



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Tarptautinės teisės ir verslo aukštosios mokyklos

REKLAMOS PROGRAMOS (653N56002)

VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *ADVERTISEMENT* (653N56002)**

STUDY PROGRAMME

at International School of Law and Business

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Reklama</i>
Valstybinis kodas	653N56002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Rinkodara
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Reklamos profesinis bakalauras
Studijų programos įregistravimo data	2009-08-31 Nr. ISAK 1-73

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Advertisement</i>
State code	653N56002
Study area	Social Sciences
Study field	Marketing
Kind of the study programme	College studies
Level of studies	first
Study mode (length in years)	Full-time (3), part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Advertising
Date of registration of the study programme	31-08-2009 No ISAK 1-73

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I. INTRODUCTION

The International School of Law and Business (hereafter, the College; ISLB) is a private higher-education institution in the Republic of Lithuania. The ISLB delivers undergraduate College-type programmes and awards Professional Bachelor degree qualifications. The vision of the College is to become a creative-thinking international institution by implementing its mission to educate and train professionals for a new era. The Bachelor degree programme in Advertising, the subject of this evaluation, is implemented under the auspices of the Faculty of Management and Law, which is responsible for seven study programmes within the College.

The College has an internal system for quality management, based on the European Standards and Guidelines for Quality Assurance and the requirements of International Standard ISO 9001:2008 for quality management systems. The Self-Evaluation Report (hereafter-SER) related to the Advertising programme was made available to the expert evaluation panel in September 2013. The panel members obtained further information and reviewed facilities and resources during the site visit to the College on 11 October, 2013. This visit allowed opportunities for discussions with senior executive management, members of the SER team, Department heads, teaching staff, students, alumni, and representatives of social partners.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Although the discipline of Advertising is a relatively new and small sector within the economy, in comparison to the US or Western European countries, Lithuanian professionals are already acknowledged internationally. The Lithuanian advertising market is small in volume, even by comparison with neighbouring Baltic countries e.g. media spend per capita is approximately 50% below that in Estonia. While the national economy is showing signs of growth in total advertising volume, this does not necessarily mean that there will be an automatic need for a substantial increase in qualified advertising specialist personnel within the sector. The College is advised to explore the situation and to provide data which would establish whether or not the programme aims and learning outcomes are based on professional requirements, public needs and the needs of the labour market. The anticipated level of national demand for advertising personnel in the future should also be established.

The programme aims and learning outcomes are linked to the mission and vision of the College and, from an academic perspective, are generally in harmony with the focus of the programme. The intended learning outcomes are geared towards the development of seven competencies: three of which refer to general skills, with the remaining four targeted towards professional development in the field of advertising. Each competency has three learning outcomes, thereby leading to the identification of 21 learning outcomes for the entire programme. Additionally, study subjects/modules have their own associated individual learning outcomes.

The relationship between individual subject and overall programme learning outcomes should be clarified and made more explicit. A total of 21 learning outcomes for a three-year Bachelor degree programme is regarded by the panel as excessive and requiring rationalisation. A concentration on fewer learning outcomes would result in a more integrated approach which, in turn, would enhance the focus of this programme and lead all stakeholders to a clearer understanding of its purpose. A full awareness of the correlation and compatibility between overall programme aims, programme learning outcomes, and subject/module learning outcomes was not readily discernible in the discussions which the panel conducted with relevant stakeholders during the aforementioned visit. The definition of a learning outcome does not appear to have been understood properly by students, and this communication deficit should be addressed by programme management.

Generally, the Advertising sector within an economy may be divided into two main complementary groups, each with a different dimension and day-to-day routine: the creative-productive side which includes advertising creation (creative agencies), media planning (media planning agencies), and physical production (production houses, web agencies); and the client side with specialists who plan and initiate marketing actions, monitor value creation for the client, and ensure that the process is kept within budget. Each sphere of activity requires different personalities, knowledge, skills and competencies.

The general description of the aims of this Advertising programme implies that the ISLB approach is oriented towards producing specialists for the client side: The intention is to prepare a creative and proactive professional who has the knowledge and skills to plan, organize and manage advertising campaign processes. In the process, the graduate will aim to pursue a career in national and international companies, and develop an understanding of the interaction between their environmental processes. The student is expected to acquire the knowledge of market research methods and tools and the capacity to generalise research data. Familiarity with the

process of brand creation enables the student to develop a critical understanding of the process involved in developing an advertising strategy as the foundation for the effective communication and successful implementation of an advertising campaign.

