



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto

STUDIJŲ PROGRAMOS *LEIDYBA IR REKLAMA*

(valstybinis kodas – 612P40001)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF *PUBLISHING AND ADVERTISING (state code – 612P40001)*
STUDY PROGRAMME
At Vilnius University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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| Studijųprogramospavadinimas | <i>Leidyba ir reklama</i> |
| Valstybiniskodas | 612P40001 |
| Studijųsritys | Socialiniai mokslai |
| Studijųkryptis | Leidyba |
| Studijųprogramosrūšis | Universitetinės studijos |
| Studijųpakopa | Pirmoji |
| Studijų forma (trukmėmetais) | Nuolatinė (4 metai) |
| Studijųprogramosapimtiskreditais | 240 ECTS |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Leidybos bakalauras |
| Studijųprogramosįregistravimo data | Lietuvos Respublikos švietimo ir mokslo ministro 2004 m. birželio 7 d. įsakymu Nr. ISAK-852. |

INFORMATION ON EVALUATED STUDY PROGRAMME

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|---|---|
| Title of the study programme | <i>Publishing and Advertising</i> |
| State code | 612P40001 |
| Study area | Social Sciences |
| Study field | Publishing |
| Type of the study programme | University studies |
| Study cycle | First |
| Study mode (length in years) | Full-time studies (4 years) |
| Volume of the study programme in credits | 240 ECTS |
| Degree and (or) professional qualifications awarded | Bachelor of Publishing |
| Date of registration of the study programme | 7 th June 2004, under the Order of the Minister of the Ministry for Education and Science of the Republic of Lithuania No. ISAK-852. |

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I. INTRODUCTION

1.1. Background of evaluation process

The evaluation of on-going study programmes is based on the **Methodology for Evaluation of Higher Education Study Programmes**, approved by the Order No 1-01-162 of 20th December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter, SKVC). Evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and the Self-evaluation Report prepared by a Higher Education Institution (hereafter, the HEI)*; 2) *a visit of the Review Panel at the higher education institution*; 3) *preparation of the evaluation report by the Review Panel and its publication*; 4) *follow-up activities*.

On the basis of the study programme external evaluation SKVC takes a decision to accredit the study programme either for 6 years or for 3 years. If evaluation of the programme is negative such programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas were evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The application documentation submitted by the HEI follows the outline recommended by SKVC. Along with the Self-evaluation Report and Annexes, the following additional documents have been provided by the HEI after the site-visit:

| No. | Name of the document |
|-----|--|
| 1. | An email approving subscription to ‘Brill Online Book’ |
| 2. | An email explaining formal and informal study programme modification schemes |
| 3. | Regulations of Study Programme Committee (in Lithuanian language) |

1.3. Background of the HEI/Faculty/Study field/Additional information

Vilnius University is the oldest higher education institution in Lithuania, founded in 1579 as the Jesuit Academy (College) of Vilnius by Grand Duke of Lithuania and King of Poland, Stephen Báthory. The University comprises 23 core units, including twelve faculties, seven institutes (two of them with a status equal to that of a faculty), and four study and research centres as well as seven core non-academic units. It teaches programmes in the areas of Humanities, Social, Physical, Biomedical and Technological Sciences.

Publishing and Advertising is one of seven first-cycle (bachelor) programmes administered by the Institute of Book Science and Documentation in the Faculty of Communication. Successful completion of the four-year programme leads to the degree of Bachelor of Publishing.

1.4. The Review Panel

The Review Panel was composed according to the *Description of the Review Team Member Recruitment*, approved by the Order No 1-01-151, 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The visit to the HEI was conducted by the Panel on 31st May 2016.

1. Prof. Adriaan van der Weel (Chair of the Panel)

Professor at University of Leiden, Netherlands.

2. Prof. Miha Kovač

Professor at University of Ljubljana, Slovenia.

3. Ms Daiva Sajek

Head of Media Technologies Department at Kaunas College, Lithuania.

4. Ms Kamilia Pucevič

Student in English Philology (second cycle) study programme at Lithuanian University of Educational Sciences, Lithuania.

