



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Panevėžio kolegijos

REKLAMOS VADYBOS PROGRAMOS (653N56001)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF ADVERTISING MANAGEMENT (653N56001)

STUDY PROGRAMME

at Panevezys College

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Išvados parengtos anglų kalba

Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Reklamos vadyba</i>
Valstybinis kodas	653N56001
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	2008-04-30, LR švietimo ir mokslo ministro įsakymas ISAK-1245

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Advertising Management</i>
State code	653N56001
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	Order No.ISAK-1245 of 30 April, 2008 of the Minister of Science and Education of Lithuania

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Panevezys College is a state higher education institution which was established in 2002 in the centre of the Aukštaitija Region of Lithuania.

The mission of the College is to train specialists to meet the needs of the labour market. Graduates with professional Bachelor degree qualifications in social, technological, biomedical and art fields are prepared for employment in the information society and to engage in lifelong learning associated with their work and career development opportunities.

Panevezys College offers study programmes within three academic subdivisions: The Faculty of Business and Technology; The Faculty of Medical and Social Care; and the College branch in Rokiškis. The College has three centres: the Centre of Information Technology; the Centre for Adult Education; and the Career Centre. Four Departments, namely, Study Quality, International Relations and Marketing, Personnel, and Accountancy satisfy the needs of all academic subdivisions. The College structure, confirmed by the Academic Board, decision No V4-10 of 18 October 2012, corresponds with the legal and administrative requirements for an institution of higher education in Lithuania.

The Bachelor in Advertising Management programme, the subject of this evaluation, is offered by the Faculty of Business and Technology which has a tradition dating back to the 1960s when Panevezys Polytechnic was founded as the parent institution, later to become Panevezys College. This Faculty contains five Departments involved in the implementation of twelve study programmes. One of these, the Department of Management, has responsibility for the Bachelor in Advertising Management programme, which commenced in 2008 and has not previously been subject to an external assessment by an international review panel.

In preparation for the evaluation, the College established a Self-Examination Team (SET) in November 2012, and the Self-Evaluation Report (SER) produced by this group formed the basis for the current review by the panel of international experts. The members of the SET were assigned specific responsibilities, and were assisted in their work by representatives from supporting subgroups assigned to each of the eight activity areas under analysis. Discussions which the external evaluation panel members held with stakeholders on the occasion of the visit to the College provided additional information upon which to base the evaluation, as did the review of facilities and learning resources on the same occasion.

The evaluation panel visit to the College took place on 08 October 2013, and involved meetings with administrative and management staff, members of the Self-Evaluation Group, and representatives of teaching staff, students, alumni and social partners.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

As the only higher education institution in the region offering a Bachelor in Advertising Management, the College anticipated a much greater interest in this study programme than has actually materialised. The aims and focus of the study programme relate to the College's mission and vision, as outlined in the Strategic Plan 2012-2014. In the Self-Evaluation Report (SER) provided for the external panel, five learning outcomes are identified for the programme. The correlation between programme learning outcomes, learning outcomes for particular subjects/modules, study methods, and assessment procedures is presented in tabular form within the SER.

The programme learning outcomes are generally not elaborated upon in any detail, except for a listing of some broad goals in relation to Advertising. There is only minimal reference to other skills and competencies likely to be developed by the student. The description of learning outcomes does not place sufficient emphasis on developing the students' capacity to analyse and evaluate alternative approaches to problem solving and decision making in the field of Advertising Management. These higher-level skills are normally a prerequisite if the graduate is to be fully effective and successful upon entering the labour market, irrespective of the field of undergraduate study. Career prospects are also likely to be influenced by the extent to which these attributes are demonstrated.

There also seems to be a certain lack of clarity amongst teaching staff and students regarding the learning outcomes which have been established for the programme and for the subjects/modules which form the curriculum. Any confusion or lack of understanding in this area can impact on student focus and the quality of the total learning experience. Expectations of stakeholders, including employers, can also become blurred, as the defined learning outcomes have a direct correlation to the knowledge, skills and competencies which the graduate will be expected to possess on entering the labour market. The meaning of learning outcomes and their relationship

to both curriculum content and assessment procedures should be unambiguous and capable of uniform interpretation by all stakeholders.

