SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos

REKLAMOS VADYBOS PROGRAMOS (653N50003) VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *ADVERTISING MANAGEMENT* (653N50003) STUDY PROGRAMME

at Vilnius College

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Išvados parengtos anglų kalba
Report language - English

Studijų programos pavadinimas	*Reklamos vadyba*
Valstybinis kodas	653N50003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Rinkodara
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rinkodaros profesinis bakalauras
Studijų programos įregistravimo data	2011-06-30, Nr. ISAK 1-01-72

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Advertising Management*
State code	653N50003
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 Marketing
Date of registration of the study programme	30-06-2011, No. ISAK 1-01-72

CONTENTS

I. INTRODUCTION

Vilnius College, the largest University of Applied Sciences in Lithuania, was established in 2000, following the merger of different specialised higher education institutions. The mission of the College is to provide higher professional college education and to train specialists across a wide range of disciplines. In the last academic year, 48 study field programmes were provided for a population of 7,439 students. A total of 465 lecturers were employed to deliver these programmes.

The Bachelor in Advertising Management programme, the subject of this evaluation, is managed by the Department of Communication within the Faculty of Business Management. There are seven other Faculties in the institution. While the College has been offering Advertising Management studies since 1999, the current degree programme was renewed from 01 September 2011. This renewal involved a revision of learning outcomes and the allocation of credits to modules/subjects in accordance with the European Credit Transfer System (ECTS). The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) also formed the basis for ensuring that the programme was developed in accordance with national and international quality norms. Initially validated by a national review panel and accredited for the period 2011 – 2014, the evaluation described in this document is the first such review by an external international panel of experts.

A self-assessment group, led by the Head of Department of Communication, initially conducted an internal review of the programme and submitted the Self-Evaluation Report (SER) to SKVC for presentation to the external panel members. Two social partner representatives also participated in the internal review, as well as a student representative and other members of College academic staff. In effect, all divisions of the Business Management Faculty contributed to the self-assessment and to the writing of the report, which formed the basis for the work of the external panel. The content of the report was supplemented by information received during the site visit to the College on 07 October 2013. This visit also provided an opportunity for the assessment of facilities and resources available to students and staff of the programme.

In the process of developing this degree programme in Advertising Management, the College researched similar-type Bachelor degree opportunities in other European countries. This research provided guidance towards the determination of suitable aims, learning outcomes and content.

Labour market needs were also explored to determine the knowledge, skills and competencies which the graduate would be expected to possess to avail of employment opportunities and enhanced career development prospects. The outcome from this planned approach was a curriculum described in the SER as "applications oriented, focused on practical activities".

While the name of the study programme is Advertising Management, the qualification conferred upon the graduate is a professional Bachelor of Marketing award. This apparent dichotomy needs to be addressed by academic management within the College as both learning outcomes and the curriculum design is more specifically addressed to the Advertising field.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The current programme has been the result, among other things, of two different outcomes: 1) on the demand side some market research was conducted among social partners, in order to detect potential needs of the labour market; and 2) on the supply side the programme was defined after analysing foreign educational institutions' programmes.

The purpose of the programme is to produce graduates who "are able to analyse, plan and organise the advertising process in business enterprises and promotional activities in advertising agencies". They are also expected to develop "general and specific personal skills that help to understand the basic consumer needs, motivations and expectations, and to be able to focus on the business environment." Amongst the employment opportunities for which the qualification is deemed suitable are the preparation of advertising campaigns, the implementation of advertising projects, the undertaking of a variety of duties and responsibilities in advertising agencies, and the establishment of their own business enterprises in the case of some graduates.

The aims and objectives of the programme are well defined and clearly linked to the mission of the College. This mission and related vision of the institution, as described in the Strategic Plan 2009-2013, appears to be well understood, particularly by academic staff. The aims and learning outcomes are publicly available on line and also seem to have been developed in an integrated manner. However, students generally do not understand the learning outcomes concept, and their apparent lack of awareness regarding the meaning and relevance of learning outcomes suggests a communication deficit that should be addressed as a priority. Each teacher's establishment of a clearly identifiable link between examinations/assignment tests/projects and specific learning

outcomes should help students to appreciate more fully the importance of this dimension of the study programme.

