



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Socialinių mokslų kolegijos (Klaipėdos filialo)
REKLAMOS KŪRIMO PROGRAMOS (653N56003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ADVERTISING DESIGN (653N56003)
STUDY PROGRAMME

at University of Applied Social Sciences (Klaipėda Department)

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Reklamos kūrimas</i>
Valstybinis kodas	653N56003
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	2011 m. kovo 31 d. įsakymu Nr. 1-01-39

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Advertising Design</i>
State code	653N56003
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 of Minister of Education and Science Nr. 1-01-39, March 31st, 2011

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I. INTRODUCTION

SMK University of Applied Social Sciences (hereafter – SMK or College) implements the study programme professional Bachelor in Advertising Design (hereafter – AD) as confirmed by Order No. 1-01-39, 31 March 2011, of the Minister of Education and Science of the Republic of Lithuania. The programme, which is the subject of this review by an external expert evaluation panel, commenced on 01 September 2011. SMK Headquarters is in Klaipėda, with a branch of division in Vilnius. This evaluation report relates to the implementation of the AD Programme in Klaipėda (Nemuno str. 2, LT-91199 Klaipėda).

To conduct the College's internal self-assessment of the programme (hereafter – self-assessment), a working group of seven members was formed (Order No. V-20 of the Director of SMK “On the formation of self-assessment working group of Advertising Design Study Programme”, 28 November 2012). The committee included representatives responsible for different areas of activity within the institution who were selected to assess factors such as: aims; objectives and learning outcomes; curriculum content and study process; staff delivery and assessment methodologies; the available student facilities and resources; and the overall quality dimension in terms of programme management and administration.

The Self-Evaluation Report (hereafter – SER) relating to the programme, together with related supporting documentation, was made available to the expert evaluation panel in September 2013. The panel members obtained further information during discussions conducted on the occasion of site visit to the College on 09 October 2013. Participants in the meetings included the College Director and Management staff colleagues, members of the SER team, teaching staff, students, and representative social partners, including employers.

As the AD programme has been implemented for only the past two years, the SER does not provide data on elements such as student professional activity practice, final theses or graduate employment patterns. Taking these circumstances into account, the external evaluation is limited in scope, of necessity. However, the fact that the programme is in its early years did not affect the panel's responsibility to appraise the current situation and the quality of its evolution to date.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes comply with legal requirements, and are in accordance with recommended national and international guidelines for the design of higher education study programmes at this level. The stated learning outcomes range from broader student concepts and competencies, including "will be able to apply economic, management, psychological and other general knowledge on the patterns of business and marketing and their interrelation when organizing advertising business", to those with a narrower focus, such as "will be able to apply data of advertising and market research when designing conception of company or product advertising".

In order to determine the need for specialists in the advertising branch of the marketing field within Lithuania, the College carried out extensive research in 2010. As well as establishing the potential demand for such graduates in the labour market, the research findings highlighted the most important competencies which these specialists would be likely to require for initial employment and career progression. This feedback was instrumental in the finalisation of aims and related learning outcomes for both the overall programme and the subjects/modules which form the curriculum. However, the panel considers that the existing number of 15 learning outcomes for the programme should be merged to allow for a more integrated approach to delivery and an enhanced understanding of purpose and focus.

Efforts to link aims, learning outcomes, teaching methodologies and assessment procedures are outlined in the documentation supplied to the evaluation panel. Generally, programme aims and learning outcomes are based on academic and/or professional requirements, public needs and the demands of the labour market (the need for trained specialists and professional competences were formed after assessment of the opinion expressed by social partners and employers during a survey in 2010), while also corresponding with the requirements for a professional Bachelor degree at Level 6 under the Lithuanian Qualifications Framework.

The aims and learning outcomes of the programme are in harmony with the vision and mission of the College. The scope of the curriculum encompasses not only the specialism of advertising design, but also includes coverage of areas such as graphic design, multimedia and publishing. This broader approach, which facilitates students in the acquisition of knowledge and development of skills across a range of functional and complementary areas, represents a

targeted response by the College to meeting the needs of the national labour market. Discussions which the panel held with stakeholders confirmed the support which exists for such a policy. However, an issue arises regarding whether the title may be understating the scope of this programme in that it suggests a narrower field of learning than is provided in reality. There may also be a risk that a certain depth of subject material coverage will be missing as a result of preparing students for both a specialist labour market segment requiring creative abilities and also for potential careers such as advertising account managers in advertising agencies and related companies. There is also a dichotomy arising from the difference which exists between the name of the programme and the title of the award which will be conferred on graduates.