In terms of the overall focus of the curriculum, some students with whom the panel held discussions expressed disappointment at the relative lack of creative design opportunities. However, it is the panel's understanding that the purpose of the programme, as indicated by the title, is to concentrate on preparing the student for employment in the field of Advertising Management.

The College strives to update the curriculum continuously, and it is understood that regular surveys of employers, other social partners and students are conducted. The most recent example of efforts to obtain feedback was a survey of companies and other organisations engaged in advertising activities conducted in 2012. Responses from employers have indicated that “students lack practical abilities”. In the provision of a professional Bachelor degree programme, Colleges face a dilemma in trying to strike a balance between theory and practice. While the panel agrees that there should be a focus on developing the practical skills of students, this approach should not be at the expense of providing the strong theoretical and research-based foundation necessary to prepare the student for the challenges and opportunities likely to be encountered upon graduation.

It can be stated in general terms that the programme aims and learning outcomes should be defined and prescribed at a higher level, in accordance with standards normally applied to the development of a professional Bachelor degree. Students and staff require a better grasp of the learning outcomes concept, and there is an apparent lack of a uniform, clear understanding regarding the purpose and nature of the qualification. Improvements in this area are required to facilitate and enhance College efforts to promote the programme and associated qualification as a passport to employment for graduates. The capabilities of the graduate should be made explicit for potential employers to enable them to assess the benefits likely to be gained from the recruitment of a holder of this professional Bachelor award.

2. Curriculum design

Feedback to the College from students indicates that approximately 55% of those surveyed are satisfied with the knowledge and skills to be gained and developed from participation in the

programme. A more positive reaction would have been welcome, and some further development of the curriculum and/or subject delivery methodologies would seem to be necessary in light of this response. In the context of identifying scope for improvement and taking the appropriate action, it is encouraging to note that College administration/management is fully aware of the need for the programme to become dynamic rather than static.

The curriculum is generally suitable and in harmony with the aims of the programme. The strong response (88%) from students expressing approval of the practical training dimension of their studies is encouraging. However, the College should ensure that the in-company placement experience obtained by students is not merely a continuation of the duties and responsibilities which they usually discharge for the employer. In the absence of sufficient value being added to the learning process, it is difficult to envisage the attainment of the learning outcomes prescribed for this element of the curriculum. In order to enrich students' learning experience while they are engaged in professional practice, it is essential that they acquire new knowledge and develop skills and other competencies which extend their existing capabilities.

The sequence of subjects within the first year of the programme allows for the accumulation of the requisite 30 credits without having studied any subject/module directly related to advertising or advertising management. This should be addressed to allow the student to become more focused at the earliest possible stage of curriculum delivery and entry into higher education.

The programme, in general terms, should reflect the fact that advertising is an international phenomenon. This implies the necessity to explore the most recent themes and theories in the field. Such an approach to curriculum design necessitates the inclusion of international as well as national study content material, an expanded use of case studies, and a reference to up-to-date literature which extends beyond national boundaries. In the organisation of subjects/modules across the different stages of programme delivery, the obligation to teach a maximum of seven subjects per semester must be adhered to by the College. The lack of a foreign language, especially English, is a militating factor against the provision and delivery of a fully effective curriculum with an international dimension. The inclusion of subjects/modules such as Language, Culture and Business Communication, Project Management, and Business Ethics exemplifies a positive approach to the curriculum design process.

The curriculum for the first two years is generally well constructed, with most basic topics having been included across the subject range. In the final semester, coverage of more advanced

study material should be provided. Examples of subjects fitting into this category are: Advertising Management Practice, Accounting and Finance Management, and an extended version of the Law syllabus already delivered in the first semester. As the advertising industry and associated technology evolves, it is essential in a legal context that students are very familiar with topics such as intellectual property rights and copyright regulations. Reference to such topics within the Business Ethics module could then be reinforced in an integrated manner.

The curriculum contains 31 subjects (courses), of which seven - four theoretical, two practical and one elective - relate to advertising (23% of the total). When the broader discipline of marketing is taken into consideration, the proportion of marketing and advertising content is increased to 32% (three marketing subjects are responsible for the increase). This proportion suggests that the programme is geared more towards preparing students for general business careers, such as advertising account managers, rather than producing the type of creative specialist normally employed by advertising agencies.