II. PROGRAMME ANALYSIS

By way of a prefatory note, the Panel encountered some difficulty in interpreting the information presented in the SER. Information was sometimes found to be rather hidden in the running text. On occasion a table or other more structured form of presenting information would have been helpful. For example, the theses listed on p. 27 could have been listed as a table, including a year and grade for each thesis. Also formulations could have been more precise. The use of the term ‘internships’ for staff spending time visiting foreign institutions for teaching and/or research purposes was a little confusing. ‘Internships’ being the US equivalent of the UK ‘placements’, it applies to students. ‘(Short-term) staff exchange’ would have been a more appropriate term. It was also not easy, for example, to establish the extent of the role of industry professionals in teaching. Did they teach only workshops or parts of study subjects or could they be responsible for study subjects as a whole? The formulation of the use of internal (third-cycle) resources to renew staff led the Panel to believe that staff openings were earmarked for internal candidates rather than being open for applications from outside. It would be advisable for the next SER to scrutinise the text more closely.

2.1. Programme aims and learning outcomes

In the previous external evaluation (2012) the programme aims and intended learning outcomes were evaluated as meeting the minimum requirements. However, in the current SER is stated that the intended learning outcomes are revised repeatedly by the Study Programme Committee. As well that the intended learning outcomes were discussed at informal meetings with social partners. Changes in the regulations and staff turnover also had the impact to the re-definition of the programme intended learning outcomes. On the whole, adequate improvement to the programme intended learning outcomes since the last external evaluation has been made (see the details below).

The programme aims are defined as educating middle-ranking publishing and marketing specialists, capable of understanding the creation and dissemination of information products predominantly in the book sector. Generic competencies, subject-specific competencies and intended learning outcomes on the one hand are properly synchronised with the content of study subjects on the other hand in a way that the former are a result of acquiring the latter. All necessary information on competencies, intended learning outcomes and content of study

subjects is publicly available on the official website¹ of the Faculty of Communication of Vilnius University and on the official website² of the Open System of Providing Information, Tutoring and Vocational Orientation (AIKOS). All information is available in print format in the booklet published by Vilnius University. Every year, the programme is also presented at a variety of events and fairs aimed at prospective students. All in all, the Review Panel considers programme aims and intended learning outcomes as well defined, clear and adequately presented to the public.

For the last three years, with some participation of social partners, the Study Programme Committee members have been systematically reviewing and updating the intended learning outcomes. Although the scope of the intended learning outcomes is sufficient, discussions among Review Panel members, teaching staff and social partners revealed that due to globalisation of media industries, future intended learning outcomes should be designed in a way that more attention would be paid to the international orientation of the programme. Further, as the programme is predominantly focused on trade publishing, the Review Panel suggest broadening its scope to other segments of the book industry, such as educational and academic (see the suggestions made under Curriculum design section below), in order to improve graduates' employability.

A qualification obtained upon completion of the Bachelor degree meets qualification level 6 according to the Qualification framework of the Republic of Lithuania and the intended learning outcomes of the programme are harmonised with the Study Cycle Description approved by the Lithuanian Ministry of Education and Science. In accordance with these documents, study subjects are designed in a way that combines acquisition of broad theoretical knowledge and academic skills with practical work. As such, the teaching and learning process will enable students to perform complex activities, to carry out, perform and plan their professional activities independently, and to analyse both the outcome of their performance and changes in their working environment. Upon completion of the programme, students may work in publishing, marketing, and communication institutions of the public and private sector and establish a career in other areas, where their publishing and marketing knowledge and skills as well as generic abilities such as interpersonal relationships and communication, knowledge of information technologies, ability to work in a team, and project work can be used. Graduates of the programme can enrol in second-cycle study programmes in the field of Communication and

¹<http://www.kf.vu.lt/>

²<http://aikos.smm.lt>

other Social Sciences. In short, the programme aims and intended learning outcomes are consistent with the type and level of studies and the level of qualification offered.