2. Curriculum design

The curriculum design meets legal requirements, with the volume of the programme defined by the Law on Science and Studies of the Republic of Lithuania, and the General Requirements for Study Programmes. The duration of studies in full-time mode of delivery is three years, with four years being required under the part-time study format. Following from the General Requirements for Study Programmes, the total of 180 ECTS is distributed as follows: 135 credits are allocated to the course units of the study field (12 of them are dedicated to Final thesis); general course units account for 21 credits; optional course units attract 15 credits, and elective course units account for the remaining 9 credits.

Study subjects/modules are spread evenly across the curriculum, with the balance of credits in each semester helping to establish a consistent workload for students. No more than seven subjects/course units are studied during a semester. The interdisciplinary approach to programme delivery is regarded by teaching staff as a means of avoiding the repetition of themes within subjects. A final thesis will be prepared and defended by students at the end of their studies, and this requirement is likely to present both challenges and opportunities for the student and the institution. Technically the themes of study subjects are not seen as repetitive.

Practical teaching/learning, including internal activities and external professional practice, constitutes approximately one-third of programme volume. While this proportion complies with the provisions of the General Requirements for Study Programmes, some strengthening of the theoretical content is advisable to prepare students for assignments and project work of an analytical as well as a practical nature. The scope and purpose of the programme and the ratio of contact hours to independent study hours conform to existing norms for studies of this nature.

The content of the subjects/modules is also consistent with the type and level of study programme under review.

In order to achieve the outcomes upon which the programme is focused, various teaching/learning approaches have been specified and refined, leading to the development of an environment enriched by the existence of motivating and heuristic study methods. Such methods facilitate the integration of theory and practice, encourage an independent and critical thinking approach to problem analysis and are seen to enhance student motivation. A feature of the curriculum is the inclusion of a separate module entitled Creativity Methods in the first semester. It is understood that the presence of this particular module should not be interpreted as a lack of emphasis on the development of student creativity across the remainder of the programme. However, the panel discovered no clear creativity measurement system which would allow for some form of objective assessment of student achievement in this area. Generally, the content and level of the subjects/modules/course units are appropriate for the attainment of the intended learning outcomes.

The various subjects/course units are categorised into groups, in compliance with their focus and complementary nature. General subjects/modules constitute 12% of the volume of the programme; Marketing and Communication course units are responsible for 22%; Advertising modules account for 23%, and IT-related content represents 13%. The remainder of the programme is devoted to professional practice, optional course units, a course paper, and the final thesis. Bearing in mind that the programme belongs to the advertising branch of marketing studies, the relative percentage weighting allocated to the Marketing and Communication course units is regarded as insufficient, particularly when compared to the IT-focused component within the curriculum. However, programme management and employers' representatives amongst the social partners met by the panel highlighted the importance of technical computing skills in the relevant labour market. In summary, the multidisciplinary approach was identified by the provider as key to programme sufficiency for the purpose of ensuring the attainment of the stated learning outcomes.

The provision of an up-to-date curriculum, in compliance with the latest developments in science and technology, involves the constant review of methodological resources available to and at the College for the purpose of ensuring that students and lecturers have ready access to the latest literature, as well as other teaching and learning materials related to the field of Marketing. In this context, a guaranteed access to international databases is essential. As presented in the

programme description, the main literature recommended is generally not more than five years old.

Close collaboration exists between lecturers and social partners of the College. This provides the conditions for a speedy reaction to changes and developments in the business of advertising, and helps to ensure a quality implementation of the programme via the introduction of the latest knowledge and technological developments into the study process. The lack of an appropriate emphasis on modern market research methods within the curriculum is seen as a factor inhibiting the development of appropriate student competencies to the fullest extent. Additionally, the absence of a module on enterprise development is a restrictive factor, both in terms of enhancing students' knowledge and understanding of business management theory and practice, and not providing those who may wish to establish their own business with a background which would facilitate such initiative. Generally, the content of the programme reflects the latest developments in science, art and technology.