It is essential that students are focused, and a commitment to the achievement of learning outcomes presupposes a knowledge of their meaning and importance within the education and training process. It can be stated that the aims and objectives of the programme comply with legislative requirements for similar professional Bachelor degree opportunities and are in accordance with standards set for a Level 6 award under the Lithuanian Framework of Qualifications.

2. Curriculum design

The programme meets all legal requirements and follows the Bologna process. General higher education objectives and quality assurance provisions also helped to form the background for curriculum design. The modular approach to programme content is innovative, with each module having been assigned 10 credits (or a multiple of 10). A total of 27 hours of student effort, however constituted, is required to justify the granting of a single credit. The reasons for allocating the same structure to all modules, in terms of hours, credits and assessment procedures should be revisited in any future review of the programme in order to establish the validity of such an approach. Equally, the sequencing of modules and their syllabus content should continue to be analysed on a regular basis. A stronger emphasis on advertising and related topics is needed at an early stage in curriculum delivery to provide a clearly identifiable focus and place the complementary subjects in context for the student. Other reservations about the current structure and content include the fact that the curriculum contains a module in Advertising Management (and Media Planning) which overlaps with the programme title, and a concern that the Advertising module is not delivered before the fourth semester for full-time and the fifth semester for part-time students.

As well as facilitating the acquisition of knowledge and the development of skills, the College supports the holistic development of students. Evidence of this, for example, may be seen from the inclusion of a 10-credit module on Sustainable Development in the first semester for both full-time and part-time students.

Marketing and Public Relations would seem to be a more appropriate name for the 10-credit Marketing module presented in the third semester, while it is surprising that the free-elective

module (10 credits) delivered in the same semester offers a Leadership and Creativity option which should be a mandatory component of the curriculum.

A stronger emphasis on legislation (including intellectual property and copyright issues), photography, and social advertising is also recommended. It is understood that the College is planning to introduce a new module in Social Media, and this is seen as a positive initiative in the context of the ongoing evolution of advertising as a global phenomenon. A key strength of the curriculum is the apparent balance between theory and practice which has been achieved. The programme is professionally oriented, with strong links to the private sector which help to ensure that it is adapted on a regular basis to meet the needs of a "constantly changing labour market" (SER).

Clear links have been established between programme aims, learning outcomes and study modules. The integration of the modules Entrepreneurship, Leadership and Creativity, and Project Management which formed the basis for a three-hour course lecture in 2012 is commended and worthy of repetition. Student-teacher meetings to review the outcome of each module are also a feature of ongoing attempts to assure programme quality. The inclusion of a Professional Practice module (20 credits) in the fourth semester (sixth semester for part-time students) followed by a final practice (also 20 credits) in the last semester allows for theory and practice to be integrated and helps to prepare students for the challenges and opportunities likely to be encountered upon graduation. The right to prepare the thesis is allowed only to those students who have received positive evaluations from all modules and practices of the study programme. It is essential that theses contain analyses and evaluations of alternative creative approaches towards addressing the chosen research topic or problem. The allocation of marks should reflect the fact that descriptive content alone will not be sufficient to achieve the best results. The defence of the thesis before examiners and the Commission should include a practical as well as a theoretical element.

3. Staff

The staff recruitment process is well documented and regulated. The institution acknowledges the difficulty being experienced in recruiting and retaining scientists who tend to opt for the University sector in the absence of financial incentives to remain with or join Colleges. It is understood that the government does not allow the provision of any such incentive. All members of the academic staff team have the necessary qualifications and experience, with three teachers

also currently employed in the advertising field. Twenty seven teachers involved in programme delivery have permanent status within the College, with eight others having parallel jobs.

Individual teachers prepare an annual report in the form of a self-assessment outlining developmental activities engaged in, together with future plans for professional self-improvement. While the number of teachers taking up internships is increasing, and more opportunities for practice abroad are becoming available each year, there is still a deficit in the quantity and quality of research work undertaken by members of the academic staff team. The College plans to give special attention to this matter in the near future. Staff publications and the participation of teachers in conferences (including the presentation of scientific papers) are other examples of areas where further improvement is necessary. The co-operation which exists with the Lithuanian Association of Communication Agencies (KOMMA), advertising agencies, public relations firms and business enterprises is an important factor in facilitating the efforts of the Communication Department to improve study quality. While the content of the SER did not elaborate on the nature of the working relationship between students and staff, it is understood that a positive atmosphere conductive to learning and student development exists within the institution. The international dimension of the programme could be enhanced by a greater involvement from visiting professors qualified in the marketing/advertising field and prepared to deliver focused presentations on particular topics related to the aims and objectives of the programme.