In general, the curriculum design of this study programme is suitable and integrated with the aims and learning outcomes; however experts believe that these given suggestions could assist in ensuring even better quality of the study programme.

3. Staff

The scope for developing the international dimension of the programme is hindered by the lack of an English-speaking competence amongst members of the academic staff team. While it is apparent that teachers have strong working relations with students, potential exists for improved communication and collaboration between members of academic staff and marketing/advertising practitioners operating within the wider business community, regionally, nationally and internationally.

For curriculum delivery, general study subjects tend to be taught by full-time members of academic staff, with the more focused, professional subjects being the responsibility of external practitioners recruited on a part-time basis. The College is commended for conducting surveys to identify the training needs of teachers and for carrying out, at the end of each academic year, an assessment of their methodical and scientific activities. It is understood that the KOOPERIA

project, implemented between 2008 and 2013, involved members of academic staff in the development of teaching aids appropriate for a multimedia environment.

While there are formal plans for the in-service training and development of teachers, the anticipated level of creative and applied research activity does not appear to be forthcoming. The volume of publications by teachers is below what might be expected within such a global study area. In general terms, greater input from academic staff towards enhancing the programme should include the faster updating of study content and the application of a wider variety of teaching methods, taking into account labour market needs and the ongoing evolution of marketing/advertising theory and practice. The College's production of a standard document containing guidelines for staff internships in industry is an initiative which should facilitate those teachers wishing to keep up to date with practice in their study field. A stronger commitment from academic staff to joint applied research projects with social partners, and their greater involvement in academic exchange schemes under Erasmus would also help to ensure the ongoing currency of their knowledge and the upgrading of their skills for programme delivery purposes.

Academic staff members appointed for curriculum delivery are selected in accordance with the requirements of the Law on Higher Education and Research in the Republic of Lithuania, and other associated requirements. Teachers holding a Doctoral qualification deliver 18% of the curriculum, while three out of four of those involved in presenting study field subjects have at least three years' practical work experience in the particular subject area. A total of 80% of the study field teachers have a Master's degree, with the remainder having equivalent education. The College provides incentives to encourage teachers to improve their qualifications. Examples include free business trips, internship opportunities, and favourable conditions for combining working time with professional development arrangements.

It can be stated that the academic staff meet the legal and other requirements governing study programmes of this type, and afforded recognition at Level 6 under the Lithuanian Framework of Qualifications.

4. Facilities and learning resources

The visit to the College provided the panel with the opportunity to view and discuss the general infrastructure and learning environment which has been developed for students. Within the staff cohort, a deputy director for infrastructure has been appointed. The premises used for programme implementation meet legal requirements relating to fire prevention, hygiene, health and safety and other ergonomic obligations. The commitment to health and safety standards is evidenced by the existence of a College Commission consisting of staff and student representatives who check twice per year to ensure that risk factors are identified and eliminated.

The classrooms are suitably equipped with the necessary technology and other resources. The range of hardware and software used by students and staff is updated regularly to ensure the development of skills appropriate for the labour market. Students use five of the eight computer laboratories available within the Faculty of Business and Technology.

The College library is located across three venues: the Faculty of Business and Technology; the Faculty of Medicine and Social Studies; and the Rokiškis Branch. Within the Faculty responsible for the Advertising Management programme, the library contains 407 title publications (1221 copies) which relate directly to the curriculum. The library is a member of the Lithuania Scientific Library Association (LSLA), and students also have access to the use of EBSCO Publishing, Emerald Management e-Journals, and international databases. The integrated library information system ALEPH 500 has also been implemented, and material has been placed in the virtual learning environment, Moodle. However, scope exists for an expanded application of the Moodle system and for its more widespread use within the programme.

The necessity for a more intensive student usage of databases is recognised by the College. It is also desirable to update much of the reading material associated with particular subjects/modules within the curriculum, as may be seen from the programme description contained within the Self-Evaluation Report. The 'Courtyard Project', linked to innovations in advertising production and graphic expression, is currently underway within the College.