Regarding the name of the programme, the Panel noted that the English version, '*Publishing and advertising*', seemed a misnomer in view of the fact that the emphasis was in fact on publishing and marketing. It was explained by the administration staff in the meeting with the Panel that in the Lithuanian language the term 'marketing' is perceived as an anglicism and may therefore not be used in Lithuanian. However, seeking to give the right message to potential students, as the programme heavily focuses on obtaining academic skills, theoretical knowledge and practical skills in publishing and marketing, the Panel suggest to reconsider the given name. In English, by definition 'advertising' is a form of marketing communication, used to promote or sell something by paid messages that are usually viewed via various 'old media', such as newspapers, radio, direct mail, magazines, television and outdoor advertising. In book publishing, due to the wide scope of title production and accordingly low per-title promotional budgets, paid advertisements are rarely used and publishers rely on other means of communication with their customers, such as social media, public relations and, lately, search engine optimisation. This applies to all book markets around the globe, including the richest and most developed ones. On this basis, the Review Panel considers the name of the programme partially misleading as it implies that publishers use promotion techniques (i.e., advertising) that are not typical for publishing.

The American Marketing Association defines marketing as 'the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.' In other words, the term marketing describes activities of a company to reach users of its products or services much more broadly, as it includes market analysis, strategic planning and communication with the customer. Advertising represents only one of the segments of the latter activity. Study subjects such as 'Marketing', 'Management Consumer Behavior', 'Public Relations', 'Brand Strategy' and 'Theory of Economics', cover the basics of marketing, and the Review Panel recommends to reconsider the name of the programme changing it to *Publishing and Marketing* or to *Publishing and Communication*.

2.2. Curriculum design

At 240 ECTS, the scope of the programme meets the legal requirement that the scope of first-cycle university study programmes whose graduates are granted a bachelor's degree in the study

field (branch) shall be within the range from 210 to 240 ECTS³. The legal minimum requirements of 165 ECTS allocated to study subjects within the study field, and 15 ECTS allocated to study subjects focusing on general university studies are also met. 60 ECTS are allocated to study subjects intended for more specialised studies, which meets the legal requirement that at most 60 ECTS may be allocated to study subjects offered by the University and chosen by the students, which are intended for more specialised studies in the same study field (branch), or to study subjects in another study field (branch), or to general university studies, internship, and to study subjects freely chosen by the student. The programme provides for internship with a scope of 15 ECTS in Semester 8, which again meets the legal minimum requirement. The fact that the total number of study subjects studied per semester is at most 6, meets the legal requirement of a maximum of 7 per semester. The study programme is completed by evaluating the student's competence during the defense of the bachelor thesis; the number of credits to be allocated is 15. This meets the legal requirement that the study programme should be completed by evaluating the student's competence during the defense of the bachelor thesis, with the bachelor thesis to be allocated at least 12 ECTS.

Annex 1 of the SER details the study subjects taught in the programme. The listing shows the contents to have a good spread of coverage and little overlap. Though students mentioned to the Panel their experience of some repetition, the study subject details did not show evidence of more than a bare minimum of overlap, and the Panel is of the opinion that a small overlap is not only sometimes inevitable but may also be pedagogically useful. Further, the Panel found the content of the subjects in Annex 1 to be consistent with a university bachelor level of publishing studies.

On the basis of the study subjects' descriptions, the Panel found the content and methods of the subjects to be appropriate for the achievement of the intended learning outcomes. However, to achieve full accordance between the intended learning outcomes, teaching methods and the amount of student work time it seems inexpedient to demand that students read seven full-length publications (e.g., 'Theories of Communication') or even ten ('Mediology') for 5 ECTS subject. Also, some sources are quite outdated (e.g., in 'Fundamentals of Advertising', 'Polygraphy', 'Publishing Marketing'). To pay more attention to the international orientation of the programme it would make sense to change the title of the subject 'Polygraphy' into 'Printing Technologies' as well as to include more advanced technologies and materials in the study subject. The Panel

³Order of the Minister for Education and Science of the Republic of Lithuania "General Requirements of First Degree and Integrated Study Programmes".

would like to make two further suggestions. Firstly, the Panel suggest that a greater variety of teaching methods might be employed. The greater the variety of teaching methods, the better the programme can use the varying aptitudes and abilities of students, and the easier it will be for students to achieve the intended learning outcomes. Secondly, it is suggested to ensure a greater measure of integration into the curriculum of the contents of the study subjects taught by staff from other faculties. Notably, literature subjects taught by the Faculty of Philology would gain enormously in relevance if they took a publishing studies perspective. For example, a publishing history of the first edition of a classic novel; a novel's status as a contemporary (or belated) bestseller; international dissemination, through import/export or translation; censorship; marketing in various editions; et cetera.