It is understood that the graduates are expected to be generalists with the ability to choose advertising means and dissemination channels, model the process of advertising creation/production, select the most appropriate advertising production technologies, and present a project of an advertised product for clients (customers). The documentation supplied by the College reinforces this conclusion. In order to ensure the quality of student services and to provide a learning environment conducive for the acquisition of knowledge and the development of skills, the ISLB has signed cooperation agreements with the Lithuanian Association of Communication Agencies KOMAA, The National Creative and Cultural Industries Association, The Printing Industries Association of Lithuania, and “Arti dizainas” Ltd.

The College should reinforce both the general and specific aims of the programme to include the fostering and development of student creativity and an analytical approach to problem solving and decision making. The graduate is likely to require a flexible range of skills, particularly if employed in the small to medium-sized enterprise where economic factors militate against the recruitment of a specialist with a narrower role and function. Further clarification of the scope and purpose of the programme would help in the selection of appropriate student internships and assist in the future identification of academic staff training needs. The reputation of the College and a general awareness of the programme allows students to find internships, with many having also obtained jobs by the second year of studies.

In the context of teaching and learning methodologies, the practice of using both Lithuanian and international case studies is commendable. The problem-solving approach used in case studies should be extended into all practical subject areas and implemented when the student is involved in preparing course assignments and the final research project/thesis. Teachers should also focus to a greater extent on the enhancement of students' evaluative skills, based upon analysis, creativity, reflection, and the systematic consideration of alternative approaches to problem solving and decision making. The applied research necessary to support such a teaching/learning ethos requires further exploration by members of the academic staff team. The panel also wishes to refer to the potential which exists for joint projects with social partners in the Marketing/Advertising area.

The panel commends the wider dimension of the programme intended to develop students' valuable, lifelong skills, including understanding multicultural diversity, assessing and managing

change and related risks, fulfilling creative abilities in the professional field, and seeking continuous personal and professional development. It can be stated that the programme aims and learning outcomes are consistent with the type and level of study programme under review and the nature of the qualification offered.

2. Curriculum design

The programme structure complies with legislation. The curriculum consists of general College-type subjects (15 credits), field-specific subjects (155 credits), and elective subjects (10 credits). A total of 30 credits have been assigned to professional internships/work placements. This latter dimension and other practical internal training elements constitute 35% of the curriculum. The programme is completed with the assessment of student competencies via the defence of a final project (thesis) to which 10 credits have been assigned. The volume of direct contact hours in full-time studies is 28 percent of the total stated student commitment, while for the part-time study mode the figure is 23 percent.

While the curriculum design meets legal requirements, it is not fully evident from reading the SER where the balance lies regarding the type of graduate who is being produced for the labour market i.e. client side or creative-production side. Those whose aptitudes and career ambitions are linked with the client side are likely to require and benefit from a somewhat different combination of subjects/modules to that which would be relevant for employment within the creative-production area. For example, the client-side specialist is unlikely to regard specific subjects, such as Industrial Safety and Ergonomics, Computer Graphics, and Advertising Production Technologies, as having the same relevance as the study of subjects such as Corporate and Personal Branding (an elective module within the curriculum). Incidentally, in the context of the programme content, the syllabus for the subject Finance in Marketing is more appropriate for a subject entitled Introduction to Finance.

During a regular semester, the study plan comprises five to six subjects under the full-time study mode and four to five subjects for part-time students. Each subject has been assigned the same credit value (5 credits) or its multiple (10 credits). While the credit distribution is consistent and evenly spread, the lack of discrimination in favour of those particular areas within the curriculum which are relatively more important is unsatisfactory. Strong arguments are required to justify the continuation of the status quo in terms of the credit allocation generally.

From an analysis of the SER, it is apparent that some study subjects have overlapping themes: while it is commendable that Media Planning is a separate subject, its content is duplicated to an extent by the Advertising Tools module which includes almost similar themes mainly related to traditional media channels and their effectiveness. Some content revision is also needed for the module Social Advertising, as the topic of 'dissemination channels' is covered here also. A further example of overlap may be seen by reference to the subjects Consumer Behaviour and Advertising Psychology. The retention of overlapping themes can be said to have validity only when subjects are taught in an integrated manner and teachers approach similar/identical topics from a different angle and perspective.

It is widely acknowledged that up-to-date research is crucial for successful marketing and related advertising activities. Many programme subjects, such as Marketing, Branding, Media Planning and Management, and Public Relations include research topics and associated tasks to be completed by the student. However, the programme would be improved by the inclusion of a dedicated Research Methodology subject with a professional approach, preferably delivered by a teacher-practitioner from an advertising-related research field. This should also allow for the topic of market segmentation to receive increased and more systematic attention within the curriculum.

