SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
REKLAMOS VADYBOS **PROGRAMOS (621N50005)**
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *ADVERTISING MANAGEMENT* (621N50005)
STUDY PROGRAMME
at Vytautas Magnus University

Grupės vadovas: Team Leader:	Paul O'Sullivan
Grupės nariai: Team members:	Prof. habil. dr. Csaba Forgács
	Prof. dr. Jürgen Bruns
	Prof. Marie-Paule Sheard
	Prof. dr. Sigitas Urbonavičius
	Darius Bagdžiūnas
	Justinas Žalys

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Reklamos vadyba***
Valstybinis kodas	621N50005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Rinkodara
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rinkodaros magistras
Studijų programos įregistravimo data	2011-04-01 , Nr. ISAK 1-01-16

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	***Advertising Management***
State code	621N50005
Study area	Social Sciences
Study field	Marketing
Kind of the study programme	University studies
Level of studies	second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Marketing
Date of registration of the study programme	01-04-2011, No. ISAK 1-01-16

Studijų kokybės vertinimo centras

CONTENTS

I. INTRODUCTION

The purpose of the report is to present the key findings of an evaluation of the MA Advertising Management Study Programme delivered by Vytautas Magnus University [hereinafter – VMU]. VMU was first established in 1922 and re-established in 1989. It is a university of Liberal Arts oriented towards a humanist culture, with a strong emphasis on studying broadly themed courses. VMU also has a strong international culture and profile. It is organised into 10 faculties [Arts, Catholic Theology, Economics and Management, Humanities, Informatics, Law, Natural Sciences, Political Science and Diplomacy, Social Sciences, Music Academy]. It offers 39 Bachelor programmes (3 of which are taught in English), 52 Master programmes [15 of which are taught in English] and 15 Postgraduate study programmes, including Doctoral studies in 17 different fields. A wide range of foreign language courses are also available. Internationalisation is a key strategic priority of the university.

The MA Advertising Management is a second cycle study programme delivered by the Department of Marketing, based in the Faculty of Economics and Management. It is a 2 year, 120 ECTS programme. It was registered with the Centre for Quality Assessment in Higher Education [hereinafter – SKVC] in March 2011 and the first cohort of students started in September 2011. The programme received 28 applications in this first year and 9 students were admitted, of which 5 had state funded places. In the second year, the programme received 30 applications, and 11 students were admitted of which 6 had state funded places. The other departments of the Faculty [Economics, Finance and Management] collaborate with the Department of Marketing in the delivery of the Study Programme, in terms of staff and facilities. The Faculty provides 5 Bachelor programmes and 8 Masters study programmes.

The Evaluation Team was put together by SKVC and consisted of:
Prof. Paul O'Sullivan [Team Leader], Prof. Csaba Forgacs, Mr Darius Bagdziunas [social partner], Mr Justinas Zalys [student representative], Prof. Dr. Sigitas Urbonavicius, Prof. Marie-Paule Sheard, Prof. Juergen Bruns was also due to be part of the panel but was absent due to health reasons.

The Evaluation process was based on the scrutiny of the Self-Evaluation Report [hereinafter – SER] submitted by the Self-Assessment Group at VMU. The SER was supported by a number of annexes presenting supporting data. The scrutiny and analysis of the report was carried out according to criteria clearly set out in a methodology document. This was followed by a visit to

VMU which allowed meetings and discussions with Senior Staff of the Faculty, with staff responsible for organising and writing the SER, with teachers responsible for teaching courses on the programme, with current students and alumni and with social partners. After the visit on 23 and 24 October, 2013, the Evaluation Team discussed their findings and agreed on an evaluation of the programme, submitted in report format to the Programme Team. Following receipt of the comments from the VMU team, the final report was prepared integrating, where appropriate, points made in response to the first draft of the report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The main aim of the programme is to produce highly qualified advertising managers who are able to think strategically and react quickly to changing environments. The realisation of this aim is facilitated through 8 distinct intended learning outcomes. These are generally well-phrased and reflect a student centred approach. They focus on students' ability to think critically, work independently as well as within a team. It is noted that the learning outcomes are purposefully interlinked, to provide breadth as well as specialism, and are expressed within the context of the field of study [Advertising Management]. Breadth is useful with respect to the career aspirations of students in the field of study. Graduates will be able to take up employment in different business enterprises as a result. However, the terminology used in the phrasing of the Learning Outcomes within the individual course descriptions does not explicitly reflect the high level competences and skills which can be expected in a Master programme, such as critical thinking and analytical skills. In addition the following Study Programme aim should be added: that students must be able to carry out independently a piece of scientific research and present the findings in a thesis. In addition, as the programme was scrutinised alongside 2 other Masters in the Faculty [Master of Marketing and International Commerce and Master of Marketing and Sales], it was noted that there was very little difference between the aims and learning outcomes of the 3 study programmes. For the Master in Advertising Management, creativity skills should be highlighted as a specific aim of the programme.

