Faculty level Committee rather than a specific, individual, local Programme Management Committee. This arrangement is of course in full conformity with regulatory requirement but the Expert Team suggests that an annual programme level Quality Enhancement Plan be drawn up to incorporate inputs from managers, teachers, students and stakeholders.

There is an open and consultative approach to decision making in this Faculty and in this Department. Teaching staff feel their voice is heard in the key forum, but, overall, there might be more emphasis placed on formal documentation of issues. For instance, there is a Roundtable Discussion at the end of each semester and it would be useful to document issues and solutions on a routine basis.

There is undoubtedly strong and progressive leadership in the Faculty and in this Department but there should be a more fully involved engagement with younger staff members in a collective management approach.

The basis for good quality control systems seems to be laid. Definitive results will only be available in the next years.

III. RECOMMENDATIONS

1. The study programme team should address evident omissions in terms of modules which are "normal" in the core or elective offering of most Marketing degrees in Business Schools internationally. These might include e.g.. globalization and green/sustainable marketing, customer relationship management, sales management and business to business marketing, as well as further attention to the fostering of creativity. Such possible enhancements – based on an international benchmarking - would improve competitive advantage by giving the programme a more contemporary feel.

2. Future strategies for the management and implementation of the thesis should be defined, and supervision arrangements should be organised and quality assured.

3. Faculty management are challenged to cope with old and limited buildings with a lack of versatile learning spaces, but the Faculty must develop detailed policies and strategies to achieve a state-of-the-art virtual learning environment to compensate for poor physical resources and to meet the needs of part-time students into the future.

4. There are significant concerns about the study process for part-time students around duration and learning weight, cohort sustainability and the environment for group work. There is a need to take a strategic view and strategic decision of how the part-time mode might be delivered and supported using, for instance, current learning technology.

## IV. SUMMARY

1. The aims and learning outcomes of the Marketing programme are stated coherently and appropriately. The learning outcomes have been structured in line with particularities of the first cycle university study programmes regulated by legal acts and other national and international documents.
2. This programme structure meets all of the legal requirements of the Government of Lithuania and of the University, and is in full conformity and alignment with the specific attributes required of a first-cycle programme. Overall it is a well structured programme, with a commendable commitment to the development of students' analytic competences and it benchmarks well with international programmes.
3. The programme is very well managed, with very positive leadership at Department and Faculty levels – though there could be devolution of some areas of decision making and greater involvement by the young and talented staff team.
4. The staff fulfils all requirements of Lithuanian regulation and they provide an excellent team for the implementation of this programme.
5. The voice of the staff is clearly evident in decision processes, but there is a tendency to rely on informal interactions regarding Quality Assurance inputs and there would be considerable future benefit from documenting more fully inputs and decisions.
6. The programme could be given a more contemporary image and achieve stronger brand presence in a competitive environment if some of the current issues in marketing (which undoubtedly are addressed in a dispersed way) were reflected in the module titles and content.
7. The physical resources are dated and limited, and do not provide for versatile learning situations. This is probably the weakest component of the overall offering. Good work has been achieved in relation to the use and implementation of technology, but this needs to be addressed at a policy and strategy level.
8. The study process for full-time students is appropriate and well implemented. There are anticipated improvements in the approach to Professional Practice, and preparation for the Thesis and we look forward to seeing these addressed and implemented. The programme recruits well in a competitive environment. However, the study process for part-time students needs strategic re-examination.
9. There is a genuine commitment to staff and student mobility and to developing appropriate institutional partnerships. These might well include, in the future, native English speaking environments.
10. An annual Quality Enhancement Plan would serve to capture much of the productive dialogue which undoubtedly benefits this programme, and an Alumni Club or Graduate Advisory Board would server to harness and formalise the evident goodwill of social partners.
11. This is a good model of a Marketing degree, implemented within a Faculty environment where there is a real commitment to continuous improvement.

## V. GENERAL ASSESSMENT

The study programme *Marketing* (state code – 612N50002) at Kaunas University of Technology is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

| No. | Evaluation Area | Evaluation Area in Points* |
|---|---|---|
| 1. | Programme aims and learning outcomes | 4 |
| 2. | Curriculum design | 3 |
| 3. | Staff | 4 |
| 4. | Material resources | 3 |
| 5. | Study process and assessment (student admission, study process student support, achievement assessment) | 3 |
| 6. | Programme management (programme administration, internal quality assurance) | 4 |
| | **Total:** | **21** |

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

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

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

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

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Darius Bagdžiūnas

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Studijų kokybės vertinimo centras

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Marketingas* (valstybinis kodas – 612N50002) vertinama teigiamai.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|---|---|---|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 4 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 4 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 3 |
| 6. | Programos vadyba | 4 |
| | **Iš viso:** | **21** |