5. Study process and student assessment

For the study process to be fully effective, it is essential that students avail of the range of learning facilities and resources placed at their disposal. Based on the SER document and discussions during the visit, it is understood that student usage of library resources does not match College expectations. The quality of student project work, as evidenced by samples inspected by panel members, reinforces this conclusion. Academic staff should place a stronger emphasis on the importance of research, and aim to enhance the standard of student project work by adopting a more critical approach when marking assignments/assessment tests which do not reflect critical thinking and research into recent developments and up-to-date ideas/concepts within the field of Advertising Management.

Student admission policy had been planned to allow for the admission of a first-year group every second year. This approach was adopted in light of a perceived decrease in labour market demand for advertising managers. However, there has been no student intake since the commencement of the academic year 2011-2012. The enrolment then was approximately 20 students, as compared to 31 in the previous year. The College's initiative to accredit prior learning may have some influence on the level of demand in the future, as might a stronger promotional campaign to attract students and attempts to establish a clearer programme identity and focus amongst potential students and employers of graduates.

The recent strengthening of collaboration with social partners should allow greater openings for students to complete their professional work experience in companies and organisations within the region. The involvement of more students in international exchange schemes, such as Erasmus, would represent a further enhancement of the learning process. The flexibility which allows students to follow the curriculum in accordance with agreed individual study plans has been formalised in the Study Regulations of the College.

Students are generally satisfied with the range and nature of assessment tests associated with the examination processes. As mentioned earlier, a more rigorous approach to the marking of students' work by teachers is needed. In a Bachelor degree programme of this nature, evidence of analysis, and the evaluation of alternative approaches to problem solving and decision making should be reflected in assignments submitted for correction. This presupposes that these competencies have been developed as a result of their integration into the teaching and learning methodologies adopted by academic staff when teaching the curriculum.

6. Programme management

It is understood that the Advertising Management programme was introduced in response to a demand from employers, and in fulfilment of the College's regional mission and vision. As part of ongoing collaboration, the institution has formed a strong partnership with the Chamber of Commerce, which has approximately 300 members. A limiting factor in the promotion of the programme and the availability of suitable employment for graduates, is the fact that out of 168 social partner agreements signed recently by the College, only ten involved advertising companies.

During the visit to the College, the panel met five graduates, all of whom are employed but not in an area directly related to the advertising management qualification. In mitigation, it could be claimed that there are insufficient potential employers within the region, and those who might offer jobs may not perhaps fully appreciate the value which marketing and advertising specialists could bring to the company or organisation. This raises questions for programme management, such as: Can more be done to establish and promote a clear identity and focus for the programme?

In the event that the region does not have sufficient demand for graduates with the Advertising Management qualification, should its profile nationally and internationally be enhanced? Refinements such as the expanded use of English across the curriculum, and a greater involvement of staff and students in international exchange schemes might be regarded as prerequisites for a wider vision and the extension of horizons.

It is understood that the management team is considering whether to continue offering the programme as a separate stand-alone qualification, or transfer some of the curriculum content into another Bachelor degree opportunity with a business-related focus. The declining level of student demand has been the main factor in prompting the current debate. As expressed to the panel, the views of College administration and academic teaching staff seem to reflect a less than total conviction to reviving and renewing the programme.

III. RECOMMENDATIONS

In order to revitalise the programme, action is required in accordance with the suggestions and recommendations contained in this report, which should be read as an integrated document. Amongst the recommendations which the panel wishes to make and reiterate are the following:

- The focus of the programme should be reviewed to introduce a clearer understanding of its purpose and remove any ambiguity amongst students, prospective students and potential employers of graduates.
- The perception of academic management regarding labour market opportunities for graduates requires further strategic consideration and analysis. Wider national and international horizons should be a factor in developing a programme of this nature, bearing in mind that advertising is an evolving global industry.
- The use of English for curriculum delivery should be expanded, together with the placing of a greater emphasis on the core curriculum subjects which strongly reflect programme aims and learning outcomes. As already stated, the specific areas of marketing and advertising are afforded 32% of total study content. It would be reasonable to discover at least 50% of the curriculum devoted to specialist subjects linked to the programme title, and related directly to the employment goals and career development aspirations of graduates.
- The establishment of a regular, systematic operating relationship between programme management and regional, national and international advertising industry representatives should be encouraged and facilitated. This type of networking could be instrumental in revitalising the programme by enhancing the level of awareness of the qualification and helping to ensure that the curriculum is in line with labour market needs.
- The curriculum needs revision, in accordance with proposals already made earlier in this report.
- The Study Programme Committee should be given a fresh impetus and assigned specific responsibilities associated with the design, delivery, and ongoing review of the curriculum. The work of this committee could add significant value in helping to clarify programme aims, objectives and learning outcomes.
- The appointment of additional full-time teachers with the capacity to deliver core subjects should be considered as part of the College's recruitment strategy.

- The level of research activity amongst teachers could be expanded significantly, with an expectation that such ongoing professional development would lead to a greater staff involvement in conferences/seminars and the production of scientific papers.
- Additional emphasis on student research is necessary. The College should promote and encourage this dimension of learning amongst students. The quality of assignments and project work would be enhanced as a result.
- The concept of learning outcomes needs to be given more attention by academic staff in order to ensure that students are aware of the meaning and importance of the targets which have been established for the entire programme and for individual subjects/modules within the curriculum.
- A review of the curriculum to include additional content on creative advertising is recommended. This would help to develop students' thinking and conceptualisation skills, as well as enhancing their employment prospects.
- Stronger links with national and international partners who can identify readily with this Advertising Management programme could help to expand its profile and popularity.
- Subjects directly related to marketing and advertising should be introduced into the curriculum at the earliest possible stage in order to contextualise other modules/programme content and increase student motivation levels.
- Library stock needs updating, as may be seen from the list of reading materials recommended for students. Equally, student usage of the range of materials and other resources available through the library is open to enhancement, as is their utilisation of databases for learning purposes.
- The use of Moodle should be developed further, with staff and students encouraged to use the resource to the fullest extent.
- A greater concentration on areas of social media, ethics, and business law should be evident within the curriculum.

IV. SUMMARY

This degree in Advertising Management programme was developed by the College in fulfilment of its regional mission to provide professional Bachelor degree opportunities which would lead to employment opportunities for graduates. The anticipated level of student or employer demand for the qualification has not materialised, and the programme is now at a crossroads.

The College tries to keep the study programme up to date. Surveys conducted amongst stakeholders help to inform academic management of changes and innovations which should be considered in order to enhance study quality. The curriculum, in general, is suitable and integrated with the aims and learning outcomes which have been established for the programme. The College, where possible, implements a flexible approach to the organisation of individual study plans.

With regard to the curriculum, a stronger emphasis on subjects which relate directly to programme aims and learning outcomes is required. In this context, a clearer focus and identity for this professional Bachelor degree should be established to assist the College's marketing and promotional activities. A revived and reconstituted Study Programme Committee could have an important role in the overall renewal process. Stronger links with national and international partners, both academic and commercial, are needed to enhance the regional and national standing of the programme.

The use of English on a much more widespread scale should be considered as an essential element in any vision to improve the programme and make it more appealing to students. A stronger research base, established through the efforts of staff and students, is also highly desirable for the ongoing design, delivery and review of programme aims, learning outcomes and subject content.

This report has been produced to indicate strengths, but more especially to highlight how the design, delivery and review of the degree might be enhanced in the event of its continuation on a stand-alone basis. Rather than engage in the repetition of suggestions and recommendations already made in the document, the panel wishes to emphasise that the approach adopted to the evaluation process concentrated on adding value and substance to the programme, in the best interests of students, academic staff, employers and the College.

It is readily apparent that extensive marketing and promotion of a revised programme will be needed and, in this regard, the best wishes of the external evaluation group are extended to the College. It is understood that the strategic decisions yet to be made in relation to the future of the programme will reflect the best interests of all stakeholders.

The panel wishes to thank academic management and teaching staff, and all other stakeholders with whom discussions were held, for the courtesy and hospitality extended on the occasion of the site visit to the College.