Nonetheless the programme aims and learning outcomes are consistent with the type and level of the qualification offered [e.g.independent work, evaluation, problem solving]. However, the programme title focuses on Advertising but the learning outcomes and the content do not reflect this as much as could be expected so there is a lack of compatibility between the title and the content of the course.

The Learning outcomes comply with the legal requirements at both national and European level. They also reflect the needs of the labour market in the Republic of Lithuania, as indicated by data provided by the Lithuanian Department of Statistics, showing the need for workers in the field of sales, marketing and advertising as well as the substantial growth of the number of enterprises in the country.

The aims and learning outcomes of the programme, as all other related details, are made available publicly through the system governed by the Ministry of Education and Science [AIKOS]. They are also accessible via the University website as well as other appropriate websites and publications. Staff also present the aim and learning outcomes of the programme to the students at the start of the first year.

2. Curriculum design

The Study Programme meets national and European requirements, as well as University regulations in terms of, for example, length of study, number of courses per semester, credit load and size of the Final Thesis [30 ECTS]. The course descriptions contained in Annex 1 of the Self-Evaluation Report are useful in demonstrating the links between subjects and the Programme outcomes, course outcomes and requirements from students. Although high level competencies such as critical thinking and evaluation were not clearly expressed in the programme aims, these are found amongst the learning outcomes of the various courses. The subjects are evenly spread over the duration of the programme with the Final Thesis taking up the last semester. Students also have the opportunity to customise their studies by selecting option courses.

Some of the course descriptions make reference to pre-requisites. These are of 2 types: the first type is a Pre-requisite which should be completed before admission to the programme [e.g. Marketing Communication as a Pre-requisite for Advertising Theory]. Although this was not clearly explained in the SER, discussions with the staff revealed that applicants are filtered and those without Marketing Communication in their Bachelor studies are rejected. The second type is a Pre-requisite which must be completed during the programme before selecting a course, for example as an option [e.g. Advertising Business is a Pre-requisite for the option. Projects and Process Management, as per Annex 4 Table 1]. Therefore, this reveals sequencing issues which may hinder students' learning opportunities.

The programme structure includes 3 Research Paper courses, one in each of the first 3 semesters. Papers are presented and defended. Discussions with staff revealed that Research Paper 1 aims to deliver knowledge and skills needed to implement and advertising plan; Research Paper 2 aims to enable students to identify aspects of social responsibility in advertising, prepare an advertising project for a company or in relation to a social problem; Research Paper 3 aims to enable students to prepare an advertising campaign for a company. It is therefore clear that all 3 courses are relating very closely to advertising practice. Although these courses are no doubt very beneficial to students they do not in any way prepare them for the Final Thesis, in terms of scientific Research Methodology and analytical skills. The SER team and other staff told the panel that students have studied Research Methods in their Bachelor and that their individual supervisors can help them with methodology questions if they have any. The panel was also told that students often select their Thesis topics based on the work they have done in theses papers. However, when speaking with students and graduates, it was clear that they could leave it as late as the end of semester 3 before selecting a topic and that most of them did so. The panel was also told by a graduate that he had to consult a former teacher who was not related to the programme as he was struggling with the analytical aspects of the work. The relatively low quality of the Theses which were presented for scrutiny to the panel is most likely related to this issue of curriculum design. The panel reflected that they were not enough of a scientific nature.

Although the course descriptions indicate that staff make efforts to reflect in their courses aspects of technology development in their field, the panel felt that elements such as digital marketing and social media marketing were not sufficiently covered in the programme. Teachers admitted that they felt there should be a separate course in the future to cover these aspects. Aspects of marketing which are crucial to Advertising such as Brand Management for example are only included as one relatively small part of the Integrated Communication Management course. However, the experts' group understands that such courses are available at this level in the Department. Additionally, the textbooks listed in the course descriptions tend to be rather old in many cases.

