



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
MARKETINGO VALDYMO PROGRAMOS (621N50007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF MARKETING MANAGEMENT (621N50007)
STUDY PROGRAMME
at Kaunas University of Technology

Grupės vadovas:
Team Leader: Paul O'Sullivan

Grupės nariai:
Team members: Prof. habil. dr. Csaba Forgács
Prof. dr. Jürgen Bruns
Prof. Marie-Paule Sheard
Prof. dr. Sigitas Urbonavičius
Darius Bagdžiūnas
Justinas Žalys

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Marketingo valdymas</i>
Valstybinis kodas	621N50007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Rinkodara
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2), iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rinkodaros magistras
Studijų programos įregistravimo data	2011 birželio 15 d., Nr. SR-2691

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Marketing Management</i>
State code	621N50007
Study area	Social Sciences
Study field	Marketing
Kind of the study programme	University studies
Level of studies	second
Study mode (length in years)	Full-time (2), part-time (3)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Marketing
Date of registration of the study programme	15 June 2011, No. SR-2691

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

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design	6
3. Staff	7
4. Facilities and learning resources	8
5. Study process and student assessment.....	10
6. Programme management	12
III. RECOMMENDATIONS	14
IV. SUMMARY	15
V. GENERAL ASSESSMENT	17

I. INTRODUCTION

The purpose of the report is to present the key findings of an evaluation of the MA Marketing Management Programme [hereinafter – the Study Programme] delivered by Kaunas University of Technology [hereinafter – KTU]. KTU is a large university consisting of 13 faculties made up of 73 departments and a number of centres, institutes and laboratories. KTU strongly values relations with industry, technology-related study and research activities. It is also mindful of the national and international development needs in the labour market. KTU employs 2742 staff including 1090 teachers and 146 scientific staff. Over 11663 students study at the University including 375 doctoral students and 242 foreign students. The University offers Bachelor and Master study programmes in technology, social and physical sciences, humanities and art.

The MA Marketing Management Programme is a second cycle study programme based in the Faculty of Economics and Management of the University which consists of 7 departments [Accounting, Economics and International Trade, Finance, Business Economics, Quality Management, Marketing and Management]. The Programme was established and approved by the Centre for Quality Assessment in Higher Education. It is a 2-year, 120 ECTS programme. The first cohort of students started in September 2011. There were 33 applications and 20 students were enrolled. For the September 2012 intake, 218 applications were received and 22 students were enrolled, 12 of which had state funded places.

The Evaluation Team was put together by the Centre for Quality Assessment in Higher Education [hereinafter – SKVC] and consisted of: Prof. Paul O’Sullivan [Team Leader], Prof. Csaba Forgacs, Mr Darius Bagdziunas [social partner], Mr Justinas Zalys [student representative], Prof. Dr Sigitas Urbonavicius, Prof Marie-Paule Sheard. Prof. Juergen Bruns was also involved in reviewing the material but was unable to attend the visit.

The Evaluation was based on the scrutiny of the Self-Evaluation Report [hereinafter – SER] submitted by the Self-Assessment Group headed by Assoc Prof. Dr. Rimantas Gatautis, supported by other academic staff, a representative from industry and a student. The SER was accompanied by a number of annexes presenting supporting data. The scrutiny and analysis of the report was carried out according to criteria clearly set out in the SKVC methodology document. This was followed by a visit to KTU which allowed meetings and discussions with Senior Staff of the Faculty and Department, with staff involved in the writing of the SER, teachers involved in the delivery of the study programme, social partners and students. After the

visit on 22 October 2013, the Evaluation Team discussed their findings and agreed on an evaluation of the programme, submitted in report format to the Programme Team. Following receipt of the comments from the KTU team, the final report was prepared integrating, where appropriate, points made in response to the first draft of the report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The main aim of the programme is to prepare highly qualified specialists who can both demonstrate knowledge of marketing management principles and concepts and also apply them to solve complex problems. The aim is clear and well defined. It is further developed into 4 objectives which put emphasis on skills development, the integration of theory and practice and the need for students to develop critical thinking competencies. This is in line with current pedagogical approach in business education and with the professional needs of employers in the field of study. The aim, objectives and learning outcomes are consistent with the type and level of studies and the level of qualification offered by the programme. They appear to have been founded on a good range of national and international professional benchmarks. They include a good blend of knowledge, skills and competences development [see Table 2 p 7 of the SER document]. However the objectives could be phrased in a more student-centred manner, for example, “to support students in the acquisition of ...”. This would provide a better link to the Learning Outcomes. These in turn are clearly presented but in some statements the terminology could be improved to reflect the high level of cognition and skills development required at Masters Level. Learning outcome D1 would be clearer if divided into 2 separate outcomes. Annex 1 provides a useful analysis of the programme demonstrating how the study schedule fulfils the requirements of the learning outcomes. The list of learning outcomes is missing a separate programme outcome to reflect the Thesis, i.e., the ability of students to carry out and present an independent piece of research in the field of study which is of a scientific nature. In addition, little quantitative information was provided in the SER with regards to Lithuanian labour market needs. Discussions with social partners during the visit reassured the panel on this aspect. They confirmed that the knowledge and skills developed by the programme were much needed by employers in Lithuania.