As indicated in programme aims, entrepreneurial skills are very important for a graduate emerging from higher education. While reference is made to the encouragement and development of such traits within programme content, a stronger emphasis is required. A case can be made for the inclusion of Enterprise Development as a distinct module within the curriculum. This adjustment could be accommodated by adopting a more streamlined approach to overcome overlap referred to above. An additional advantage from the inclusion of this module would be the opportunity for the student to obtain a deeper insight into the problems and opportunities facing small to medium-sized companies and organisations. Should the College implement this proposal, there will be implications for the management theory and practice component already included in the curriculum.

As most first-year students come directly from secondary school, they are likely to have but limited knowledge of the role and functions of advertising. It is advisable, therefore, that they become acquainted with the focus of their studies and associated terminology in the first semester. On commencement of the programme, it would also be beneficial to provide students

with practical career consultations and to allow them to discuss employment opportunities and day-to-day advertising specialist routines with social partners.

Returning to the curriculum, the content of the subject Economics is not related directly to a typical introductory course in the subject. This syllabus, as presented, closely resembles what might be found in a subject such as Business Economics, and the title should be adjusted accordingly. The programme is well designed in relation to both advertising management and design issues. However, in these areas the objectives are optimistic and the learning outcomes ambitious in the context of the time allocated for their achievement. It can be confirmed that the content of subjects/modules is appropriate for the achievement of intended learning outcomes, but there is insufficient time to allow for a proper student understanding of the theoretical underpinning and its integration with the practical application of the acquired learning. The hours of self-directed study are somewhat unrealistic, in view of their other commitments.

In order to achieve the purpose of the programme, in terms of learning outcomes and associated competencies, various teaching/learning methods (as specified in the SER) have been deployed and refined. Such methods are generally appropriate for the achievement of the intended learning outcomes, as confirmed to an extent by the employment levels being achieved. The review of student course work and internship reports undertaken by the panel found evidence of a theoretical deficit (e.g. none or too little citation/Lithuanian authors only), as well as references to non-scholarly publications. Such course work and the final project/thesis are the main instruments providing for a proper integration of theory and practice. On the basis of the sample assessed, the overall quality of student work is open to improvement.

Supervising academic staff and the Commission are advised to adopt a critical and analytical to the student assessment process. As the College provides students with the opportunity to access online international databases and acquires new marketing textbooks, they should be required to use such resources in the preparation of assignments. It is understood that this type of emphasis on good practice and high standards is already being implemented by some academic staff, and its adoption on a more widespread scale for curriculum delivery is highly recommended. Internships seem to be well prepared and coordinated effectively by the College. This results in added value for all parties involved in the process, as well as providing the student with an opportunity to make a positive impression, thereby enhancing the prospects of obtaining employment in the placement company/organisation after graduation.

The opportunity to discuss and appraise the content and delivery of study field subjects/modules was limited on the occasion of the panel visit to the College. The meeting with academic staff was attended mainly by teachers associated with free elective subjects. Consequently, the evaluation of on this aspect of the programme is based largely on the content of the SER.

Advertising online is already bigger in Lithuania (and other countries) than advertising in traditional media, with double-digit growth in this area having become the norm over recent years. As a consequence of this trend, the subject should be mandatory with, if possible, delivery being provided by a practitioner e.g. media agency digital department expert. It is also the view of the panel, based upon the documentation reviewed and feedback from discussions with students and alumni, that the programme should place a stronger emphasis on the evaluation of marketing actions towards the attainment of key performance indicators (KPIs). Advertising online has opened up new and expansive scope for the measurement of advertising effectiveness and allows for the production of even more precise KPIs. Students should be made fully aware of these developments

Significant progress has been made in the field of research techniques, and the current possibilities in this area must be understood and capable of application by graduates of this programme. It is also recommended that the curriculum should place a stronger emphasis, than is apparent from reading the documentation, on the role and functioning of both social media and social advertising. The teaching of new trends in subject areas such as Psychology, Management, and Finance is commendable. As marketing is a dynamic, evolving field of study, the current issues, theories and developments in the field must be at the forefront of student learning.

3. Staff

The programme is provided by staff whose qualifications and experience meet the relevant legal requirements. In total, 29 teachers are involved in curriculum delivery; 22% of the study field subject volume is delivered by teaching staff with Doctoral degree qualifications; and all programme teachers have more than three years' practical experience.

Teacher qualifications are improved in formal ways (e.g. the pursuit of Doctoral studies) and via less formal mechanisms (attending conferences, seminars, courses, internships; as well as participation in projects, applied research, the development of methodological tools and learning

aids, etc.). Innovative teaching and learning methods are applied, including the use of eLearning. Teachers' knowledge, abilities and skills are also reflected in the composition and implementation of the assessment process currently in operation. The art of public speaking and conflict resolution are covered in pedagogical activities. College financial resources are available for course material renewal and the development of professional skills. Each academic year, professional development weeks for teaching staff are organised, and all members of academic staff are expected to attend. Overall, it can be concluded that the College has established scope for the professional development of teaching staff associated with the provision of the programme.