Though the scope of the programme is more than sufficient to achieve the intended learning outcomes, the Panel would like to make two more suggestions. Firstly, considering the fact that publishing is a strongly globalising industry, as well as the fact that Lithuania is a particularly small publishing market, the Panel suggest that the programme adopt a more international perspective on the publishing industry. This is closely connected with the second suggestion, that a broader concept of publishing is adopted. This broader concept would take into account, for example, the increasing amount of not-for-profit (very often digital) publishing engaged in by governments, the heritage sector (libraries, archives and museums), but also companies. Even institutions that never engaged in paper-based publishing are now routinely publishing information online. Also (and this suggestion was already made under programme aims and intended learning outcomes above), broadening the concept of publishing would mean paying greater attention to the non-trade publishing sectors of educational and academic publishing and even changing sales channels.

On the whole, the Panel was satisfied that the programme tends to reflect the latest achievements in science, art and technologies. However, also in line with the suggestion to broaden the programme's concept of publishing, greater attention could be paid in particular to digital developments. These developments include, for example, the vital importance of metadata, markup languages such as xml, search engine optimisation, online delivery formats and sales channels. An awareness of such issues would equip students better for the labour market, particularly outside of the Lithuanian publishing industry.

One of the observations made by the Panel at the previous external evaluation was that teaching practical knowledge carried the danger that it quickly goes out of date. This danger remains, and

would possibly even be increased if it were decided to devote greater attention to digital developments, as suggested. One way to avoid this danger would be to place emphasis on principles involved in the use of technology (hardware and software) rather than on proficiency and skills. For example, students can be taught the fundamental distinction between design and layout in graphic design software like InDesign, and the rationale behind such a distinction, rather than the ability to create professional-looking page designs.

In conclusion, the Panel found that the particular mix of theoretical, academic and practical skills offered by the programme is very successful in terms of preparing students for the labour market. Alumni and social partners also stressed this point.

2.3. Teaching staff

There are 37 staff members, 26 of whom have doctoral degrees. The remaining eleven are designated as (visiting) lecturers and one as an assistant. The SER indicates that 54.5% of the programme credits are taught by PhDs. It was noted in the SER (p. 16) that industry teaching staff turnover was an issue for concern. The Panel found teaching staff turnover to be at an acceptable level, especially taking into account the constant revision of the programme in the period under evaluation. By far the greatest turnover was in the category of visiting lecturers, with 11 newcomers against 17 departing lecturers. This could be seen to reflect the need for practical professional expertise to be constantly kept up to date. All other staff categories combined amounted to 6 departing staff against 9 newcomers. Among the newcomers were expressly welcomed 'homegrown' staff from the Faculty of Communication and other faculties of the University as well as doctoral students who had defended their theses. On balance, rather than endangering an adequate provision of the programme, the staff turnover rate in fact seemed to have strengthened it, as also testified by social partners and alumni.

In general, the Faculty of Communication applies stricter pedagogical qualification acquisition and attestation requirements than provided for in the general documents of Vilnius University. The list of professional development opportunities, both offered to and taken by the teaching staff, on p. 32-33 of the SER is impressive. For example, the Faculty organises training for programme teachers who hold research ranks and wish to look for possibilities and tools for qualification improvement. Further, the Faculty ensures Erasmus grants once or twice a year per teacher, which enables them to gain teaching experience in an international environment through short-term staff exchanges. The Review Panel recommends continuation of such international activities since the ability to teach in English has become one of the major preconditions for the

internationalisation of study programmes. However, teaching staff from business organisations, who do not have academic ranks, often do not benefit from pedagogical qualification improvement in their career in Vilnius University and, therefore, improve their qualification only insofar as the possibilities and needs of the companies they represent allow. The Review Panel recommends that minimally those teaching staff from the industry who teach whole study subjects should be admitted to the training organised by the Faculty.