The name of the programme clearly reflects the aim and learning outcomes. The aim, objectives and learning outcomes are accessible publicly via the website of the university and of the Faculty.

2. Curriculum design

The programme has been designed to comply with all legal requirements of the Republic of Lithuania. The study subjects [courses] are spread evenly over the duration of the programme [2 years in full-time mode and 3 years in part-time mode]. The programme consists of 120 credits which are at the upper end of the European requirements. These credits are available through the study of 10 study field courses [i.e. marketing] and 5 courses determined by the University which offer students a choice. These are spread evenly across 3 semesters leaving the 4th semester free of structured teaching to enable students to focus on their research and submit their Final Degree Project, which students have to defend via an oral presentation. Electives provide students with an opportunity to broaden their business knowledge beyond Marketing. The Final Degree Project attracts 30 credits which complies with the legal requirements and offers scope for in-depth research by the students. The choice of study field courses is appropriate to the aim and title of the qualification. It is pleasing to note the inclusion of subjects such as Relationship Marketing and Cross-cultural Consumer Behaviour which demonstrate the team's efforts to provide a modern marketing education programme. The content of the programme reflects relatively well the latest achievements in science in the field of study. However, the curriculum is relatively weak in aspects which are of significant concern to the modern marketing professional today: globalisation, digital technology, green issues and sustainability. Annex 1 of the SER document provides a useful demonstration of how the courses match the Learning Outcomes of the programme. It is noted that the programme development team has made efforts to avoid repetition and to focus on skills development, as well as provide a broad curriculum which will serve students well in their future careers. The use of Study Module Programmes allows for the detailed description of courses which is essential to their consistent delivery by teachers and full understanding by students who know what to expect. It is also positive to note that the Final Degree Project is well supported by courses in Research Methodology, both theoretical and empirical, introduced early in the programme. Scrutiny of the Projects presented during the visit demonstrated that the work of the students is at a true Master's level. They use sophisticated research and analytical methods. However, it was also noted that the final theses marks tended to be clustered towards the top end of the range, whilst the final theses show a wider span of achievement by students.

The breakdown of the hours of study presented in the SER is very detailed but could be improved in clarity with regards to contact hours, directed and independent study requirements per credit [or per course]. It is pleasing that the team aims to focus on individual work [between

25% and 79% depending on the type of session]. The availability of staff for individual consultation by students and the inclusion of guest lectures by industry experts are noted as positive aspects.

With regards to assessment the programme aims to provide a range of assessment method which is useful as this facilitates parity between students who may have different preferences with regards to assessment methods, some students preferring assignments and others preferring time constrained exams. This also allows for the most appropriate method to be used to assess different elements of a course [knowledge, competencies, and skills]. There appears to be many assessment opportunities during the length of the programme. This can be of great use to students for providing feedback but can also be strenuous. All assessments undertaken are summative [i.e. they count towards the final grade]. However, the weighting of assessments taking place earlier in the semester is lower than the weighting of end of semester assessments. Therefore, these early assessments function as formative tests from which students can learn and improve.