Within the analysed period of programme implementation, the teacher to student ratio is optimal and stands below 30 students per teacher; (1:13 in 2011/12-- (28/375) and 1:6 in 2012/13-- (28/174)). The number of visiting academics varies from four to ten per annum, with, on average, approximately nine College teachers also gaining international experience within an academic year. The level of turnover amongst academic staff is not significant. Some members of the teaching staff team are well-established Lithuanian artists and professionals in the field.

All teachers are assessed regularly and systematically, applying internal procedures. The factors used include the following competencies:

- Scientific and research dimension;
- Communication ability, with knowledge of foreign language and project development;
- Capacity to use modern teaching, learning and assessment tools and techniques;
- Subject-based expertise in terms of updating knowledge, linking theoretical and practical elements etc.

A key ingredient used in teacher performance evaluation is the feedback received from student surveys.

The College plans to develop expertise and competencies related to the complexity of international advertising; thus, the graduates can become better-equipped to succeed not only in Lithuania but also in the international labour market. Advertising is a very much an English-speaking profession, and the College already has strong international credentials, based on the ISLB name and the fact that four programmes are currently delivered through the medium of English. Perhaps, the Bachelor in Advertising could become the fifth such programme. Any internationalisation ambition has to be grounded in the significant improvement of teachers' English proficiency, and the introduction of practitioners with international advertising

experience. The documentation provided to the panel did not include sufficient confirmation that the required practical experience (and related theoretical underpinning) in the field of international marketing is currently available to the College.

It is generally accepted that advertising is a highly specialised industry which requires in-depth expertise and real advertising fans amongst the teaching staff that will pass on their zeal and enthusiasm to students. The ISLB should encourage all teachers to show, by example, their enthusiasm for the discipline, particularly as there are teachers involved in programme delivery whose CVs do not reflect a strong advertising background. This type of focus is made more difficult by the comparatively few marketing/advertising-related articles, conference reports or scientific research papers on the study area which have been produced by the academic staff team in recent years. As already suggested, there is a necessity to attract professionals from the domain of marketing research and to involve experts from the client side to explain the practical applications of the most common research techniques used in day-to-day activities for KPIs and overall strategy development. The ISLB is commended for a serious and broad commitment to sports, as student participation develops decision-making, creativity and leadership skills. In reviewing the membership of the existing academic staff team and selecting new teachers, the College should consider a greater deployment of specialists from the TOP10 Advertisers, as guest lecturers for this programme. These specialists could bring bigger experience in means of campaign execution and different media impact, marketing tools, research and know-how from company's branches in other countries.

Notwithstanding the scope for improvements identified in this report, it can be stated from the evidence available that staff qualifications, knowledge and skills are generally adequate to ensure the attainment of programme aims and learning outcomes.

4. Facilities and learning resources

The ISLB has invested heavily in teaching facilities and learning resources, with ongoing renovations and improvements reflecting a desire for continual improvement. The Advertising Study programme is implemented in the main building (total area of 14,343 m²). There are 39 classrooms with from 20 to 300 seats, as well as a dedicated advertising laboratory containing modern equipment. All such facilities may be used for seminars, practical activities and general teaching purposes. The College also houses seven computer classrooms with 235 workstations. As contact hours for part-time and full-time students differ, the current infrastructure ensures maximum quality organisation of the study process for participants under both study modes. The establishment of additional space for students to gather informally and complete assignments/tasks is suggested.

Auditoria have stationary video projectors, computers, white screens and boards. The dedicated advertising laboratory contains a comprehensive range of up-to-date facilities and all equipment necessary to carry out technical tasks. Students and staff use a single e-mail system. For distance teaching/learning, as well as practical classes and lectures, Moodle is being implemented intensively. For other virtual communication purposes, the conferencing software 'BigBlueButton' is employed. The ALEPH software is availed of to optimise library processes and services. In the discussions with stakeholders it was confirmed that teaching and learning facilities and resources are highly adequate for the delivery of the programme and are being used by students.

Taking into account the purpose and specific requirements of students' professional practices, this component of the programme is performed in a variety of settings, including marketing departments of companies, advertising agencies, printing and publishing offices, and newspaper production. A practice placement is agreed separately in each individual case, in accordance with the Order of Organization of Professional Practices. The Career Centre within the College takes an active role in finding all possible suitable places for the internship by cooperating with recruitment agencies and other companies/organisations offering work experience opportunities. However, this supportive approach could lead to the introduction of a comfort zone for students, in that it demands less initiative from them in terms of finding their own internships. Feedback information from the placements completed could be gathered more systematically, thereby allowing for some form of rating system to reflect the quality of this dimension of student

learning. The availability of a comprehensive, up-to-date record would be advantageous for College management and for students requiring a professional practice centre likely to yield the greatest benefit in terms of individual career aspirations. In general, it could be confirmed that ISLB has adequate arrangements in place for student practice.