3. Staff

Recruitment of academic staff is performed in accordance with internal and external documents regulating activities of the College, and all legal requirements. The programme is delivered by 23 teachers, of whom four have Doctoral degrees and one is studying for the qualification. All lecturers have sufficient (minimum three years') practical professional experience related to the course units which they teach. According to the SER, more than 74% of teachers are under 40 years of age, while members with more than 15 years' experience constitute 26% of the total academic staff team.

Approximately 23% of the course units related to the branch of advertising are taught by lecturers possessing substantial practical professional experience and working for either advertising agencies or marketing departments. Six members of academic staff are employed as associate professors, and 17 members are designated as lecturers. In the fifth semester, the College is planning to invite guest lecturers–practitioners with extensive experience in marketing and advertising business onto the programme delivery team. Currently, members of the academic staff team are preparing three study guides with practical assignments, and four textbooks. Additional teaching material is also in the process of being developed. The qualifications of the teaching staff are adequate to ensure the attainment of programme learning outcomes.

The lecturer-student ratio (1:8 in 2011/12 and 1:5 2012/13) is well within the maximum allowable. Within the period of implementation of the programme, the academic staff turnover has not been significant. Lecturers' obligations to develop their professional and didactic competencies and participate in scientific applied activities are facilitated by means of the Employment and Certification system. Once every three years, lecturers are certified, following from an evaluation of their teaching and scientific activities within the reference period. Lecturers prepare professional development plans each year, the implementation of which is controlled by the Head of the Department. At the end of the academic year, they are required to prepare reports on their activities, and present suggestions on the updating of topics, teaching methods, study aids, and supporting literature for consideration by the Department. There is also a policy of encouraging members of teaching staff to study for Doctoral qualifications.

The College offers financial support towards staff professional development related to the maintenance of the quality dimension of the study programme under review. In terms of the further improvement of academic staff competencies, the College would welcome a more active involvement from teachers in scientific activities and applied research, so as to enhance their expertise in the interests of the students and programme quality assurance. The general consensus is that some members of the teaching staff team should become more actively engaged in research directly related to the study programme under review.

4. Facilities and learning resources

The Advertising Design programme is implemented in College buildings with a total area of 2,400 m². The number of lecture rooms and auditoria, as well as the equipment and other resources, ensures maximum quality organisation of the teaching/learning process. There are 18 auditoria and lecture rooms (785 seats) available, as well as four computer laboratories with 56 computerised work places. All auditoria are equipped with video projectors, computers, white boards and ancillary items. The equipment necessary for certain practical activities is provided by the IT department. Video conferencing facilities are available as a service to remote students and those unable to participate in parts the study process. There is also an academic database and distant teaching/learning environment (el.smk.lt) for use in the study process.

The software and hardware are maintained and updated each year. The College contains an automated library - reading room, with the ALEPH 500 12.1 integrated library system ExLibris, which has enabled the automation of the working procedures in the library and the introduction

of the electronic library catalogue. The software used to complete assignments related to design, photography and film making includes Adobe Master Collection, Corel Draw and 3DMAX programs. The academic staff lounge is equipped with work places and facilities designed to meet their needs in terms of updating the programme, working with distance learning students, and allowing for general interactive communication. The teaching and learning accommodation, equipment and facilities are adequate both in size and quality to ensure the attainment of the learning outcomes.

Professional student practice is performed in various centres, including advertising and marketing agencies, printing and publishing offices, newspapers, and industrial, trading and service companies. Signed contracts with the College ratify the agreement of social partners to participate in and support this dimension of student learning. A practice placement is agreed separately in each individual case, in accordance with the order of organisation of professional practices. Feedback on the suitability of practice placements for the development of professional skills and competencies is obtained from different sources, including the work placement practice mentor, students who have undergone practice placements, and occasionally from the Heads of the respective placement companies. The College plans to issue reports on the evaluation and rating of practice placements. Adequate arrangements for the conduct of students' practical work experience are seen to be in place.