Also, teaching staff improve their abilities and deepen knowledge by analysing academic experiences at meetings of branch units of the Faculty of Communication, by preparing and reviewing teaching facilities, and by exchanging new subject-specific and research information. That the qualification improvement and organisational work portion is being increased for lecturers holding doctor degrees from 10 (2014) to 170 (2015) hours; for lecturers from 0 (2014) to 100 hours (2015); and for assistant lecturers from 0 (2014) to 270 (2015) hours (the SER, p. 32) is a sign that personal development is taken seriously by the programme. The Panel concludes that there is no doubt that the conditions created by the higher education institution for staff professional development are excellent and offer no cause for concern.

Annex 2 of the SER lists staff publications. These can be taken to represent one major source of evidence of research activity, though it is not the only – or indeed necessarily conclusive – evidence. However, it could not be established to what extent the supplied evidence of other research output, such as reports, results of industry consultation, et cetera, was exhaustive. Differences in research activity between staff members are inevitable, but the average the Panel calculated of one article per staff member per annum (excluding industry staff) is not very high. Still, in a BA-level programme the Panel do not evaluate research as a high importance activity.

Another potential staff weakness occurs in the case of study subjects taught by staff from other faculties than Communication. When the Panel during its site visit made the suggestion included under ‘Curriculum design’ above that staff of the Faculty of Philology might teach their study subject from a perspective better tailored to the demands of the publishing programme, the reply was that this had indeed been discussed. However, it is not an enforceable demand. The SER makes a similar point from a slightly different (Curriculum design) perspective on p. 24-25.

Overall, staff members are well qualified. However, greater emphasis on research is recommended, especially if the programme wishes to raise its international profile. Also, as mentioned under ‘Curriculum design’ section above, the use of the widest possible variety of methods by staff would contribute to greater excellence.

2.4. Facilities and learning resources

As seen during the site visit, which included visits to the Vilnius University library and the auditoriums where the *Publishing and Advertising* programme is taught, the study premises at the Faculty of Communication are adequate in size, quantity and quality. The physical, virtual and intellectual infrastructure is well developed. As indicated in the SER and as became clear during the site visit, the Faculty of Communication has at its disposal 24 auditoriums. The library of the Faculty of Communication was transferred to the National Open Access Scholarly Communication and Information Centre (MKIC), which is located not far away from the Faculty of Communication. The Centre can offer 11 group workrooms and seminar rooms with a total of 185 workplaces. Moreover, the reading room is equipped to satisfy the needs of the programme (with ordinary computer work spaces). When needed, the rooms at the Centre are available.

The Panel also evaluated the Publishing Lab that was introduced to students one year ago (in 2015). The Publishing Lab is equipped with headsets and eleven computers on which Adobe CS6 is installed and used for learning purposes.

Also one mobile working and sound-recording facility (mini-studio) with a portable computer, professional microphone, columns and headphones is available for study purposes as well as a semi-professional Sony video camera and Canon reflex camera, four tablet computers (Apple iPad and Lenovo Yoga) as well as Amazon Kindle Paper White readers, Cybook Orizon, and Sony Reader.

As is stated in the SER ‘the comprehensive use of the possibilities of [the Publishing Lab] is hampered by the fact that it is accommodated in temporary, enormously small spaces’. During the visit the Panel agreed that the lack of space would indeed hamper the optimal use of laboratory equipment for both the teaching process and students’ individual work. As was stated in the SER, a procedure for the use of the available hardware and software for student work is being developed but during the site visit it was not yet operational.

Also, Vilnius University has plans to expand the Publishing Lab and the inventory. To expand and renew the facilities project opportunities such as ‘The upgrading of Vilnius University philology, social and communication sciences study infrastructure and basic equipment’ (the Cohesion Promotion Action Programme, application code VP3-2.2-MES-18-V-02-009) will be used, as well as the means assigned for studies.

Most of the learning equipment (laboratory equipment, computers) is adequate both in quantity and quality. The auditoriums, Publishing Lab and computer work places are fully compatible with legal security and hygiene requirements in Lithuania.