3. Staff

The study programme is provided by a team of adequate size, qualification and experience which also shows a good age distribution. The structure of the academic staff involved in the study programme complies with the requirements of the Ministry of Education and Science of the Republic of Lithuania. Nearly all staff hold a Doctorate and have several years of teaching experience in higher education [between 35 and 7 years]. Staff are also research active and are encouraged to publish their research findings in a range of journals, including peer-reviewed scientific publications. The Marketing Department staff are involved in a number of national and international scientific projects, including projects supported by the European Union [e.g. 6th Framework], sometimes involving students. As confirmed during our meeting with social partners, teachers also engage in projects proposed by local businesses, as well as consultancy work [e.g. market research, feasibility studies, selection of retail outlet location, business development strategy]. It is noted that research results are integrated into the teaching process therefore ensuring that curriculum development is research-informed and that the study programme is kept up-to-date. Staff are encouraged to go on teaching and training visits to other European Institutions of Higher Education [e.g. Salford University Business School, UK; Information Systems Management Institute, Latvia]. The Faculty also receives foreign academics for guest lectures which allow further interactions leading to potential cooperations in research and curriculum development [e.g., joint programme development with the University of

Salford, UK]. The level of mobility of teachers and professors [13 visits undertaken during 2011-12] shows the University and Faculty commitment to internationalisation. Teachers use modern teaching methods and equipment.

The Faculty has a dedicated Professional Development department and all staff have to establish individual development plans which are discussed at the Faculty Council and within departments. This ensures that resources for staff development are targeted to areas which match the strategic needs of the university, faculty, departments and study programmes. Staff Development plans also address pedagogical competencies. The department is aware of the need to encourage and support staff in the use of innovative teaching methods, including greater use of case studies and greater use of information technology.

The majority of staff have an exclusively academic career history, often spent mainly or totally at Kaunas University of Technology. The University has a policy of spotting promising students and encouraging them to join the staff once their studies are complete. This is useful in ensuring that there is adequate provision for the study programmes. However, this could have been a weakness in that staff might not experience a range of environments, but it is not the case thanks to staff involvement with businesses, projects and mobility visits. The Faculty also employs industry experts as guest lecturers and as curriculum development advisors [the social partners]. This mitigates the relative lack of industrial experience of the main academic staff. Work-based experience in the field of study is very important with respect to the overall aim of the programme to produce high level specialists in the field of study, and the objective to integrate theory and practice. Interactions with different groups of staff during the visit demonstrated that there is a strong team ethos.

4. Facilities and learning resources

There are 20 rooms (1,078 seats) in the Faculty of Economics and Management. All of them are equipped with multimedia for presentations and stationary computers. The number of rooms is sufficient for the implementation of Marketing Management study programme 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 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 in-classroom technology. The Faculty has a number of computerised rooms and laboratories [115 seats in total with access to seats based in other departments to a total of 760 seats]. Packages regularly used include MultiMedia software and SPSS for example. The panel also saw how Smartboards connected to desktop computers are used in class.

KTU have created and utilise a virtual environment <http://mano.ktu.lt> with 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 the rather 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. Students also indicated that they regularly use the facilities of the VLE as well as access to library digital resources via the internet.

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 study programme. 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 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. Library and software budgets appear to be good and suitable for purpose.

The learning resources are appropriate and support problem-based learning and independent learning. The resources help to internationalize the study programme.

5. Study process and student assessment

The process for admission to the Study Programme is in line with the requirements of the Ministry of Education and Science. The process is highly selective [e.g., for the 2012 entry 22 students were selected out of 218 applications]. This must assure a high level of competence in the student population and provide students with the best chance of success in their studies and future careers. In order to qualify for admission students must have completed a Bachelor qualifying degree. Students who have not completed this qualification may be considered after completing additional studies determined by the University. There is no requirement for applicants to demonstrate their competence in the English language. This may be a problem as foreign guest lecturers deliver their material in English but is not in breach of any legal requirements.

The Study Programme is relatively young having started in 2011. Despite the lack of state-funded places 20 students were enrolled in 2011. In 2012 state-funded places were available and a total of 22 students were enrolled.

The study process is organised in 2 semesters per year for 2 years [full-time mode]. The Academic calendar is determined by the University Senate and the timetable of courses is organised to optimise the learning experience of students. Care is taken to spread the workload of the students including contact hours and individual work to respect standards of health and safety regulations, as well as provide the best learning environment. Lectures take place in the evening starting at 17.30 and ending at 19.00 or 21.00 which is much appreciated by students as most of them work. However, the programme team needs to reflect on whether these arrangements provide a truly full-time study experience for the students. Part-time students attend the same lectures, but their programme is spread over a longer period.

Students are well supported academically. The Programme Coordinator, the Head of Department, the Dean and Faculty teachers advise students and assist them in the preparation of an individual study plan including all compulsory study courses. Students are allowed a high degree of flexibility with respect to the model of their studies, namely opting for full or part-time mode, changing from one mode to the other, choosing to spend more time for individual work. Students are also encouraged to engage in scientific research activities and to present their work for example at the annual Faculty Students Conference. A number of examples were cited by the students and graduates met during the visit. These activities provide additional support and incentive for the Final Degree Project. Every effort is made to provide comprehensive and timely information to students to support their studies, and provide dates of tests etc. Factual information is placed on the University system [mano.ktu.lt]. Financial support, counselling and general information provision is also offered to students.