 It is pleasing to note that staff include a large amount of independent group work, results of which students submit in both written and oral format.

The panel recognises the challenges which the Faculty faces in providing a programme which is close to a conversion programme, with business and non-business graduates in the student population.

3. Staff

There are 12 members in the Study Programme staff, including staff from outside of the Marketing department. This is sufficient for the relatively small size of the cohort, although students from outside the Study Programme can attend the courses. All staff are recruited according to the legal requirements of the Ministry of Education and Science. Majority of teaching staff have Doctorates and the 2 teachers who do not yet have their Doctorate have a Masters qualification. Most staff have many years of experience in both teaching and research, as well as some practical experience in industry. Some of the part-time teachers also work in companies, e.g., JSC Eiginta, BIG IDEA LT [Advertising Agency], as well as NGOs. This aspect is particularly important for this type of programme. However, 3 names are present on all the programmes examined during the visit, and there are no staff with research or practical experience in Advertising, especially in the digital aspects of Marketing and Advertising. Therefore, although the overall staff size is apparently sufficient, it is clear that many of these staff are involved in several other programmes also, and do not have the correct background for the Marketing and Advertising programme.

Teachers' workload is determined by a Standard established by the Rector's office. Teachers publish their research results in scientific journals [e.g., Journal Of Management, Journal of Social Sciences, Journal of Business Economics and Management]and take part in conferences in Lithuania and abroad [e.g, International Conference on Business-Science-Government partnership; International Conference on Customer as Change Driving force; International Conference Practice and Research in Private and Public Sector].

Other forms of scholarly activities include internships in European Higher Education Institutions, Erasmus mobility as well as involvement in international projects. Teachers also take part in Training sessions to improve their pedagogical skills, for example with respect to "problem-based teaching" and how to formulate aims and learning outcomes. With regards to future development needs, the staff feel that, given the University drive towards Internationalisation, staff will need support with respect to dealing with students from different countries, such as language issues and cultural differences.

The Marketing Department, in which the Study Programme is based, has in addition developed a special "cluster" or unit to support research of a practical, applied nature. It is hoped that this unit will in future be able to fill the gaps in terms of Advertising specific research. Teachers are also

involved in a range of further professional activities such as supervising Doctoral studies, acting as Quality experts, and contributing to a range of professional associations and bodies.

The University and the faculty offer many opportunities for academic mobility through the LLP Erasmus programme or other exchanges. The take up for these among the Study Programme teachers is high. Every year more than 50% of the full-time teachers of the Study Programme take up academic mobility activities.

At the end of each year teachers must submit a report on their scholarly activities, the level of which is linked to financial rewards. Although, it is stated that issues of professional development are addressed in department and faculty meetings, staff development is not systematically organised, promoted, funded or monitored [besides the annual reports]. There is no clear Staff Development policy at University or Faculty level, which may explain the gap in staffing with specific knowledge and expertise mentioned above.

The panel anticipates that the staffing situation will improve as the Department employs some excellent younger staff who are in the process of completing their PhDs. The panel was impressed by these individuals and feels that they should be the ones to supervise scientific work in the future.

4. Facilities and learning resources

The University buildings are situated close to each other. This is helpful given the interdepartmental nature of the work on the Study Programme. The Faculty has an appropriate number of rooms at its disposal to deliver the programme, although rooms are in general use and not specific to a particular Study Programme. A number of rooms in the Faculty have been recently refurbished. There is a broad range of room sizes from large [100-140 seats] to small [12-25 seats] which is useful given the various methods of teaching and learning employed on the programme. Classrooms are properly equipped with multimedia projectors and have internet access. Other special devices can be brought in by technical services as required. There is a good number of computer stations and other facilities such as laptops available for students and staff. The University has established an Intranet facility which is used to circulate teaching material, answering students' questions and other communications.

The Library provides good borrowing and reading facilities and also access to around 30 Databases. Students also have access to other libraries. The opening hours are satisfactory

[from 9.00 to 19.00 during the week; from 9.00 to 16.00 on Saturdays]. It is noted that the library is also open on Sundays [from 9.00 to 16.00] during exam periods. These hours however do not enable students to work within the Library environment during the evenings which may be a disadvantage. E-Textbooks are used substantially for the courses. This counteracts the relative lack of the latest textbooks and professional literature in the physical library. Students tend to be satisfied with the speed and reliability of the internet. They use SPSS within the Library. There is no special software available for the use on the programme to support the Advertising aspects of the curriculum [e.g. Google Analytics] be it in the Library or Faculty. There are no Mac computers either which is regrettable as the Advertising industry uses Mac equipment almost exclusively.