The higher education institution seems to have the necessary arrangements for student practice involving social partners, such as ‘Versus Aureus’, ‘TEV’, ‘Svajonių knygos’, ‘Artseria’ etc. The interviews with social partners and students confirmed that valuable contacts with the aforementioned social partners exist. Though the number of social partners is adequate, most of them are involved in the publishing industry. It would be desirable to expand the number of arrangements, attracting also companies from the marketing field.

There is access to many subscribed periodicals and scientific databases. Teaching materials (textbooks, books, periodical publications, databases) are available and accessible to teachers and students. During the interview it was mentioned that students are satisfied with teaching material; however, students did face some problems entering the room with necessary equipment (to make an audio book). The Panel feel that there should be a further increase in the availability of textbooks in the library. The site visit proved that books on Publishing and Advertising [=marketing] are still rather scarce.

Teaching staff as well as students stated that they use the Moodle system to upload information, communicate with each other and find all the necessary information connected with the study process.

Overall, the facilities and learning resources allocated for the implementation of the study programme are at a good level and satisfy the main requirements.

2.5. Study process and students’ performance assessment

The admission process is organised in accordance with the rules approved by LAMA BPO (the Association of Lithuanian Institutions of Higher Education for General Admission), which is the institution authorised by the Ministry of Education and Science of the Republic of Lithuania, and Vilnius University. During the meeting with students it was confirmed that the admission requirements are clear and made publicly available on the web page⁴ and at fairs. In the Panel’s opinion, the admission requirements are well defined.

⁴<http://www.vu.lt/kviecia/rinkis-studijas/priemimas/>

Admission numbers during 2011 to 2015 were 45, 49, 54, 34 and 22 students. The Review Panel noted the trend of falling numbers of students being admitted, but understands this to be largely the result of a changed system of admission. The average competitive scores during those years were: 21.8, 18.1, 13.97, 11.4 and 7 (note: the last score is related to the changes of admission system).

In relation to the extent to which the organisation of the study process ensures an adequate provision of the programme and the achievement of the intended learning outcomes, information regarding the study process (study calendar, timetables for lectures and examination sessions, study subjects descriptions, optional subjects, assessment procedures), opportunities for study periods abroad, tuition fees, student grants, funding of studies is publicly available on the web site⁵ and in the Moodle system. In addition, at the beginning of each study subject, students have an introduction to each subject separately. Also, if there is a need, students are offered consultation opportunities throughout the programme.

On the issue of students' engagement in the improvement of the study programme, students have their representative in the Study Programme Committee. Also, the administration and teaching staff claimed that feedback regarding the study programme and process is gathered from students at the end of each semester in the form of questionnaires. However, during the site visit the interviews with the administration, self-evaluation group members, teachers and students revealed that the collection of feedback is not well developed. Completion of questionnaires is not obligatory; consequently, a rather low proportion of students evaluates the programme and the study process.

During the meeting with students, when asked what are the weakest and the strongest parts of the programme – strong points prevailed. As advantages of the programme students mentioned the possibility to choose the advertising [=marketing] specialisation; the complexity of the programme (many subjects were introduced: communication, publishing etc.); the fact that the programme undergoes many changes over time and improves. Nevertheless, according to the students, there are some areas for further improvement. For instance, students mentioned that the contents of some study subjects overlaps ('History of Publishing' and 'Communication Theory' were mentioned).

⁵<http://www.kf.vu.lt/>

The extent to which students are encouraged to participate in research, artistic and applied research activities was considered by the Panel. The SER mentions that students have the opportunity to take part in scientific, artistic and applied research activities; however, none of the interviewed students has participated so far. Only one example was mentioned by the students, where they were required to do a group work assignment and upload it on Facebook. Generally, students could be more encouraged to participate in research, artistic and applied research activities. The Panel considers that there could be a larger number of students participating in those activities and recommends to improve the participation of students by introducing projects/activities that are interesting and useful for students (e.g., allowing application of the knowledge gained in practice).

As to whether the students have opportunities to participate in student mobility programmes, the SER claims that students have opportunities to study abroad or do international internships. The University has 87 agreements with foreign universities. The trend of falling numbers of students going abroad was observed: 13 students – 2011, 8 – 2012, 9 – 2013, 7 – 2014 and 3 students – 2015; however, in 2015 as many as ten students took advantage of the Erasmus internship programme.