Students have the opportunity to leave to study in foreign universities via the LLP Erasmus programme, and occasionally via other programmes for exchanges outside of the EU. For Master programmes, this occurs from the second semester. Given the relative youth of the programme and the nature of the cohort [most involved in jobs], only one student on the Programme has taken up this opportunity although involvement in an Erasmus IP Programme has taken place. Opportunities for internationalisation are available however through the interaction with foreign guest lecturers and foreign students. Students are assessed using the cumulative grading final evaluation system which consists of assessment during the course and final examination grades. Information about the form of assessment is available publicly in the description of courses, also showing how evaluation relates to the learning outcomes to be achieved. Efforts are made to provide a range of different forms of assessment. Overall the assessment system is fairly complex with a substantial number of elements with different percentages. However, discussions with students during the visit indicated that they were all very clear about how their final grades were calculated. Students retrieve their results via the academic information system using a password which ensures confidentiality. Students have the opportunity to discuss their results individually with staff.

The Programme follows the University Assessment Policy. Students are allowed to submit their assessments in semester again if they have not reached the minimum standard but cannot progress to the final exam part of the course assessment until they have reached the minimum standard. This is a slightly unusual practice but is used across the whole university. Students have no problem with this approach and staff feel that it encourages students in working hard

and aiming for the best possible standard, which can be seen as a positive. The issue of potential cheating is considered and resolved in the case of examination but the issue of plagiarism has not been approached. Discussions with staff during the visit explained that the most commonly used software does not allow for cases when an original article has been copied but translated into Lithuanian. There is work in progress at University level on this matter. The Final Degree Project is subject to a special type of assessment including an oral defence of the written thesis in accordance with the Faculty regulations. Social partners are invited to these defences. Students sometimes find it difficult to complete their Final Projects and can apply for extensions. These are granted, normally by the Programme Coordinator, but only for serious reasons. However, the staff agree that a more formal system for extensions would be useful. The quality of the Final Projects presented to the panel for scrutiny was high. In particular students use sophisticated analytical approaches and produce work of a scientific nature.

Given that the programme is very young and that the first cohort graduated in 2013, information on career destination is not available.

6. Programme management

It is pleasing to note the process of continuous improvement put in place by the programme team on the basis of student feedback and the contribution of industry experts. The Faculty has chosen to organise the committee at Faculty level rather than at programme level. However, in discussions with staff and students, it was clear that all were happy that their voices were heard and that they could effect changes through expressing their views. For example, students indicated that the Research Methods courses had been moved to the earlier part of the programme upon their request. It is clear that numerous informal interactions take place between students and staff, including the Programme Coordinator who has the responsibility for managing the programme. It must be noted that major changes may be made only by the University Senate

The credentials of the Programme Coordinator are excellent with length of experience in both teaching and research, and involvement in international bodies and projects. The Programme Coordinator is accountable to the University and the Faculty.

The University has developed a system of internal quality assurance, gaining experience from interactions with other Higher Education Institutions, especially in the Netherlands and the UK, but also in the USA. The system complies with the guidelines of the EU Higher Education

policy. Thanks to an EU structural support action the University is further developing its quality assurance processes and is aiming to produce a quality manual. During the visit it became clear that meetings and discussions [including the Roundtables] did take place regularly, involving student representatives, social partners and the programme coordinators. However, it was also clear that no record was kept of these meetings or of actions taken although issues raised are discussed at department and faculty meetings.

Since 1994 students have the opportunity to provide anonymous feedback on the content of courses and the quality of teaching through a survey carried out using an electronic questionnaire. This takes place at the end of each semester. Although not compulsory students who decline the opportunity must indicate their reasons. The aim of the survey is to enable the students to contribute to the improvement of the study programmes. Results of the survey are considered by a range of groups including the Offices of the Rector, of the Dean, the departments involved in the delivery of the programme, Faculty Administration, the Study Programme committee, teachers, employers and the Student Union. However, the take up of this opportunity tends to be low, a key reason for students declining to take part being that they lack information on decisions regarding areas receiving low scores. Given this low take-up, the Marketing Department has initiated its own survey and discussions in order to anticipate potential problems, take quick action to prevent problems and maintain communication with the students. Both Staff and student groups mentioned the opportunity to provide feedback and discuss potential improvements during Roundtable Sessions. Qualitative feedback obtained from these discussions can be more useful than the scrutiny of quantitative data especially when the size of programme is moderate. It is pleasing to note that at University level also Roundtable discussions with students take place regularly involving senior academics such as the Dean and Heads of Department. External partners are also involved in the continuous improvement process of the Study Programmes. These partners include a range of Lithuanian and foreign public bodies as well as business representatives