V. GENERAL ASSESSMENT

The study programme *Advertising Management* (state code – 653N56001) at Panevezys College 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	2
2.	Curriculum design	3
3.	Staff	2
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)	2
	Total:	15

*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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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Panevėžio kolegijos studijų programa *Reklamos vadyba* (valstybinis kodas – 653N56001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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

Šią bakalauro laipsnį suteikiančią *Reklamos vadybos* programą Kolegija parengė vykdydama regioninę misiją – parengti profesinio bakalauro laipsnį turinčius specialistus ir užtikrinti jiems įsidarbinimo galimybę. Numatytas studentų skaičius programoje bei šios kvalifikacijos absolventų paklausa darbdavių atžvilgiu nebuvo tokie, kokių tikėtasi, taigi programa šiuo metu yra atsidūrusi kryžkelėje.

Kolegija stengiasi nuolat atnaujinti šią studijų programą. Socialinių dalininkų apklausos padeda kolegijos vadovybei sužinoti, į kokius pokyčius ir naujoves reikia atsižvelgti norint pagerinti studijų kokybę. Apskritai studijų programos sandara yra tinkama ir dera su šios programos

tikslais bei numatomais studijų rezultatais. Kolegija, kai įmanoma, taiko lankstų požiūrį į individualų studijų planavimą.

Kalbant apie programos sandarą, daugiau dėmesio reikia skirti tiems dalykams, kurie tiesiogiai susiję su programos tikslais ir studijų rezultatais. Šiomis aplinkybėmis reikėtų aiškiau apibrėžti šios profesinio bakalauro programos tapatumą ir taip prisidėti prie Kolegijos veiklos, susijusios su rinkodara ir reklama. Studijų programos komiteto atkūrimas ir atnaujinimas galėtų turėti poveikio visam atsinaujinimo procesui. Tvirtesni ryšiai su mokslo ir komercijos sričių nacionaliniais ir tarptautiniais partneriais pakeltų programos prestižą regiono ir šalies mastu.

Anglų kalbos vartojimas platesniu mastu būtų svarbiausias elementas siekiant pagerinti šią programą ir padaryti ją patrauklesne studentams. Kuriant, įgyvendinant ir tikslinant programos tikslus, numatomus studijų rezultatus ir dalykų turinį būtų naudinga turėti didesnę darbuotojų ir studentų pastangomis sukurtą mokslinių tyrimų bazę.

Šios vertinimo išvados skirtos nurodyti studijų programos stiprybes, bet ypač parodyti, kaip būtų galima ją geriau kurti, įgyvendinti ir tikslinti, jei norima, kad ji išliktų savarankiška programa. Užuoat pakartojusi dokumente jau pateiktus pasiūlymus ir rekomendacijas, vertinimo grupė norėtų atkreipti dėmesį, kad vertinimo procedūros tikslas buvo padidinti programos vertę ir pagerinti jos turinį, kad ji būtų kuo naudingesnė studentams, dėstytojams, darbdaviams ir Kolegijai.

Akivaizdu, kad ištaisytą programą reikės intensyviai siūlyti ir reklamuoti; šiuo atžvilgiu vertinimo grupė linki Kolegijai geriausios kloties. Reikia manyti, kad strateginiai sprendimai, kuriuos reikia priimti dėl programos ateities, tenkins visų socialinių dalininkų lūkesčius.

Vertinimo grupė nori padėkoti Kolegijos vadovybei, dėstytojams ir visiems socialiniams dalininkams, su kuriais vyko pokalbiai, už malonų priėmimą ir svetingumą vizito Kolegijoje metu.