Amongst the positive features are the ratio of teachers to students, the age distribution of teachers, and the practical skills and experience which many members of academic staff have amassed over the years. It would be encouraging to have more scientists involved in teaching the curriculum, together with a greater commitment from individual teachers to the pursuit of Doctoral qualifications. Stronger professional cooperation and collaboration between programme staff and social partners is another area where potential for improvement can be identified. As advertising is an evolving global phenomenon, such links should extend beyond national boundaries.

4. Facilities and learning resources

The College provides an appropriate infrastructure to aid the academic learning process and enable students to develop relevant practical skills. Classrooms and laboratories are well equipped, while hardware and software are continuously updated and upgraded. A total of

approximately 200 computers are provided by the Faculty, and students of the Advertising Management programme can use 129 of these for study purposes. All are connected to a local network and the internet. The College accepts that photographic equipment resources need to be expanded, and this requirement has been incorporated into plans for the current academic year.

Students have access to a practice database of 360 companies, presented on Moodle. Since 2009, this resource has been renewed and updated on an annual basis. The use of the Moodle virtual learning environment by both full-time and part-time students is to be welcomed. However, it is apparent that the system needs further development, with extra study material added for the benefit of students. The somewhat limited current use of the platform suggests the necessity for a plan to encourage more teachers to become involved in the Moodle system.

The library consists of a central facility and eight Faculty libraries, to all of which Advertising Management students have access. The library has 339 places in the reading rooms and 87 computerised work places. In 2012 over 6,000 new books, 15.4% of which were foreign language publications, were acquired. The expansion in the number of periodicals generally available (336, with 121 in foreign languages) over the past two years is a positive development. A significant proportion of these new periodicals relate to Advertising Management studies. The wider utilisation of online library facilities by students is recommended. Although records show that 191 students from the programme used the Faculty library in 2012, only a few of them use such references in course works.

Each year, a material resource assessment is carried out for the purpose of reviewing computer hardware and software, learning resources and publications, as well as the condition and suitability of facilities.

5. *Study process and student assessment*

Admission to the Advertising Management programme is in accordance with legislative requirements, and is administered by LAMA BPO. There are no special entry requirements for the programme, and the most important criterion is the applicant's competitive score. Admission has remained stable over the past two years – with approximately 80 full-time and 40 part-time students joining the programme in each year.

The study process is organised on the basis of a policy approved by the Academic Council (which has eight student representatives) on 27 September 2011, and the Rector's order of the

same date. The organisation and implementation of the study process is impressive. The study methods used to achieve module learning outcomes include interactive lectures, portfolio methods, concept mapping, brainstorming, group discussions, problem-based tasks and role playing. Project work and the use of the 'round table' method facilitate the integration of theory and practice, as well as preparing students more effectively for the labour market. The academic performance of students is generally impressive, but the failure rate (34.1%) of part-time students in the academic year 2011-2012 is somewhat disappointing and worthy of further investigation. During the programme, students have the opportunity to participate in competitions, and to take part in international exchange schemes, under Erasmus. Within the past five years 34 students from the programme went abroad.

Lecturers present the results of intermediate tests to students within five days, and final examination results are announced three days later. Social support for students takes many forms, including scholarships, one-off social allowances, bonuses, dormitory accommodation, loans and social scholarships for students who might otherwise be unable to fund their education. The social scholarship amounts to 390 Litas per month. Academic support is provided throughout the various stages of the programme. Each year, lecturers update assignment tests and make efforts to individualise assessments in order to prevent plagiarism and academic dishonesty. The assessment process is based on "the principles of validity, reliability, clarity, availability, and fairness" (SER). In this context, it is essential that the College is seen to implement a coherent anti-plagiarism policy with sufficient deterrents to discourage student cheating and appropriate penalties in cases where the integrity of the system has been breached.

Graduates from the programme have been in high demand historically and are seen to adapt readily to the demands of the labour market. The students who commenced the revised Advertising Management programme in 2011 have not yet graduated, but the College is confident of maintaining the 85% job placement figure reached by those who successfully completed their studies under the original format. The SER provides examples of graduates who currently hold managerial positions within the companies/organisations in which they work.