In addition to this bi-annual survey, courses are revised every academic year and improvements suggested by the various stakeholder groups implemented where possible. For example, the Research Methods courses were moved to an earlier part of the programme at the request of the students. The process of “attestation of teachers” is also noted. This involves the assessment of teachers in terms of work quality, competence, scientific and pedagogical activity, professional development, and public activity.

III. RECOMMENDATIONS

1. To consider how the Programme Learning Outcomes can best reflect the requirements of the Final Project [Thesis]. A Learning Outcome to be added such as: Students will be able to conduct an independent piece of research of a scientific nature in the field of study, produce a written report of their findings in a Thesis and defend their argument orally.
2. To consider how the curriculum content can best be kept up-to-date to include aspects relating to globalisation, digitalisation, green and sustainability issues. It should introduce these 3 key themes into the majority of the courses of the programme and update the course descriptions accordingly.
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 rather old and restricted physical resources [in particular the classroom facilities] and to meet the needs of part-time students into the future.
4. To reflect on whether the current timetable arrangements ensure a true Full-Time study opportunity for students.
5. To consider implementing more formal arrangements for Faculty Committee meetings to include a set schedule, agendas, minute taking and the establishment of a quality enhancement action plan to be reported on at the next meeting.

IV. SUMMARY

The aim and learning outcomes of the programme are clear and consistent with the type and level of the qualification. They are founded a good range of national and professional benchmarks, and represent a good blend of knowledge, skills and competencies. However, they need to include an additional Learning Outcome to reflect the work of the Thesis.

The Curriculum is well designed and meets all the legal requirements. The use of Study Module Programmes [course descriptions] ensures consistency of delivery by teachers, and allows students to understand the aim of each course from the start. However, the course descriptions should be revised to cover themes such as globalisation, digitalisation and sustainability which are critical in today's industry.

The panel met hardworking, dynamic, highly qualified staff who work closely with businesses, and have great interactions with their students. The students are highly satisfied with their teachers. The panel especially noticed the team ethos amongst the staff, as well as the strong but collegiate leadership provided by the Head of Department and the Programme Coordinator. The panel met relatively supportive social partners who could be used a lot more by the Faculty and the programme [e.g., by setting up an Advisory Board].

The Faculty makes the most out of a building which presents significant physical constraints, in particular with regards to the size and flexibility of rooms. To compensate, the Faculty provides very good access to information technology, e.g. via a Virtual Learning Environment which is well used by staff and students

The admission process and the organisation of the programme are in line with the legal requirements. Students are well supported. Timely and accurate information is provided to students via the University system [mano.ktu.lt]. The programme follows the University assessment policy. Students produce a good standard of Theses.

There is strong evidence that a quality enhancement culture exists in the Faculty and the programme and that staff and student voices are heard and acted upon. However, it would be to the University, Faculty and Programme advantage to implement as soon as possible a formal Quality Enhancement Programme following a set process and keeping detailed records. Such

records are required by accreditation bodies such as European Foundation for Management Development] and the Faculty may aspire to apply for such accreditation in the future.

V. GENERAL ASSESSMENT

The study programme *Marketing Management* (state code – 621N50007) 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	3
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)	3
	Total:	19

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

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

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

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

Grupės vadovas:
Team Leader:

Paul O'Sullivan

Grupės nariai:
Team members:

Prof. habil. dr. Csaba Forgács

Prof. dr. Jürgen Bruns

Prof. Marie-Paule Sheard

Prof. dr. Sigitas Urbonavičius

Darius Bagdžiūnas

Justinas Žalys

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Marketingo valdymas* (valstybinis kodas – 621N50007) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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

Studijų programos tikslas ir studijų rezultatai yra aiškūs ir tinkami pagal suteikiamos kvalifikacijos tipą ir laipsnį. Jie yra paremti įvairiais nacionaliniais ir profesiniais lyginamaisiais kriterijais ir atspindi gerą žinių, mokėjimų ir kompetencijų derinį. Vis dėlto į juos būtina įtraukti papildomą studijų rezultatą, kuris atspindėtų baigiamąjį darbą.