The College library is a member of the Lithuanian Academic Libraries Consortium (LMBA), and users have access to many international electronic databases. The library has also joined the Lithuanian Academic Libraries Network (LABT) and the Consortium of the Lithuanian Academic Libraries for the Maintenance and Development of an Information Infrastructure for Scientific and Professional Studies (LABIIMSPPK). Academic literature is acquired on the basis of requests from teachers and students, as well as taking into consideration other requirements related to the maintenance of quality in the implementation of the AD programme. The library stocks eighteen thousand copies covering 5,427 book titles and can provide each student with, on average, 12 study resources and books related to their coverage of subjects/course units in the field of advertising. In the library, students can familiarise themselves with documents regulating activities and studies within the SMK, written papers (course projects and final theses), reports on practical training and final professional practices, and the best independent work assignments of students.

Students are provided with lecture notes, study materials on PowerPoint slides, assessment and self-check tests, descriptions of requirements for research and project assignments, as well as other study materials presented in innovative forms and complying with the specific character and special requirements of particular subjects/course units. These resources are readily accessible as part of the service provided by the virtual learning environment, Moodle. At present, users have an access to 21 Lithuanian and international databases. The College provides global scientific databases such as EBSCO Publishing, and Emerald and Taylor & Francis, where users may select from amongst 16,637 full-text scientific journals. Students and lecturers are trained to search for target information in the electronic databases. The library has subscribed to Ebrary full-text e-books and 480 e-book titles are related to Advertising topics. It is open for 12 hours each working day, and there are sufficient work stations, distributed rationally between full-time and part-time students. The panel wishes to confirm that the facilities and learning resources are highly adequate and easily accessible in providing the study environment necessary for the attainment of intended learning outcomes.

5. Study process and student assessment

As this education and training programme is only two years in existence, there have been no graduates to date. Consequently, the programme can be evaluated on only a limited basis. As indicated, there is no information on work experience placements, the percentage of graduates finding employment, or employer feedback on the capabilities of graduates. The number of full-time students enrolled dropped to 20 in 2012, as compared to a first-year intake of 46 in 2011. This decline may be explained by the policy changes in financing higher education in Lithuania, and the general economic situation in the greater geographical region.

The nature of this programme in the field of Advertising Design is, by definition, activity-oriented and creativity-focused. The strong practical emphasis is required to achieve the stated aims and learning outcomes and to ensure that the implementation of the programme fulfils the promise made in its promotion. The ratio of practical training to total contact hours is 42% throughout the curriculum, whereas theoretical lectures are seen to have a declining rate: 35% in the first year and a predicted 27% in the third year. As the total number of direct contact hours is being reduced, the anticipated independent work hours on the part of students is showing a growing trend. A complex set of intensive consultations, involving staff assistance to coordinate student efforts in the completion of independent work project, is in place. The ratio of consultations in the first academic year is 23%, and in the third year the proposal is for an

increase to 31%. While the necessity for a strong practical focus is acknowledged, it is essential that student skills of analysis, synthesis and the evaluation of alternative approaches to problem solving and decision making do not become neglected. The expanded use of case study materials (both national and international) could be particularly relevant in this respect.

A method of education delivery which adjusts timetables to individual needs and organises consultations in a flexible way represents a progressive approach to student care. In this respect, students of SMK are aware of the interest shown by the College towards meeting their requirements and responding in a positive manner to the feedback which they provide.

Examination methods are adequate and modern, following good international examples of practice in this domain of quality assessment. At 11%, for first-year students and 2% for second-year students, the attrition rate is not deemed to be excessive. The reasons are investigated carefully and measures have been taken to improve the situation. A flexible system of tuition fee payments operates to help students finance their studies. The manner in which the timetabling system is implemented represents another positive initiative to diminish the student drop-out rate. The organisation of the study process ensures an adequate provision of the programme and the existence of the necessary potential for the achievement of the learning outcomes.

Students of the College are encouraged to participate in research activities. At recent student conferences held in Klaipeda, nearly 50 presentations were delivered by SMK students. Participation in special activities associated directly with the AD programme, such as the "Reklamos guru" (Advertising Guru) contest for the best commercial, is also regarded as very important by students. The programme may develop further in this regard. Discussions between the panel and stakeholders indicated that, under the guidance of staff, students could also participate in the collection of empirical data and the conduct of applied research activity related to the needs of employers and the labour market generally.