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

## IV. SANTRAUKA

1. Marketingo programos studijų tikslai ir studijų rezultatai yra išdėstyti nuosekliai ir tinkamai. Studijų rezultatų struktūra atitinka pirmosios pakopos universitetinių studijų programų, reglamentuojamų teisės aktais ir kitais nacionaliniais ir tarptautiniais dokumentais, ypatumus.
2. Šios studijų programos struktūra atitinka visus Lietuvos Vyriausybės ir Universiteto teisinius reikalavimus ir visiškai tenkina ir atitinka specifines pirmosios pakopos studijų programai būtinas savybes. Apskritai studijų programos struktūra yra gera, pagirtinas įsipareigojimas ugdyti studentų analitines kompetencijas ir pagal kokybės lyginamuosius kriterijus studijų programa nenusileidžia tarptautinėms studijų programoms.
3. Studijų programa yra labai gerai valdoma, Katedros ir Fakulteto lygmenimis matoma labai teigiama lyderystė, tiesa, sprendimų priėmimas kai kuriose srityse galėtų būti patikėtas kitiems organams labiau įtraukiant jaunus ir talentingus personalo narius.
4. Personalas atitinka visus Lietuvos teisės aktuose nustatytus reikalavimus ir yra puikiai pasirengęs vykdyti studijų programą.
5. Personalo nuomonė yra akivaizdi sprendimų priėmimo procesuose, tačiau matyti ir tendencija, jog pasikliaujama neformalia komunikacija dėl kokybės užtikrinimo pasiūlymų. Didesnę naudą ateityje galėtų užtikrinti išsamesnis pasiūlymų ir sprendimų dokumentavimas.
6. Studijų programa įgytų šiuolaikiškesnį įvaizdį ir užsitikrintų stipresnį matomumą konkurencinėje aplinkoje, jei kai kurios dabartinės marketingo problemos (kurios, be abejonės, kažkiek yra nagrinėjamos studijų programoje) atsispindėtų modulių pavadinimuose ir turinyje.

Studijų kokybės vertinimo centras

7. Materialieji ištekliai yra pasenę ir riboti bei neužtikrina universalios studijavimo aplinkos. Tai turbūt yra silpniausias visos studijų programos elementas. Daug nuveikta naudojant ir diegiant technologijas, tačiau visą šį darbą būtina apibrėžti politikos ir strategijos dokumentuose.
8. Nuolatinių studijų studentų studijų eiga yra tinkama ir gerai įgyvendinama. Planuojami profesinės praktikos proceso ir pasirengimo baigiamojo darbo rašymui pagerinimai, taigi ekspertų grupė nekantrauja pamatyti, kaip jie bus nustatyti ir įgyvendinti. Studijų programa sėkmingai pritraukia studentus konkurencinėje aplinkoje. Vis dėlto ištęstinių studijų formos studijų eigą būtina strategiškai peržiūrėti.
9. Įsipareigojimas skatinti personalo ir studentų mobilumą ir bendradarbiauti su atitinkamomis institucijomis yra akivaizdus. Gali būti, kad ateityje tas bendradarbiavimas vyks ir angliškai kalbančiose šalyse.
10. Metinis Kokybės gerinimo planas padėtų dokumentuoti nemažai produktyvaus dialogo, kuris neabejotinai yra naudingas studijų programai, o Alumni klubas ar Absolventų patariamoji taryba padėtų išnaudoti ir įforminti akivaizdų socialinių partnerių geranoriškumą.
11. Studijų programa yra geras laipsnį suteikiančios marketingo studijų programos, įgyvendinamos Fakulteto aplinkoje, kurioje akivaizdžiai matomas realus įsipareigojimas nuolat tobulėti, pavyzdys.

## III. REKOMENDACIJOS

1. Už studijų programą atsakingi asmenys turėtų pagalvoti, kaip pašalinti akivaizdžius modulių, kurie paprastai daugumoje laipsnį suteikiančių marketingo studijų programas vykdančių verslo mokyklų užsienyje yra siūlomi kaip pagrindiniai arba pasirenkamieji, trūkumus. Galima būtų įtraukti tokias temas, kaip globalizacija ir ekologiškas / tvarus marketingas, santykių su klientais valdymas, pardavimų vadyba ir verslas–verslui marketingas, taip pat skirti papildomą dėmesį kūrybiškumo puoselėjimui. Tokie galimi pagerinimai, grįsti tarptautiniu kokybės palyginimu, suteiktų konkurencinį pranašumą ir studijų programa taptų labiau šiuolaikiška.

2. Turėtų būti apibrėžta baigiamųjų darbų valdymo ir įgyvendinimo ateities strategija, taip pat reiktų nustatyti vadovavimo baigiamiesiems darbams tvarką ir užtikrinti kokybę.

3. Fakulteto vadovybei tenka iššūkis dirbti senuose ir ribotų galimybių pastatuose, kuriuose trūksta įvairių patalpų studijuoti, tačiau Fakultetas privalo parengti išsamią politiką ir strategiją, kaip sukurti moderniausią įmanomą virtualiąją studijavimo aplinką, kad kompensuotų menkus materialiuosius išteklius ir ateityje patenkintų ištęstinių studijų studentų poreikius.

4. Nemažą susirūpinimą kelia ištęstinių studijų studentų studijų eiga, t. y. studijų trukmė ir mokymosi krūvis, studentų skaičiaus tvarumas ir darbo grupėse aplinka. Reikėtų strategiškai apibrėžti ir priimti strateginį sprendimą, kaip būtų galima vykdyti ištęstines studijas ir palengvinti jų vykdymą, pavyzdžiui, panaudojant turimas studijavimo technologijas.

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Studijų kokybės vertinimo centras