Studijų turinys yra gerai sudarytas ir atitinka visus teisinius reikalavimus. Studijų programos modulių [studijų dalykų aprašų] naudojimas užtikrina nuoseklų dėstymą ir leidžia studentams nuo pat pradžių suvokti kiekvieno dėstomo studijų dalyko tikslą. Vis dėlto studijų dalykų aprašus reiktų peržiūrėti ir įtraukti tokias temas, kaip globalizacija, skaitmeninimas ir tvarumas, kurios yra labai svarbios šiandienos pramonei.

Ekspertų grupė susitiko su intensyviai dirbančiu, dinamišku ir labai kvalifikuotu personalu, kuris glaudžiai bendradarbiauja su bendrovėmis ir puikiai bendrauja su savo studentais. Studentai yra itin patenkinti savo dėstytojais. Ekspertų grupė pastebėjo, jog tarp darbuotojų vyrauja komandinė dvasia, matoma stipri ir kolegiali Katedros vadovo ir Programos koordinatoriaus lyderystė. Ekspertų grupė susitiko su sąlyginai programą palaikančiais socialiniais partneriais, kuriuos Fakultetas ir studijų programos vykdytojai galėtų išnaudoti geriau [pvz., įsteigdami patariamąją tarybą].

Fakultetas išnaudoja turimą pastatą, kiek tik gali, nors jis fiziškai riboja Fakulteto galimybes ir ypač auditorijų dydį ir lankstumą. Norėdamas tokią padėtį kompensuoti, Fakultetas suteikia gerą

prieigą prie informacinių technologijų, pvz., per virtualią studijavimo aplinką, kuria nemažai naudojami personalas ir studentai.

Studentų priėmimo procesas ir studijų programos organizavimas tenkina teisinius reikalavimus. Studentams teikiama gera parama. Per Universiteto sistemą [mano.ktu.lt] informacija studentus pasiekia laiku ir tiksliai. Studijų programai taikoma Universiteto vertinimo politika. Studentų baigiamųjų darbų kokybė yra gera.

Surinkta informacija leidžia teigti, kad tiek Fakultetui, tiek studijų programai būdinga kokybės gerinimo kultūra ir tiek personalo, tiek studentų nuomonės klausomasi, į ją atsižvelgiama. Vis dėlto Universitetui, Fakultetui ir studijų programai būtų naudinga kaip įmanoma greičiau įdiegti dokumentuotą Kokybės gerinimo programą, kuri būtų įgyvendinama pagal nustatytą procesą ir atitinkamai dokumentuojama. Tokio dokumentavimo reikalauja akreditavimo organizacijos, pavyzdžiui, Europos vadybos plėtros fondas. Galbūt ateityje Fakultetas norės gauti šių organizacijų akreditaciją.

III. REKOMENDACIJOS

1. Reikėtų pagalvoti, kaip programos studijų rezultatai galėtų geriausiai atspindėti baigiamojo projekto [darbo] reikalavimus. Reiktų pridėti studijų rezultata, kaip antai „Studentai gebės savarankiškai atlikti mokslinį studijų krypties tyrimą, baigiamajame darbe pateikti rašytines išvadas ir žodžiu apginti savo argumentus“.

2. Reikėtų pagalvoti, kaip būtų geriausia užtikrinti studijų turinio aktualumą įtraukiant su globalizacijos, skaitmeninimo, ekologijos ir tvarumo klausimais susijusius aspektus. Šios 3 pagrindinės temos turėtų būti įtrauktos į daugumą studijų programos studijų dalykų, atitinkamai reiktų atnaujinti ir studijų dalykų aprašus.

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 virtualią studijavimo aplinką, kad kompensuotų gana senus bei ribotus materialiuosius išteklius [ir ypač auditorijas] ir ateityje patenkintų išėstinių studijų studentų poreikius.

4. Panagrinėti, ar dabartiniai paskaitų tvarkaraščiai iš tiesų užtikrina studentams galimybę studijuoti nuolatinių studijų forma.

5. Apsvarstyti galimybę Fakulteto komiteto susitikimus vykdyti pagal griežtesnę struktūrą, pvz., parengiant susitikimų grafiką, darbotvarkę, protokolus ir kokybės gerinimo veiksmų planą, apie kurio įgyvendinimą būtų atsiskaitoma kitame susitikime.

<...>