The University and Faculty have a number of Virtual Learning Environments [hereinafter – VLEs] or the use of students and staff, mainly First Class and Moodle. Most teachers use the VLEs and what is posted on one system also appears on the other. It is not clear however why both systems are used.

The Faculty also has an impressive Video Conferencing room which is used for collaboration with one of their partners [the University of Louvain in Belgium] and is used by the students also when they are working on joint projects with the partner's students [although this is mainly for the students of the Master in Marketing and International Commerce].

5. *Study process and student assessment*

The admission and selection process is in line with the legal requirements set out by the Ministry of Education and Science of the Republic of Lithuania and with the University Regulations. Students must have a Bachelor in the same or related field of study to enter the competition for places. Those who have a Bachelor from another university must take an English test. Applications are evaluated by an Admission Commission [Study Programme staff and social partners] and their selection is approved by the Rector. In particular, students' applications are filtered according to whether their prior studies or experience include some of the pre-requisite elements such as Marketing Communication.

Some of the places are state-funded and demand is stable but remains fairly low [9 students on the first cohort; 11 students on the second cohort]. The Department must consider whether there is real demand for this programme and whether it will continue to remain viable in the future, unless a system of shared courses with other programmes is established.

It is pleasing to note that no students have dropped out of the programme. This shows satisfaction and that the students are well supported [latest survey reveals 60% satisfaction]. Students have demonstrated through assessment that they have achieved the required learning outcomes by achieving high grades with no failures. The programme follows the Assessment Policy of the University which, according to staff, drives a culture of Right First Time, and drives the level of success. In other words, the policy aims to teach student to work hard to produce the best piece of work possible and not to rely on a second chance. However, the experts' group noted that in the case of the Final Theses marks tend to be rather generous. It is noted that students can redeem a failure. They can resit a failed course once free of charge and repeat again on payment of a fee. However, they can only resit the final exam part of the course assessment. The first reassessment occurs within the same teaching session but if students fail again they must repeat the course, with attendance and take the reassessment the following year. This is acceptable as a policy.

Students can choose their individual study schedule and establish their study plans per semester selecting courses from proposed lists. This demonstrates a high degree of student focus however the level of flexibility must depend on the required order of delivery of the courses. The course descriptions mention Pre-requisites [Refer to same issue in Curriculum Design section]. Lectures tend to be scheduled in the evening, starting from 17.00 or 18.00. This is appreciated by students as it allows them to work during the day. Beside Lectures and seminars, consultations with teachers are also available especially for group work. Students can also contact teachers via Moodle and/or First Class. Practical assignments are used and these include case studies, presentations of research papers, projects including real life projects in some courses [e.g. Creative Strategies course which involves NGOs]. Graduates have indicated that these methods are much appreciated but that they would appreciate more work in real companies or organisations.

The Study Programme uses the cumulative score system, allocating different percentages of a grade to the different elements of an assessment. There are several assessments within one course during one semester.   Although, some of the assessments are considered as formative, they are in fact summative as all elements contribute to the final grade for the course. It is noted that the Study Programme team has reflected on the appropriateness of the allocation of assessment elements. It has recently increased the percentage of marks allocated for independent work and decreased the percentage for colloquium. This is in line with the aim and learning

outcomes of the programme. The Final Thesis is evaluated through a viva which is attended by no less than 5 persons including externals [academic and business].

The University Assessment Regulations consider issues of cheating in exams but there is no statement of provision for dealing with plagiarism which must be a potential issue given the emphasis on individual work. The most common software packages do not make provide sufficient filtering for plagiarised work which has been translated into Lithuanian. However, the University is conscious of this issue and working towards a solution.

Students do occasionally get involved in research and other activities but these are not organised especially. The initiative is left to the students who have opportunities to organise and contribute to seminars, conferences and public lectures at VMU and other universities. Students are also encouraged to assist in their teachers' research projects but again there is no systematic involvement. It is not possible to assess how common the involvement of students in teachers' project is but students met during the visit did confirm that they had taken up the opportunity to contribute to their teachers' research.