Academic literature is acquired by the library following requests from lecturers and students, as well as by taking into consideration the quality maintenance requirements of the programme. In the library, students can read course papers and final theses already produced by students, as well as reports on practical training and final professional practices. The library provides access to many popular electronic databases. Currently, these include: EBSCO; Emerald and Taylor & Francis, and students and teachers are trained to search for target information within these resources. The library has almost 24,000 titles, but no published data has been provided regarding how many book titles are related to Advertising topics. The library is open for nine hours each workday and for seven hours on Friday and Saturday. There are sufficient work places to accommodate all users at present.

With a help of the e-learning environment, students are provided with lecture notes, study materials, assessment and self-check tests, descriptions of requirements for research, and project assignments. The SER report, supported by information gathered and observations made while visiting the College, confirms that the facilities and learning resources available for the programme are adequate and accessible.

5. Study process and student assessment

The admission requirements are clear, well-founded, publicly available and in accordance with legal requirements. A significant aspect is the notable decline in student enrolment over recent years. The factors responsible for this situation are worthy of formal identification and analysis by College management. Although admission numbers have not yet stabilised, the quality of students in the programme remains consistent, with average competitive grades upon entry showing little variation in recent times.

The student attrition rate varies from 5-30%. Efforts to motivate and encourage students to reach their full potential are implemented by staff, and the success levels associated with different approaches warrant additional scrutiny. A similar comment could be made in relation to the

desirability of conducting an analysis of the measures and initiatives utilised to enhance the creative ability of students. It is understood that measures have been taken to reduce the drop-out rate, including the introduction of a flexible tuition fee-payment system for students experiencing financial hardship.

During the study process, various modern teaching and learning methods are deployed. The relevant details are publicly available. In devising timetables, students' safety and health requirements are taken into account. The nature and range of assessment tools and techniques appears impressive, and in accordance with good practice. As already stated, the further integration of programme learning outcomes (fewer in number and more clearly defined) with subject/module learning outcomes is required. The outcome would be a richer learning experience for students arising from their participation in a programme with a more-focused orientation.

The study environment is student friendly, modern, flexible and generally conducive to student learning. Survey evidence has indicated that 90% of employers highly appreciate the specialists produced by ISLB, with 64% of those who responded taking a favourable view of the professional and creative abilities of graduates from this programme. It is evident, that students have a good relationship with the teaching staff, and that are encouraged by them to participate in research, artistic and applied activities. However, there is always the possibility of finding additional ways and means to foster wider student involvement in research which would enhance their academic and practical work.

There is a good internationalisation focus and activity level amongst academic staff within the College. However, in the context of the Advertising degree programme, the internationalisation dimension leaves room for improvement. In terms of student opportunities for participation in international mobility programmes, ISLB cooperates with more than 80 foreign Universities. However, in the academic year 2012-2013, only two advertising students left, one to France, the other to Latvia. That represents one-third of the participation rate the year before, and is six times below the level in 2010-2011. During site visit, students confirmed that they are made familiar with opportunities and possibilities to apply for international studies. The programme coordinator concurs with the panel view regarding the significance of international activities, and it may be concluded that students have opportunities to participate in mobility programmes, under the Erasmus scheme.

The College combines both direct and remote contact forms of curriculum delivery. The latter is very important, especially for part-time students who are not always able to attend classes and who may wish to consult teachers at convenient times. An impressive feature of the available service is the role and functioning of the Career Centre within the College. This Centre provides a valuable and useful function by introducing students to the labour market and maintaining close contact with both employers and graduates in order to assess the effectiveness of the study process and the status of the qualification in the labour market.

It is evident that students are not using all possibilities that the library offers to them, because in most examples of course work seen by the panel there are limited references to scientific journals or papers. Staff should encourage students to use these resources more effectively, and reward such efforts by the allocation of higher marks in examinations and assessment tests. In the context of examinations, it is essential that the College implements a formal anti-plagiarism policy with sufficient deterrents to discourage dishonest student behaviour. Social support available for students corresponds with legal requirements, and College-initiated scholarships are provided for the achievement of outstanding results.

Overall, the assessment system to measure students' performance seems to be clear, adequate and publicly available. Assessment criteria are applied across a range of possible methods - written, graphic and oral. There is a cumulative system in place, whereby results are established by a combination of interim tests. While the College welcomes feedback on all aspects of the programme, students had difficulty in identifying for the panel any changes which might have been implemented as a result of requests or suggestions from them.