International mobility opportunities are available, but have yet to become popular. Within the evaluated period, partial studies under the Erasmus student mobility scheme were carried out by four students of the AD programme who visited a University in Turkey. Students confirmed to the panel that that they are made familiar with opportunities and possibilities regarding international studies and internship activities. There have been no incoming students arriving for partial studies of the programme, as the Klaipeda branch does not offer study programmes through the medium of a foreign language. Academic coordinators are aware of the significance

of international activities and the SMK organises Erasmus weeks, where students participate in joint activities with incoming students who have arrived for partial studies at the Vilnius campus.

Academic and social support is offered to students by the provision of study fairs, career events, open days, guest lectures from professionals in the field, and opportunities to participate in advertising competitions. The Students' Representative Office and other organised groups offer scope for student engagement in social activity and voluntary work. There is an adaptation programme at the commencement of studies, with an objective to inform and motivate students by their developing a fuller awareness of the internal organisation and life of the College, as well as becoming informed about the requirements of the study programme. The Career Centre helps students to understand labour market developments and requirements and find suitable employment.

The assessment system related to student performance is clear, adequate and publicly available. Evaluation and the assessment of student work is continuous, based on a strong practical training orientation. Evaluation methods are uniform across all subjects/modules (50% based on independent and classroom work, and 50% assigned to written examinations). Integrated assignments involving knowledge acquired and skills developed across more than one subject/module are also included in the assessment process to strengthen students' understanding of the links between different elements of the curriculum. Final theses will be evaluated by a Commission, in accordance with stipulated procedure. In the context of the thesis, it is suggested that a special section should be included to allow for student self- reflection on the research process and the quality of the total learning experience. Theses which do not show evidence of analytical and critical thinking should be marked accordingly.

A special system of attendance monitoring is in place to avoid student absenteeism and those who do not attend lectures on a regular basis are invited to explain their reasons, which are then analysed with a view towards arriving at a satisfactory solution.

6. Programme management

The SMK has an established and continuously implements a Quality Assurance System (confirmed by the Order No. V-39 of the Director of the College of Social Sciences on 28-05-2007), which assigns responsibilities to divisions and individual employees (as well as allowing for student participation) for the identification, implementation and supervisions of ways and

means towards improving the quality assurance policy. To reinforce this overall focus on quality, the programme is managed by a Study Programme Committee, which acts in accordance with the Quality Assurance System (Quality Guide. Procedure No. 8 (28-05-2007, No. V-39) of Preparation, Improvement/Modification of Study Programmes). It is understood that, in the interests of consistency, a single committee is responsible for the ongoing appraisal of the programme, as delivered in both Klaipeda and Vilnius.

Currently, the College is implementing a project entitled "Designing and Implementation of a System of Managing Internal Study quality in SMK" (No: VP1-2.1-ŠMM-04-K-02-024). During the project, a system of Internal Study Quality Management (SQM) corresponding to the needs of SMK, national legislation, and European standards will be designed.

Self-assessment is carried out during each year of studies, in accordance with the Order of Assuring, Monitoring and Assessing Quality of Study Programmes. The Study Programme Committee carries out improvements/refinements in consultation with teachers within the Department responsible for the implementation of such modifications. Adjustments to the programme may be initiated by teachers, arising from an analysis and evaluation of the subjects/course units which they teach. Modification is confirmed by the Order of the Director and is available on the SMK website. Improvements to programme content are implemented after taking into account: a) amendments in normative Acts of the Republic of Lithuania regulating course unit content; b) results of annual self-assessment within the SMK; and c) political, economic, market, technological and scientific changes influencing the relevance of module/course unit content.

Following the introduction of modified requirements for higher education, the chronological order of the study programme was revised, with the content and volume of subjects/course units being rescheduled. A development of the programme was implemented in the 2012-2013 academic year, namely the ESF Project "Internationalization of the Study Programmes of SMK University of Applied Social Sciences when developing a higher school open to foreign students". This project is viewed as having particular significance in the context of extending the international dimension of the programme, bearing in mind that advertising is a global phenomenon.

New and renewed teaching materials for mastering knowledge of study units are prepared, and it is understood that this programme will be translated into the English language in due course.

Programme revision to date has concentrated on the introduction of the most recent knowledge of the study field, the implementation of active learning forms and teaching methods, the cultivation of lifelong learning skills, and attempts to attract foreign students. Arising from such revisions, a block of course units for deepening knowledge in the advertising field was supplemented by the introduction of four additional optional subjects.