Employment prospects for holders of this qualification are enhanced by the strong links which exist between the College and social partners, reinforced by a focus on the development of practical experience within the curriculum. However, the development of students' analytical skills and their capacity to evaluate alternative approaches to problem solving and decision making must remain as a cornerstone of programme design, content and delivery. As the

graduate progresses into a managerial role, these competencies will become even more important, as well as forming the basis for continuous lifelong learning. From 2011 onwards, the College has implemented an ESF project entitled "Improvement of Vilnius University of Applied Sciences Quality Management System".

6. Programme management

The Study Programme Committee has a key role in the management of the programme. Membership consists of seven representatives from the academic staff, student body and the private sector. The chairperson is the Head of the Communication Department within which the Advertising Management programme is delivered. The panel suggests that there is potential scope for a wider distribution of duties and responsibilities amongst the members of this working group, as the documentation supplied points to an excessive workload for the chairperson of the group. This comment is made despite the reassurance contained in the SER that individual committee members are assigned responsibility for specific areas such as: implementation of quality assurance procedures, evaluation of the study programme, measurement of the achievements of students and the effectiveness of lecturers' contribution to quality maintenance, analysis of study resources and supports for students, and the publicity of information.

Feedback from stakeholders is an essential element in efforts to guarantee programme quality. During work experience, surveys are carried out to assess employers' perceptions of student knowledge and skills, and any recommendations or suggestions for improvement are welcome in the Department. The role of students is also paramount in helping to improve the programme. In 2012, student feedback was obtained by means of an essay which they were invited to write on the quality dimension of their programme. The response to deficits in the curriculum identified by stakeholders has included the introduction of new material content into the curriculum. Examples include the inclusion of a subject entitled Leadership and Creativity (albeit only as an elective rather than a mandatory component), together with a broader emphasis on the advertising sales process and advertising business generally.

Currently, the modernisation of the programme under both full-time and part-time delivery modes is a major focus of attention within the College. The replacement of the final examination with a thesis is likely to present initial challenges for both students and staff. It is essential that students know and are capable of implementing the level of research normally expected at this final stage of a professional Bachelor degree programme. Guidance and close attention must be

paid by staff to ensure that the topic chosen is at the required level and allows scope for the student to engage in research, analysis and critical appraisal during the planning and completion of the project. The inclusion in the thesis of a section requiring the student to engage in self-reflection on the approach adopted and the benefits (or otherwise) of the associated learning process is highly advisable. The necessary foundation in research methodology must be provided by the College to enable students to produce theses of an appropriate standard.

In the context of expanding the international dimension of the programme, the College is recommended to place a stronger emphasis on the use of English for curriculum delivery. The implementation by management of a policy towards this end would be a worthwhile development. With regard to this wider dimension, it is pleasing to note that students already have the opportunity to learn about communication across cultures as part of their studies.

III. RECOMMENDATIONS

This report should be read as an integrated document which contains suggestions and recommendations throughout the different sections. The panel considers that the introduction of the improvements proposed in the report would strengthen the programme and further enhance the status of the qualification. A summary (only) of the recommendations is given below.

- The College should integrate the planned Social Media component into the curriculum, and revisit the sequence in which subjects are delivered. The inclusion of a module on entrepreneurship in the first semester is probably having a less than anticipated impact, as students at that stage would gain more benefit from subjects with a strong advertising-based content. Entrepreneurship could be introduced into the programme at a later stage.
- The lack of coherence between the title of the programme and the granting of a Bachelor degree in Marketing is an issue which requires attention. The study of marketing as a discipline would normally entail a more comprehensive coverage than is possible in this programme. Consequently, the conferring of a marketing degree is difficult to justify, and could result in the wrong perception regarding the programme amongst different stakeholders.
- To strengthen further the links between theory and practise, consideration might be given to extending the allocated period for student internships, as encouraged by the Study Programme Committee. The establishment of a formal network to enhance

communication across all areas and aspects of the advertising industry would represent a further plank in the maintenance of an up-to-date quality ethos in programme design, delivery and review.

- Internships for teachers should be organised on a wider scale to enable them to integrate theory and practice, while continuing to engage in the preparation of up-to-date study materials for students. The use of Moodle by an increased number of teachers and students is desirable, as is their commitment to utilise the virtual learning environment to maximum capacity.