Student support is provided in a number of ways. Students have easy access to accurate and timely information through the VLEs or Email. They have opportunities for scholarships and other financial support. They are supported academically via digital and face-to-face consultations with their teachers. For example, they can go and discuss feedback on an assignment with a teacher on a one-to-one basis. The Career and Competences Centre of the University also provides career consultations. Support for the disabled is also available. Students also have opportunities for involvement in activities which provide informal learning [e.g., volunteering]. However, this is not organised, evaluated or registered in the students' records systematically. There does not appear to be a formal service offering pastoral counselling [e.g., if students are stressed or have personal problems] but it is clear from discussions with students, graduates and teachers that there is a high level of friendly, informal interaction between staff and students, which is much appreciated and creates a high level of loyalty. This level of loyalty is reflected by the social partners met during the visit, many of whom were graduates of the Faculty [although not of the programme as it is very recent].

Mobility opportunities for students are available. Students on the Study Programme can choose from 18 foreign universities with agreements with the University and Faculty. However, no students from the programme have taken these up until now, as it became clear during the visit

that all students work full-time. There are no incoming students from abroad as the programme is currently taught solely in Lithuanian. However, there are plans to develop courses taught in English. In fact the Faculty website does state that some of these are available for 2013 entry, e.g., Relationship Marketing. The students do come across foreign students when they are studying optional courses which are attended by students from abroad. The policy is that when foreign students are present in the classroom, the delivery language switches to English. There are also guest lecturers from outside Lithuania and the delivery language is usually English.

6. Programme management

Responsibility for the programme lies with the Study Programme Committee along with the Head of the Marketing Department, the Dean and the Faculty Board. This committee is composed according to the VMU regulations. It is pleasing to note that the committee is at programme level. The committee reports updates and changes to the programme and generally liaises with the Office of Academic Affairs of the University, the office of the Vice Rector (Studies) and the Centre for Study Quality and Innovation, and other key offices as appropriate.

A number of initiatives exist to involve various stakeholders in considering the organisation of the study content and issues of the study environment. These stakeholders include social partners and alumni. All teachers and PhD students have the opportunity to get involved in decisions relating to the Study Programme through a range of means although these are not specified.

Teachers have ultimate responsibility for the quality of their courses, including updating, selecting materials and methods as well as assessment criteria. Teachers and students of the Study Programme are encouraged to give suggestions for the update of the curriculum to the Committee. These issues are discussed in committee, department and faculty meetings. However, there appears to be no mechanism for promoting and recording this type of feedback.

The Quality Assurance system is based on a continuous process which uses both quantitative and qualitative approaches. Students have the opportunity to evaluate courses at the end of each semester. This is done during the last lecture and it appears to be a compulsory activity. The format used to collect this feedback is not specified. There is an annual evaluation at Study Programme level. The Centre for Quality administers an additional questionnaire based on 10 quality criteria. Completion of this questionnaire is voluntary. Results are discussed with the Head of the Committee and inform an improvement plan as appropriate. Another survey was set

up by the Study Programme Committee to support the Self-evaluation activity. External stakeholders are involved in the evaluation. At least one social partner sits on the Study Programme Committee. Social partners also take part in Thesis Defence panels. It is pleasing to note that the Faculty has many interactions with business although the nature of these is not specified.

The results of evaluations and the decisions on changes or improvements are posted on the Faculty and Department websites. It is assumed but not stated explicitly that students are able to see this information. Results and decisions are also discussed within the Study Programme Committee and at Marketing Department meetings.

It is clear that interactions with the student body and among the teachers with respect to issues of programme management are numerous. However, it became evident during the visit that there is a lack of systematic application of a formal review process. The panel was able to meet the current Student Representative for the programme and this person confirms that she attends a meeting once a semester after the results of the survey are published [on website and via First Class]. However, the representative did not have a formal way of discussing potential issues with classmates or of giving information of what was discussed at the meeting. Social partners were not aware either of the Study Programme Committee, although one person in the group mentioned that he was involved in meetings regarding the SER process. Finally, there were no formal records of any meetings [agendas, minutes, action plans] which tends to confirm the rather informal approach to programme review.

III. RECOMMENDATIONS

1. The programme team should include learning outcomes relating to the need for students to demonstrate the ability to carry out an independent piece of scientific research and present the findings in a thesis, and to demonstrate creativity skills.

2. The programme team should introduce formal support for Research Methods to enable students to complete Theses of a scientific nature including the use of advanced analytical methods.

3. Instead of squeezing the whole Thesis process into semester 4, the programme team should require students to select a Thesis topic early in the programme and no later than semester 2 to

allow students time to examine relevant literature before formulating their research question, and time for their thoughts to mature and to carry out empirical research as required.