Social partners are involved in the processes of improving the programme. Each year, an assessment of study programmes is carried out by the College. This involves students, the most recent graduates, and employers. A survey of students to obtain their views on the quality of studies is conducted systematically twice per year, while the monitoring of a common system for assessing theses and a survey on the competencies of graduates (which involves employers) are also implemented. Cooperation with other higher-education institutions also forms part of College strategy. Employers will also become involved in the assessment and improvement of the AD programme during their examination of final-year graduate theses and an appraisal of the students' defence of such project work. As part of this process, members of the Qualifications Commission will give their observations on the professional competencies of students, the relevance of topics selected for theses, and the practical potential of such research output.

Student feedback confirms the correspondence which exists between aspects of the programme such as: the study process and the content of subject course units; applied study methods and the assessment system; and, the suitability of the student workload for the achievement of quality criteria and the attainment of learning outcomes. Student participation in professional activity experience provides confirmation of the essential link which is being maintained between theory and practice, plus the relevance/suitability of the learning outcomes which have been defined for this element of the study process. The results of students' surveys are also important when selecting academic staff for the following year. Recent steps towards improving the programme were initiated after taking into account the opinions of social partners (as stated in surveys) on how education and training in this study area should respond to evolving labour market trends and needs.

The management of the programme and related quality assurance systems is organised according to the existing and pending legislation, national and international standards, and the traditions of higher education. As already mentioned above, social partners, students and lecturers participate in the quality assessment activity. Student surveys over recent years 2009, 2010, 2011 show that 85% of respondents favourably assess the educational quality of the learning environment within

the SMK. Advertising Design programme students who participated in this survey in 2011 also responded positively. The College also subscribes to the Principles of Responsible Management Education (PRME), a global initiative to promote best practice in Higher Education. The goodwill towards the programme and the College in general was apparent during the various discussions which the panel conducted with stakeholders on the occasion of the visit to the institution.

III. RECOMMENDATIONS

This report should be considered as a unified document containing suggestions and recommendations, some of which are now reiterated in the following extended list:

- There is need to decrease the number of learning outcomes in order to focus the programme on fewer, more readily identifiable goals. The language used to describe aims and learning outcomes should reflect more strongly a commitment to develop students' higher-level thinking and conceptualisation skills. As currently written, aims and learning outcomes emphasise, almost exclusively, the practical dimension of the programme.
- The difference between the title of the programme and the name of the award to be conferred on graduates warrants a solution. The comprehensive scope of the curriculum also suggests that the programme title - Advertising Design - is not doing full justice to the qualification or the competencies which graduates are likely to bring to the labour market. The perception of the programme, as envisaged from the title could also be a barrier in terms of attracting students.
- The word 'Introduction' should be removed from subject titles such as Introduction to Creative Industries and Introduction to Advertising, as the term is implied already by virtue of the location of such course units within the curriculum.
- The use of subject titles e.g. Advertising Design 1 and 2 which are identical to the programme title should be avoided. A greater emphasis on sustainable development and the practice of responsible business activity is planned by the College and the panel supports this approach. The addition of a module on Entrepreneurship is also regarded as highly desirable, as is an expansion in the use of English for curriculum delivery purposes.
- The substantial growth in internet advertising should be reflected in both media studies and the creative side of study field subjects within the programme. It would also be

advisable to acquaint students with advertising research methodologies, such as NPS, NeedScope/Branjobs, TNS Matrix, etc.

- Stronger professional collaboration between academic staff and the wider marketing and advertising business community both nationally and internationally is encouraged for the purpose of keeping the curriculum up to date and facilitating discussing of real-life techniques, especially in the fields of research and media. Such cooperation and common purpose would also serve to enhance the strategic internationalisation efforts which the College has planned for this programme.
- Academic have the potential for a wider and deeper involvement in research and scientific activity generally. Amongst the recommended priorities are :remaining and becoming familiar with recent literature from international databases, e-books and other fresh material; increased participation in scientific conferences; and ongoing research into the latest teaching and learning methodologies. The fullest possible level of communication and sharing of expertise between academic staff employed in Klaipeda and Vilnius is recommended, in the best interests of students and the overall future development and enhancement of the programme.
- A further improvement in the effectiveness of the Study Programme Committee could be achieved by increasing the number of stakeholder representatives and formalising procedures to a greater extent.