- Academic staff involvement in research, presentations at conferences, and the production of scientific papers warrants a stronger emphasis. The College might also encourage more teachers to progress to Doctoral-level studies. Research activity amongst students should be afforded a stronger emphasis, and incentivised by the allocation of higher marks to student work which reflects such effort.

- College attitude plagiarism and dishonest behaviour must be known and understood by all students. The implementation of the policy should be consistent and deter any attempts at cheating, in order to protect the integrity of the programme and the status of the qualification. Decisions in such matters should not be at the sole discretion of an individual teacher.

- Student understanding of the learning outcomes concept needs enhancement in order to enrich the overall learning process. Identifying a clear link between each assignment/examination and the associated learning outcomes, and communicating the established correlation would be one approach toward reinforcing the relevance and importance of learning outcomes amongst students, and members of the academic staff team.

- The recommended improvements to the curriculum referred to earlier in this report should be adopted. In this context, it is important that appropriate emphasis be placed on Research Methodology, both for the preparation of project work and the production of the final thesis. The thesis should contain more than just descriptive text, with evidence of critical thinking and analysis on the part of the student being reflected in the marks allocated.

- The use of English requires expansion throughout the programme, while coverage of business and advertising ethics should form a clearly identifiable component of the curriculum. A greater number of integrated assignments across modules would also

enhance student understanding of the link between subjects and the focus of the entire programme.

IV. SUMMARY

The programme is impressive, but could be strengthened further along the lines indicated in this report. The study process and assessment dimension represents a particularly noteworthy dimension of the College's efforts to establish and maintain high quality standards.

The apparent dilemma caused by a divergence between the name of the programme and the title of the award requires resolution. In maintaining a self-critical approach to all aspects of the programme, it is essential that the College continues to engage all stakeholders and obtain regular feedback from social partners. More guest lectures from practitioners in advertising would be welcome, as would an increase in the number of presentations from international experts in the field. The vision regarding employment and career opportunities for graduates should extend beyond Lithuania. Such new horizons, by definition, will have implications for programme content and delivery mechanisms.

It is noted that the part-time students are expected to undertake a somewhat unrealistic quantity of self-study hours in light of their various other commitments. The extended use of Moodle may help such students, as well as enabling the full-time students to obtain greater benefit from their participation in the programme.

The panel members wish to thank the academic management and staff, together with all other stakeholders, for the courtesy and cooperation extended on the occasion of the visit to the College. The goodwill from all sides towards the programme and the institution was apparent in the various discussions conducted on the day.

V. GENERAL ASSESSMENT

The study programme *Advertising Management* (state code – 653N50003) at Vilnius 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	3
2.	Curriculum design	3
3.	Staff	3
4.	Facilities and learning resources	3
5.	Study process and student assessment	4
6.	Programme management	3
	Total:	**19**

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

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

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

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

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Reklamos vadyba* (valstybinis kodas – 653N50003) 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	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	**19**

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Ši programa įspūdinga, bet ją būtų galima toliau stiprinti atsižvelgiant į šiose išvadose nurodytas gaires. Studijų eiga ir vertinimas rodo ypač dėmesio vertas Kolegijos pastangas sukurti ir išsaugoti aukštus kokybės standartus.

Reikia spręsti programos pavadinimo ir suteikiamo laipsnio pavadinimo neatitikimo klausimą. Labai svarbu, kad Kolegija, išsaugodama savikritišką požiūrį į visus programos aspektus, ir toliau stengtųsi į savo veiklą įtraukti visus socialinius dalininkus ir nuolat gautų grįžtamąjį ryšį iš jų. Patartina kviestis daugiau lektorių, kurie yra reklamos srities specialistai, ir tarptautinių šios srities ekspertų skaityti paskaitas. Reikėtų planuoti absolventų galimybes įsidarbinti ir siekti

karjeros užsienyje. Šie naujieji horizontai galėtų turėti poveikį programos turiniui ir jos įgyvendinimo priemonėms.

Pažymima, kad ištęstinių studijų studentams savarankiškam darbui skirta pernelyg daug valandų, turint omenyje įvairius kitus jų įsipareigojimus. Jiems gali padėti intensyvesnis naudojimasis *Moodle*, o nuolatinių studijų studentams didesnės naudos duos dalyvavimas paskaitose.