4.   The programme team should review the content of the programme with a view to include courses or elements of courses more specifically relating to Advertising [e.g. Brand Management] and including the latest developments in digital and social media marketing and advertising.

5.   The programme team should review the sequencing of courses to ensure that pre-requisites do not preclude students from freely selecting options

6.   The Faculty should consider recruiting at least one additional member of staff with specific knowledge and experience of teaching advertising related aspects, in particular how the latest technology developments affect the work place in this industry. The Faculty and University should also consider how current members of staff can be guided in their Staff Development [including research and publications] towards these aspects, and how the younger members of staff can be given more supervisory responsibilities in the future.

7. The Faculty, Department and Study Programme team should consider how they can formalise their review process by instituting a formal schedule, agenda, minute keeping and establishing an annual action plan to be reported on at the next meeting. The role and responsibilities of student representatives and social partners should also be formalised to assist with this process.

IV. SUMMARY

The programme benefits from the high reputation of the university and word of mouth recommendations from graduates and social partners. Social partners are very supportive in particular and could be used more on the programme.

The Learning Outcomes of the programme are student centred although they are not well reflected within the Learning Outcomes of the course descriptions. In addition, the ability of students to produce an individual piece of scientific research and present their findings [i.e. the thesis] must be added.

The content of the programme is not fully consistent with its title as the choice of courses does not provide much teaching related to Advertising specifically. The lack of formal teaching on Research Methods to support the development and production of the Thesis is a significant weakness. The limitation of Thesis work to the final semester only is also a curriculum design problem.

The teaching staff are a great asset to the programme. They have heavy work loads and make every effort to develop their publication records as well as their pedagogical and business knowledge, including working with local businesses and international partners on projects. However, the staff with specific knowledge and experience to Advertising are under further pressure and the recruitment of additional staff is a serious consideration to take the programme into the future given the dynamic industry that is Advertising. Staff Development and assessment should also aim to improve this area.

The programme benefits from very good infrastructure in general and learning facilities in particular [Library, class rooms, computer labs, VLEs etc].

Students and staff enjoy a very good level of informal interactions. Teachers and their teaching approaches are very much appreciated by students as is the schedule [evening lectures allowing work during the day].

Finally, it is clear that the programme team seeks feedback from the teaching staff and the students. Discussions held with teachers and students indicated that their voices are heard. However, there is a significant lack of formality in the process. Formalising and recording the

work carried out to review the programme will benefit the Faculty in the long term when it considers future applications for accreditations from bodies such as EFMD [EQUIS] which require a lengthy paper trail.

V. GENERAL ASSESSMENT

The study programme *Advertising Management* (state code – 621N50005) at Vytautas Magnus University 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	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)	3
	Total:	**16**

*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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	Justinas Žalys

Studijų kokybės vertinimo centras

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Reklamos vadyba* (valstybinis kodas – 621N50005) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**16**

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Studijų programos patrauklumą didina aukšta Universiteto reputacija ir absolventų bei socialinių partnerių teigiami atsiliepimai. Socialiniai partneriai labai palaiko studijų programą ir turėtų būti įtraukiami dar labiau.

Programos studijų rezultatai orientuoti į studentą, nors studijų dalykų aprašuose pateiktuose studijų rezultatuose nėra gerai atspindėti. Be to, formuluojant studijų rezultatus reikėtų pridėti studentų gebėjimą savarankiškai atlikti mokslinį tyrimą ir pristatyti išvadas [t. y., baigiamajame darbe].

Studijų programos turinys nevisiškai atitinka pavadinimą, kadangi iš dėstomų studijų dalykų tik nedaugelis yra konkrečiai susiję su reklama. Didelis studijų programos trūkumas yra formalaus dėstymo apie tyrimo metodus, kuris padėtų rengiant ir rašant baigiamąjį darbą, stoka. Baigiamojo darbo rašymo nukėlimas į paskutinį semestrą taip pat yra studijų sandaros problema.