Professional activities of the majority of graduates seem to meet the programme providers' expectations, as more than 56% are employed by speciality and the total employment rate is above 75%. This can be viewed as a reasonably satisfactory outcome, bearing in mind recent national economic conditions. Employers value ISLB graduates, as was confirmed by the survey conducted in 2011 amongst executives working in the creative services sector of the Lithuanian economy. A concern could be the fact that none of the alumni who met with the panel is actually working directly in the advertising field. The reasons for this may be worthy of exploration by programme management and/or the Career Centre. Discussion between panel members and social partners reinforced the positive impression of graduates which is held by employers. The message from these labour market representatives was that the industry needs graduates with competencies which are broader in scope than just the creative dimension of advertising. It is

advisable for the College to clarify on an ongoing basis the key [top 3/5] competencies which employers value most, and to ensure that these form an integral part of programme aims and learning outcomes.

6. Programme management

From reading the SER, it appears that responsibilities for decision making and the monitoring of programme implementation have been allocated clearly within the overall ISLB management system. It is stated that the periodic inspection and monitoring of study programmes is executed. There is a College commitment to "regularly published timely, fair, and objective quantitative and qualitative information about the programmes". Formal evidence of the implementation of self-analysis activities within the College is not readily apparent from public sources, except those documents linked directly with SKVC accreditation.

It seems that the implementation of programme is supported by a number of processes, as described in different management procedures. Amongst those involved in the quality management process are the Academic Council and the Study Programme Committee. While quality improvement is coordinated by the Academic Council, the knowledge amongst stakeholders of the role and working of the Study Programme Committees (protocols, responsibilities, minutes of meetings etc.) appeared to be vague when the topic was mentioned in discussions during the visit to the College. This key instrument of quality assurance and management needs to be revived as a priority, with an obviously strengthened membership role for alumni and social partner representatives.

Students, social partners, and potential employers of graduates all participate to some extent in the assessment and improvement of this programme. In this context, the College conducted a research survey in 2011 (already referred to above). The subsequent adoption (or otherwise) of the suggestions and recommendations contained in survey findings have not been chronicled in any detail within the SER. However, it is stated that feedback information and data on the implementation of the programme is collected regularly and analysed. The panel was not made aware regarding what has changed after the analysis of this feedback. Consequently, it could not be concluded formally that sufficient evidence exists to confirm a methodical and systematic approach to the management of the outcomes of internal and external reviews for the purpose of

enhancing the quality and effectiveness of the programme. Some stakeholder representatives are members of the ISLB Management Council and the Academic Council.

Teachers are invited to harmonise the learning outcomes of the subject/module with defined learning outcomes of the programme and to update study materials on a regular basis. They also participate in internal audit groups, evaluate each other, and are expected to be alert to the possibility of improvement of this study programme.

Overall, the procedures and processes in place seem sufficient to ensure that internal quality assurance measures are efficient. But, as indicated above, there are doubts about how well these processes function. Overall, a higher level of belief in the future of the programme is needed on the part of stakeholders. The revival of an active Study Programme Committee is strongly advisable. The good image and reputation of the College is likely to lead to some further strategic thinking about the future role of this programme within the institution.

Even though the majority of teachers have practical business experience, periodic internships in companies should be availed of to keep their knowledge up to date and maintain the currency of subject/module delivery. It is suggested that this process be initiated and monitored by programme management. To develop synergies with social partners and business enterprises, the College should introduce them to the competencies which graduates possess and the relevance of such knowledge and skills to the labour market.

III. RECOMMENDATIONS

This report should be considered as an integrated evaluation, which contains suggestions and recommendations dispersed within the different sections of the document. These proposals include recommendations such as the following:

- The College should undertake a further systematic review to assess the current status and future potential of the programme. Amongst the positive features are the procedures in place for its delivery, the reputation of the institution, the facilities and learning resources, and the apparent goodwill of stakeholders. However, the decline in student enrolment over recent years can be interpreted as a serious threat to the future of the programme and this matter warrants attention from academic management.