Vertinimo grupės nariai nori padėkoti kolegijos vadovybei, darbuotojams ir visiems socialiniams dalininkams už nuoširdų priėmimą ir bendradarbiavimą vizito metu. Per visas tą dieną vykusias diskusijas buvo akivaizdžiai matyti visų dalyvavusiųjų geranoriškumas programos ir kolegijos atžvilgiu.

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. Vertinimo grupė mano, kad atlikus šiose išvadose pasiūlytus patobulinimus padidėtų programos ir kvalifikacijos vertė. Toliau pateikta (tik) rekomendacijų santrauka.

- Kolegija turėtų įtraukti į programą planuojamą socialinės žiniasklaidos dalyką ir peržiūrėti dėstomų dalykų seką. Tai, kad antreprenerystės modulis įtrauktas į pirmąjį semestrą tikriausiai neturi tokio poveikio, kokio buvo tikėtasi, nes studentams tame etape būtų naudingesni dalykai, kurių turinys labai susijęs su reklama. Antreprenerystę būtų galima įtraukti į programą vėliau.
- Reikia atkeipti dėmesį į tai, kad programos pavadinimas ne visiškai atitinka suteikiamą rinkodaros bakalauro laipsnį. Rinkodaros dalykas paprastai yra išsamesnis nei dėstomas šioje programoje. Todėl sunku pagrįsti rinkodaros krypties laipsnio suteikimą, o ir socialiniai dalininkai gali susidaryti neteisingą nuomonę apie šią programą.
- Norint toliau stiprinti teorijos ir praktikos ryšį, galbūt reikėtų padidinti studentų stažuotėms skirtą laiką, kaip ragina Studijų programos komitetas. Oficialaus tinklo, skirto stiprinti ryšį su visomis reklamos pramonės sritimis ir visais aspektais, būtų tolesnis žingsnis siekiant palaikyti šiuolaikines kokybės vertybes kuriant, įgyvendinant ir tikslinant programą.
- Dėstytojų stažuotės turėtų būti organizuojamos platesniu mastu, kad toliau rengdami studentams studijų medžiagą dėstytojai galėtų sujungti teoriją ir praktiką. Pageidautina,

kad daugiau dėstytojų ir studentų naudotųsi Moodle, nes jie yra įsipareigoję kuo daugiau naudotis virtualia mokymosi aplinka.

- Reikėtų daugiau dėmesio skirti akademinio personalo dalyvavimui moksliniuose tyrimuose, pranešimų skaitymui konferencijose, mokslinių darbų rašymui. Be to, Kolegija galėtų labiau skatinti dėstytojus siekti daktaro laipsnio. Studentų mokslinei veiklai taip pat reikėtų skirti daugiau dėmesio, skatinant studentus geresniais pažymiais, kai jų darbas rodo su minėta veikla susijusias pastangas.

- Visi studentai turėtų žinoti ir suprasti Kolegijos požiūrį į plagijavimą ir nesąžiningą elgesį. Ši politika turėtų būti įgyvendinama nuosekliai, atbaidyti nuo mėginimo sukčiauti, kad būtų išsaugotas programos vientisumas ir kvalifikacijų prestižas. Kiekvienas dėstytojas neturėtų savo nuožiūra priimti sprendimų šiuo klausimu.

- Siekiant pagerinti bendrą mokymosi procesą, reikia, kad studentai geriau suprastų numatomų studijų rezultatų idėją. Nustatyti aiškų ryšį tarp užduoties ir (arba) egzamino ir susijusių studijų rezultatų ir pranešti apie nustatytą ryšį būtų vienas iš būdų siekti, kad numatomi studijų rezultatai studentams ir dėstytojams būtų svarbūs.

- Reikėtų atlikti pirmiau šiose vertinimo išvadose minėtus programos dalykų patobulinimus. Šiuo atžvilgiu svarbu, kad reikiamas dėmesys būtų skiriamas mokslinių tyrimų metodikai – rengiant projektinį arba rašant baigiamąjį darbą. Baigiamajame darbe turi būti ne tik aprašymas, bet ir analizė, turi atsispindėti studento kritinis mąstymas, kuris bus atitinkamai įvertintas.

- Dėstant šią programą turėtų būti daugiau vartojama anglų kalba. Į programos dalykus turi būti aiškiai įtraukta verslo ir reklamos etika. Kad studentai geriau suvoktų dalykų tarpusavio ryšį ir padidėtų dėmesys visai programai, turėtų būti taikoma daugiau integruotų užduočių.

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