III. REKOMENDACIJOS

Norint atgaivinti šią programą, reikia imtis veiksmų atsižvelgiant į šiose išvadose, kurios turi būti skaitomos kaip vientisas dokumentas, pateiktus pasiūlymus ir rekomendacijas. Vertinimo grupė pateikia šias rekomendacijas (kai kurios iš jų pasikartoja išvadose):

- Reikėtų peržiūrėti programos dėmesio objektą, suprantamiau pristatant programos tikslą, studentams, būsimiems studentams bei galimiems absolventų darbdaviams ir tokiu būdu užkertant kelią galimoms dviprasmybėms.
- Reikia ir toliau strategiškai svarstyti bei analizuoti, kaip kolegijos vadovybė suvokia absolventų galimybes darbo rinkoje. Tokio pobūdžio programos kūrimo veiksnys turėtų būti platesni nacionaliniai ir tarptautiniai horizontai, turint omeny, kad reklama yra kintanti pasaulio industrija.
- Reikėtų daugiau dalykų dėstyti anglų kalba ir daugiau dėmesio skirti pagrindiniams programos dalykams, kurie gerai atspindi programos tikslus ir numatomus studijų rezultatus. Kaip jau minėta, 32 proc. studijų turinio sudaro konkrečios rinkodaros ir reklamos sritys. Būtų tikslinga bent 50 proc. programos skirti specialiesiems dalykams, susijusiems su programos pavadinimu ir tiesiogiai susijusiems su absolventų įsidarbinimo bei karjeros siekiais.
- Reikėtų skatinti programos vadovus nuolat ir sistemingai bendradarbiauti su regiono, šalies ir tarptautinių reklamos pramonės įmonių atstovais. Šie ryšiai galėtų padėti atgaivinti programą, nes padidėtų galimybė sužinoti, kokių gebėjimų reikia darbo rinkai, ir įsitikinti, ar ši programa atitinka darbo rinkos poreikius.
- Programą sandarą reikia peržiūrėti atsižvelgiant į pirmiau šiose išvadose pateiktus pasiūlymus.
- Studijų programos komitetui reikėtų suteikti naują impulsą ir nustatyti konkrečius įpareigojimus, susijusius su programos kūrimu, įgyvendinimu ir nuolatiniu peržiūrėjimu. Šis komitetas galėtų daug prisidėti prie programos tikslų, uždavinių ir numatomų studijų rezultatų aiškinimo.
- Priimti daugiau visą darbo dieną dirbančių dėstytojų, galinčių dėstyti pagrindinius krypties dalykus, kas prisidėtų prie Kolegijos įdarbinimo strategijos.
- Būtų galima žymiai išplėsti dėstytojų mokslo taikomąją veiklą, viliantis, kad šis nuolatinis profesinis tobulėjimas suteiks darbuotojams daugiau galimybių dalyvauti konferencijose ir (arba) seminaruose ir rašyti mokslinius darbus.
- Reikėtų daugiau dėmesio skirti studentų moksliniams tyrimams. Kolegija turėtų skatinti šį mokymosi būdą ir remti studentus. Tada pagerės užduočių ir projektinio darbo kokybė.
- Akademinis personalas turėtų daugiau dėmesio skirti studijų rezultatų supratimui, kad studentai tikrai suvoktų visos programos ir atskirų programos dalykų ir (arba) modulių tikslų reikšmę bei svarbą.

- Rekomenduojama peržiūrėti studijų programos sandarą ir papildyti ją turiniu apie kūrybišką reklamą. Tai padėtų formuoti studentų mąstymo ir suvokimo įgūdžius, padidintų jų galimybes įsidarbinti.
- Stipresni ryšiai su šalies ir tarptautiniais partneriais, susijusiais su šia *Reklamos vadybos* programa, padėtų plėsti šios programos profilį ir didinti jos populiarumą.
- Į programą reikėtų kuo anksčiau įtraukti dalykus, kurie tiesiogiai susiję su rinkodara ir reklama, kad būtų galima su jais suderinti kitų modulių ir (arba) programos turinį ir sustiprinti studentų motyvaciją.
- Kaip matyti iš studentams rekomenduojamos literatūros sąrašo, bibliotekos išteklius reikia atnaujinti. Be to, reikėtų paskatinti studentus daugiau naudotis įvairia medžiaga ir kitais ištekliais, kurie jiems prieinami bibliotekoje, taip pat mokymosi tikslais naudotis duomenų bazėmis.
- Reikėtų ir toliau tobulinti *Moodle* ir skatinti darbuotojus bei studentus kuo dažniau naudotis šia mokymo bei mokymosi priemone.
- Reikėtų daugiau dėmesio šioje programoje skirti socialinei žiniasklaidai, etikai ir verslo teisei.

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