- The College should clarify the focus of the programme. The question as to whether students are being prepared for the client side, the creative-production side, or both sectors of the industry needs to be addressed and the answer communicated definitively to all stakeholders. The outcome of such strategic deliberations is likely to have implications for curriculum content, and may well indicate that further and deeper subject specialisations are needed.
- The total number of learning outcomes for the programme should be reduced and communicated more effectively to students. Established links between subject learning outcomes and examinations/projects/assessment tests should form part of study materials.
- An expanded involvement in research and scientific activities is highly desirable amongst members of academic staff. Marketing and advertising is a vital dimension of global economic activity and the necessity for a continuous monitoring of new ideas and current issues requires constant reinforcement.
- Teaching staff are advised to adopt a more critical approach to student work which does not contain evidence of analysis, synthesis and a review of alternative approaches to problem solving and decision making. This should serve to reinforce for students the importance of research, particularly for projects, internship reports, and final theses.
- The wider use of English, as the official language of advertising, should be encouraged amongst teaching staff and promoted for programme delivery purposes.
- The allocation of credits to subjects/modules should be reviewed, as referenced earlier in this report.
- The existing curriculum should be revisited, as mentioned earlier. The division of study subjects and free electives should be revised. Subjects/topics related to advertising online, social media, marketing research, and entrepreneurship should be given mandatory status within the programme. The titles, content and sequencing of particular subjects should be amended, as highlighted in this document.
- It is advisable to involve professionals from TOP 10 Advertising Companies as part-time teachers in order to establish a fuller integration between theoretical and practical aspects of the overall learning process.

IV. SUMMARY

The labour market needs and values graduates of ISLB. Despite close relations with social partners, including employers, the College has scope for stronger ties in this area, when the

wider context of this programme and its profile are considered for improvement and enhancement. Programme aims and intended learning outcomes are consistent with the type and level of studies and the professional qualification offered. They are also compatible with the programme title and content. However, further improvements in this fundamental aspect of studies are both desirable and necessary, and these have been signposted for academic management by the panel.

Study subjects are spread evenly, and their themes are generally not repetitive. As referenced in this report, the content of particular subjects and their contribution to the learning process is not always consistent with the subject title and intended learning outcomes. In overall terms, there should be a strong emphasis on ethics and ethical standards in advertising within the curriculum.

The majority of the teaching staff is qualified and sufficient in number to support students' achievement of the prescribed learning outcomes. The institution has created basic conditions for staff professional development. The premises, teaching materials and learning facilities are adequate, both in terms of size and quality. The admissions and study process arrangements are appropriate.

The College has established procedures for programme development, monitoring and enhancement. However, it is not readily apparent that the available systems and processes are being utilised to maximum advantage within the institution. It is the considered opinion of the panel that the feedback collected from stakeholders and the research data gathered for programme review purposes could be utilised more effectively at the various developmental stages. Despite this reservation, student representatives who met with the panel consider that their views are sought and taken seriously.

The College should pay more attention to initiating efforts which will incentivise staff to communicate in English and engage more actively in research, scientific activities, and conference/seminar presentations. The low level of student involvement in international mobility exchange schemes, such as Erasmus, is also an issue, as is their apparent reluctance to use learning resources such as Moodle and international databases to the fullest effect.

V. GENERAL ASSESSMENT

The study programme *Advertisement* (state code – 653N56002) at International School of Law and Business is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	17

*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:

John Cusack

Grupės nariai:

Team members:

Prof. dr. Zoltán Sipos

Prof. José María Gil Roig

Giedrius Romeika

Žilvinas Kulvinskis

Rūta Bikulčiūtė

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Tarptautinės teisės ir verslo aukštosios mokyklos studijų programa *Reklama* (valstybinis kodas – 653N56002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	17

* 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

TTVAM absolventai reikalingi ir vertinami darbo rinkoje. Nepaisant glaudžių šios aukštosios mokyklos santykių su socialiniais partneriais, įskaitant darbdavius, kolegija siekia, kad tie santykiai būtų dar tvirtesni, ypač kai svarstomi šios programos apimties ir profilio išplėtimo bei programos tobulinimo klausimai. Programos tikslai ir numatomi studijų rezultatai atitinka studijų rūšį, pakopą ir kvalifikacijos lygį. Jie taip pat dera su programos pavadinimu ir turiniu. Tačiau ir pageidautina, ir būtina, kad šis programos aspektas būtų toliau tobulinamas, ir vertinimo grupė tai nurodė vadovybei.

Studijų dalykai išdėstyti nuosekliai, jų temos iš esmės nesikartoja. Kaip jau nurodyta šiose išvadose, konkrečių dalykų turinys ir jų indėlis į studijų procesą ne visada atitinka dalyko pavadinimą ir numatomus studijų rezultatus. Apskritai daugiau dėmesio studijų programoje reikėtų skirti reklamavimo etikos dalykui ir šios etikos standartams.

Daugelio dėstytojų kvalifikacija yra tinkama, o jų skaičius pakankamas numatomiems studijų rezultatams pasiekti. Mokykla užtikrina pagrindines sąlygas dėstytojų profesiniam tobulėjimui. Materialieji išteklių (studijoms skirtos patalpos, metodinė medžiaga ir įranga) yra tinkami, ir jų pakanka. Priėmimo tvarka ir studijų eiga yra tinkamos.