Dėstytojai yra didžiulis studijų programos turtas. Jiems tenka didžiulis darbo krūvis, bet jie deda visas pastangas rašyti straipsnius leidiniams, gilinti savo pedagogines ir srities žinias, įskaitant bendradarbiavimą su vietos bendrovėmis ir projektų įgyvendinimą su tarptautiniais partneriais. Vis dėlto specifinių žinių ir reklamos srities patirties turinčiam personalui tenka didelė įtampa, todėl reikėtų gerai apsvarstyti papildomo personalo samdymo galimybes ateityje, jei norima, kad studijų programa ir toliau gyvuotų turint galvoje reklamos srities dinamiškumą. Šios srities gerinimas taip pat turėtų būti akcentuojamas personalo profesinio tobulėjimo ir vertinimo procesuose.

Studijų programą vykdyti padeda gera infrastruktūra ir ypač studijavimo patalpos [biblioteka, auditorijos, kompiuterių laboratorijos, VMA ir pan.].

Studijų kokybės vertinimo centras

Studentai ir personalas puikiai bendrauja ir neformaliai. Studentai labai vertina dėstytojus ir jų dėstymo metodus, taip pat ir lankstų paskaitų tvarkaraštį [paskaitos vyksta vakare, todėl galima suderinti studijas ir darbą visą dieną].

Galiausiai yra akivaizdu, kad studijų programos grupė renka grįžtamojo ryšio informaciją iš personalo ir studentų. Per pokalbius su dėstytojais ir studentais paaiškėjo, kad jų nuomonės klausomasi. Vis dėlto procesas nėra toks oficialus, kokio norėtųsi. Studijų programos vertinimo metu atliktą darbą reiktų įforminti ir dokumentuoti, kas būtų naudinga Fakultetui ilgalaikėje perspektyvoje, jeigu jis sumanytų ateityje gauti tokių organizacijų, kaip EVPF [EQUIS], akreditaciją. Šios organizacijos reikalauja išsamios dokumentų sekos.

III. REKOMENDACIJOS

1. Reikėtų į programą įtraukti studijų rezultatus, susijusius su studentų gebėjimu pademonstruoti gebėjimą savarankiškai atlikti mokslinį tyrimą ir pristatyti išvadas baigiamajame darbe, taip pat gebėjimą pademonstruoti kūrybinius mokėjimus.

2. Reikėtų oficialiai remti mokslinių tyrimų metodus, kad studentai galėtų rašyti mokslinio pobūdžio baigiamuosius darbus, kuriuose būtų pasitelkiami pažangūs analitiniai metodai.

3. Nereikėtų viso baigiamojo darbo rašymo proceso įsprausti į 4-ą semestrą. Už studijų programą atsakingi asmenys turėtų reikalauti studentų pasirinkti baigiamojo darbo temą anksti, dar studijų pradžioje, bet ne vėliau nei 2-ame semestre, kad prieš imdamiesi formuluoti mokslinio tyrimo klausimą studentai turėtų pakankamai laiko aktualiai literatūrai išnagrinėti bei laiko mintims subrandinti ir empiriniam tyrimui atlikti, kaip to reikalaujama.

4. Reikėtų peržiūrėti studijų programos turinį ir įtraukti studijų dalykus ar studijų dalykų elementus labiau susijusius su reklama [pvz., prekių ženklo vadyba] bei skaitmeninės ir socialinės medijos marketingo bei reklamos naujoves.

5. Reikėtų peržiūrėti studijų dalykų dėstymo seką siekiant užtikrinti, kad privalomi reikalavimai netrukdytų studentams laisvai rinktis pasirenkamųjų studijų dalykų.

6. Fakultetas turėtų apsvarstyti galimybę pasamdyti dar bent vieną darbuotoją, turintį specifinių žinių ir patirties dėstant reklamos temas (pvz. tokias kaip, kokią įtaką naujausi technologiniai pasiekimai turi darbo vietoms šioje pramonėje). Fakultetas ir Universitetas turėtų apsvarstyti, kaip galima būtų padėti dabartiniams darbuotojams tobulinti šiuos aspektus [įskaitant mokslinę veiklą ir publikacijas] ir kaip jaunesniems personalo nariams galima būtų patikėti daugiau priežiūros pareigų ateityje.

7. Fakultetas, Katedra ir studijų programos grupė turėtų apsvarstyti, kaip įforminti vertinimo procesą sudarant oficialų grafiką, darbotvarkę, rengiant protokolus ir metinį veiksmų planą, apie kurio įgyvendinimą būtų atsiskaitoma kitame susitikime. Studentų atstovų ir socialinių partnerių vaidmenį ir atsakomybės sritis taip pat reikėtų įforminti siekiant paremti šį procesą.

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Studijų kokybės vertinimo centras