IV. SUMMARY

The proposals contained throughout this report are intended to add further value to an already impressive and well-managed study programme with a strong emphasis on quality assurance.

Labour market needs and expectations are the focus of this programme. The existing strong relationship between the College and the business community has been highly instrumental in the development of programme aims, learning outcomes and curriculum content.

The programme aims and learning outcomes, although subject to further refinement as recommended, are well defined, clear, publicly accessible, and generally based on academic and professional requirements. They are also consistent with the type and level of studies and the nature of the qualification being offered. Study subjects are spread evenly, their themes are not repetitive, and their content and scope are in harmony with both the type and level of studies and the prescribed learning outcomes. Staff are qualified and adequate in number to support students'

achievement of the learning outcomes, and the College has created basic conditions for the ongoing professional development of teaching staff.

The premises, teaching materials and learning facilities are highly adequate, both in size and quality. The admissions and study process arrangements are regarded as very appropriate. The comprehensive, although somewhat complex, regulations for the conduct of student assessment, including resits, appear to be well understood by students.

The College has an established structure for programme development, monitoring and enhancement, within which responsibilities are defined for each level of participation. The information and data collected from surveys involving all stakeholders, is used to inform programme development activity. Students consider that their views are sought, listened to and, where possible, acted upon. Teachers regard themselves as an integral part of the quality improvement efforts, and believe that their views are valued within the process.

Programme management at all levels is seen to adopt a strategic and visionary approach, with quality, service, and effective team working high on all agendas related to how this particular programme might be improved and further developed.

The members of the evaluation panel wish to thank the College and the various stakeholders for the courtesy and enthusiasm displayed on the occasion of the site visit. All discussions were conducted in a positive and supportive manner, and the level of goodwill towards the programme and the College was readily apparent.

V. GENERAL ASSESSMENT

The study programme *Advertising Design* (state code – 653N56003) at University of Applied Social Sciences Klaipėda Department 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	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	21

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

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

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

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

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

Socialinių mokslų kolegijos (Klaipėdos filialo) studijų programa *Reklamos kūrimas* (valstybinis kodas – 653N56003) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Šiose vertinimo išvadose pateiktais pasiūlymais siekiama padidinti ir taip įspūdingos studijų programos, kuriai yra gerai vadovaujama orientuojantis į kokybės užtikrinimą, vertę.

Šios programos dėmesio centre – darbo rinkos poreikiai ir lūkesčiai. Stiprūs dabartiniai Kolegijos ryšiai su verslo bendruomene labai padėjo kurti programos tikslus, numatomus studijų rezultatus ir programos sandaros turinį.

Programos tikslai ir numatomi studijų rezultatai (nors juos ir rekomenduojama toliau tobulinti) yra apibrėžti, aiškūs, viešai skelbiami ir pagrįsti akademiniais bei profesiniais reikalavimais. Be

to, jie atitinka studijų rūšį, pakopą ir suteikiamų kvalifikacijų lygį. Studijų dalykai išdėstyti nuosekliai, jų temos nesikartoja, o turinys ir apimtis atitinka studijų rūšį, pakopą ir nurodytus studijų rezultatus. Dėstytojai yra kvalifikuoti, o jų skaičius pakankamas numatomiems studijų rezultatams pasiekti; Kolegija yra sudariusi sąlygas nuolatiniam dėstytojų profesiniam tobulėjimui.

Patalpos, įranga ir metodiniai ištekliai yra tinkami, ir jų pakanka. Priėmimo į studijas reikalavimai yra pagrįsti, studijų procesas organizuojamas tinkamai. Studentų vertinimo (įskaitant perlaikymą) taisyklės išsamios, nors šiek tiek sudėtingos, bet studentai jas gerai supranta.

Kolegija yra parengusi programos tobulinimo, stebėjimo ir stiprinimo tvarką, kuria remiantis apibrėžta visų lygių dalyvių atsakomybė. Per apklausas, kuriose dalyvauja ir visi socialiniai dalininkai, surinkta informacija ir duomenys yra panaudojami programai tobulinti. Studentai teigia, kad jų prašoma pateikti nuomonę, į ją įsiklausoma ir, kai įmanoma, ja remiantis imamas veiksmų. Dėstytojai mano, kad jie taip pat prisideda prie kokybės gerinimo proceso ir kad jų nuomonė vertinama.