Aukštoji mokykla yra nustačiusi programos tobulinimo, stebėsenos ir vertės didinimo procedūras. Tačiau nėra akivaizdu, kad sukurtos sistemos ir procedūros būtų maksimaliai panaudojamos. Ekspertų grupės nuomone, socialinių dalininkų grįžtamasis ryšis ir mokslinių tyrimų duomenys, renkami programos tobulinimo tikslais, galėtų būti veiksmingiau panaudojami įvairiuose tobulinimo etapuose. Nepaisant to, studentų atstovai, su kuriais buvo susitikusi ekspertų grupė, mano, kad jų nuomonę norima žinoti ir jos paisoma.

TTVAM turėtų labiau skatinti darbuotojus bendrauti anglų kalba ir aktyviau dalyvauti mokslo taikomojoje veikloje, skaityti pranešimus konferencijose ir (arba) seminaruose. Dar viena problema yra negausus studentų dalyvavimas tarptautinio judumo programose, pavyzdžiui, *Erasmus* mainų programoje, ir akivaizdus nenoras kuo intensyviau naudotis virtualia mokymosi aplinka *Moodle* bei tarptautinėmis duomenų bazėmis.

III. REKOMENDACIJOS

Ši išvadų dalis turėtų būti laikoma neatskiriama išorinio vertinimo išvadų dalimi ir skaitoma kaip vientisas dokumentas. Šioje dalyje pateikiami pasiūlymai ir rekomendacijos atsispindi įvairiuose išvadų skyriuose.

- TTVAM turėtų atlikti tolesnę sisteminę peržiūrą, kad įvertintų dabartinę šios programos padėtį ir būsimą potencialą. Iš teigiamų šios programos savybių reikėtų paminėti jos įgyvendinimo tvarką, šios aukštosios mokyklos reputaciją, materialiuosius išteklius ir akivaizdų socialinių dalininkų geranoriškumą. Tačiau tai, kad pastaraisiais metais mažėja stojančiųjų skaičius, galima laikyti rimta grėsme programos ateičiai, ir vadovybė turėtų atkreipti dėmesį į šią problemą.

- TTVAM turėtų paaiškinti, į ką programa orientuota. Reikia atsakyti į klausimą, kokiam pramonės sektoriui rengiami studentai – paslaugų (*client side*), kūrybinės produkcijos (*creative-production side*) ar abiem sektoriams – ir visiems socialiniams dalininkams pateikti galutinį atsakymą. Šių strateginių svarstymų rezultatas gali turėti poveikį programos dalykų turiniui ir gali reikšti, kad reikalinga tolesnė ir gilesnė dalyko specializacija.
- Reikėtų sumažinti šios programos studijų rezultatų bendrą skaičių ir geriau informuoti apie tai studentus. Nustatyti ryšiai tarp dalykų studijų rezultatų ir egzaminų / projektų/ vertinimo testų turėtų sudaryti studijų medžiagos dalį.
- Pageidautina, kad akademinis personalas daugiau dalyvautų mokslo taikomojoje veikloje. Rinkodara ir reklama yra svarbiausia pasaulio ekonominės veiklos dalis, tad būtina nuolat stiprinti pastovią naujų idėjų ir einamųjų reikalų stebėseną.
- Dėstytojams siūloma kritiškiau žiūrėti į studentų darbus, kuriuose nematyti analizės, apibendrinimo ar alternatyvių problemų sprendimo ir sprendimų priėmimo būdų apžvalgos. Tai parodytų studentams, kad moksliniai tyrimai, ypač projektai, stažuočių ataskaitos ir baigiamieji darbai, yra svarbūs.
- Reikėtų skatinti dėstytojus daugiau vartoti anglų kalbą kaip oficialią reklamos kalbą ir programos dėstymo tikslais.
- Kaip šiose vertinimo išvadose anksčiau nurodyta, reikėtų peržiūrėti dalykams ir (arba) moduliams skiriamus kreditus.
- Kaip pirmiau minėta, reikėtų peržiūrėti šiuo metu dėstomus programos dalykus. Reikėtų peržiūrėti studijų dalykų suskirstymą ir laisvai pasirenkamus dalykus. Šioje programoje dėstomus dalykus ir (arba) temas, susijusius su reklamavimu internete, socialine žiniasklaida, rinkos tyrimais ir antrepreneryste, reikėtų padaryti privalomais. Kaip teigiama šiame dokumente, reikėtų pakeisti konkrečių dalykų pavadinimus, turinį ir seką.
- Siekiant geriau susieti teorinę ir praktinę bendro studijų proceso dalis patartina pasikviesti specialistų iš 10 geriausių reklamos kompanijų dėstyti studijų programoje bent dalį dienos.

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