Matyti, kad visų lygių programos vadovybė turi strategiją ir viziją, ir veiksmingai dirbančią komandą, kuri atkakliai stengiasi išspręsti visus su šios programos tobulinimu susijusius klausimus.

Vertinimo grupės nariai dėkoja Kolegijai ir įvairiems socialiniams dalininkams už malonų priėmimą ir energingą bendradarbiavimą vizito metu. Visų pokalbių metu buvo jaučiamas pasitikėjimas, palaikymas ir geranoriškumas.

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.

- Reikia sumažinti numatomų studijų rezultatų skaičių, kad sumažėtų programos tikslų ir jie būtų aiškesni. Programos tikslų ir numatomų studijų rezultatų formuluotėse turėtų ryškiau atsispindėti įsipareigojimas formuoti studentų aukštesnio lygio mąstymą ir suvokimo įgūdžius. Beveik visose dabartinėse programos tikslų ir numatomų studijų rezultatų formuluotėse akcentuojamas praktinis programos aspektas.

- Programos pavadinimas turi būti suderintas su mokslinio laipsnio, kuris bus suteiktas absolventams, pavadinimu. Plati šios programos apimtis taip pat reiškia, kad programos pavadinimas – Reklamos kūrimas – ne visiškai atitinka kvalifikaciją arba gebėjimus, kuriuos turės į darbo rinką ateisiantys absolventai. Programos suvokimas, kurį suponuoja pavadinimas, taip gali būti kliūtis pritraukti studentus.
- Reikėtų išbraukti žodį „Įvadas“ iš kai kurių dalykų pavadinimų, pavyzdžiui, *Kūrybinių industrijų įvadas* ir *Reklamos įvadas*, nes ši sąvoka jau numanoma iš to, kokią vietą programoje užima šie studijų dalykai.
- Reikėtų vengti vartoti tokius dalykų pavadinimus kaip, pvz., 1 ir 2 Reklamos (kūrimo) projektas, kurie atitinka programos pavadinimą. Kolegija ketina daugiau dėmesio skirti tvariam atsakingo verslo vystymui ir praktikai, ir vertinimo grupė pritaria šiam požiūriui. Labai pageidautina papildyti programą studijų dalyku *Antreprenerystė* ir daugiau dalykų dėstyti anglų kalba.
- Pagal šią programą studijuojant žiniasklaidos priemones ir su kūrybiškumu susijusius studijų krypties dalykus juose turėtų atsispindėti sparti internetinės reklamos plėtra. Rekomenduojama supažindinti studentus su reklamos (rinkos) tyrimo metodikomis, pvz., *NPS*, *NeedScope/Branjobs*, *TNS Matrix* ir t. t.
- Norint, kad programa būtų nuolat atnaujinama, ir siekiant palengvinti praktinių metodų, ypač mokslinių tyrimų ir žiniasklaidos srities, svarstymą, reikėtų stiprinti profesinį akademinio personalo ir plačiosios rinkodaros bei reklamos verslo bendruomenės bendradarbiavimą šalies ir tarptautiniu mastu. Toks bendradarbiavimas ir bendras tikslas padėtų, kaip planavo Kolegija, sustiprinti šios programos tarptautinį aspektą.
- Akademinis personalas iš esmės turi potencialą giliau įsitraukti į mokslo taikomąją veiklą. Rekomenduojami šie prioritetai: pasinaudojant tarptautinėmis duomenų bazėmis, e-knygomis ir kita nauja medžiaga nuolat susipažinti su naujausia literatūra; aktyviau dalyvauti mokslinėse konferencijose ir pastoviai atlikti mokslinius tyrimus ieškant naujų mokymo bei mokymosi metodų. Rekomenduojama, kad Klaipėdos ir Vilniaus dėstytojai kuo daugiau bendradarbiautų ir dalytųsi žiniomis, nes tai geriausiai tenkins studentų interesus ir apskritai padės ateityje tobulinti programą ir didinti jos vertę.
- Studijų programos komiteto veiklą būtų galima pagerinti padidinus socialinių dalininkų skaičių komitete ir suteikiant daugiau oficialumo procedūroms.

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