In regard to the extent to which the higher education institution ensures an adequate level of academic and social support, the University provides good academic support. Individual consultations are available with all members of the teaching staff. During the site visit the Panel learnt that students and teachers developed very good working relationships. Students confirmed that teachers are competent, available either by email or other channels, such as Facebook, and respond very quickly. During the site visit it turned out that virtual learning opportunities are integrated in the study process.

On the issue of social support, formally students have a voice in the programme development process, as students' interests are represented by a Student Representation Body; however, the students' representative was absent at the meeting with the Review Panel. Moreover, only five students came to the meeting. It therefore did not become clear to what extent students actually made use of the opportunities for collaboration in programme development that are open to them. The Panel recommends that student input is more actively encouraged.

The following financial support is provided to the students of Vilnius University: incentive scholarships for academic excellence, social scholarships, single social allowances, single targeted allowances. Also, loans are provided to students, and allowances for students with

disabilities. Moreover, dormitories, psychological help and sports facilities are available for students.

As to whether the assessment system of students' performance is clear, adequate and publicly available, the Panel learnt that the assessment system of students' performance is based on the principles of Vilnius University. Tests, examinations and other assignments help to create a functional cumulative assessment system. Generalised feedback to the students on their progress and mistakes is provided in an oral form. If a student wants to obtain more detailed feedback, teaching staff are always available to provide it. Students in the meeting with the Review Panel stated that assessment criteria are clear, adequate and are introduced by teaching staff at the beginning of the study subject or are available in the Moodle system. The Review Panel has concerns about the reliability of the results as only five students came to the meeting.

In relation to the question of whether the professional activities of the majority of graduates of this programme meet the programme providers' expectations, the reality is that only two graduates came to the meeting, though both work in the publishing field and were satisfied with their studies. All in all, the evidence provided by the employers and only two graduates was not conclusive; more data are clearly needed to understand the situation of the programme fully.

2.6. Programme management

The site visit revealed that the Study Programme Committee members are responsible for separate parts of the study programme. According to additional information sent by the Head of the Self-evaluation Group after the site visit, the study programme improvement and modification system consists of two parts – formal and informal. The informal part is to some extent based on students' and social partners' feedback as well as market changes indicating the need for particular skills or knowledge of future specialists. Based on this information the Study Programme Committee leader along with a member who is responsible for a particular set of study subjects as well as a social partner together analyse the situation and prepare proposals for changes. Then formalisation takes place: 'the suggestions are submitted to the Committee and a decision is made during the Committee meeting. The protocol of the meeting is submitted to the Faculty Council. The changes of the programme takes effect following the approval of the Faculty Council.

However, in the SER as well as during the meeting with the administration and the Self-evaluation Group, insufficient information about the surveys and mechanism of improvement of

the study programme was provided. As noted above, students' input in programme development remains low. While students are systematically surveyed, the surveys are not obligatory; consequently, only 10% of students give feedback (as stated by one of the Self-evaluation Group members). It did not appear from the site visit that students make much use of other opportunities for input, such as through the student representative. Moreover, it is not fully clear how stakeholders contribute to the improvement of the study programme.

However, discussions with social partners revealed that they were not familiar with the latest marketing developments in the book industry such as, for example search engine optimisation, the role of eyetracking in preparation of websites or the role of metadata in marketing. By contrast, members of the teaching staff proved well aware of such changes. They conduct research and present papers about them in international conferences. In these circumstances, stronger involvement of social partners in programme evaluation might therefore result in teaching programmes that would not be updated and internationally competitive. From this point of view, the Panel is of the opinion that the level of participation of industry representatives is sufficient for now and that making their impact stronger might not necessarily improve the programme.

Overall, even though the programme is managed quite effectively, the Panel suggest to improve further the mechanisms of internal quality assurance. From the SER it did not become fully clear how responsibilities for decisions and monitoring of the implementation of the programme are allocated (mainly because of the poorly prepared documentation). During the site visit it transpired that the various parts of the programme are supervised by the same staff members who are in charge of teaching them. While this makes sense, the Panel would like to recommend that the Chair of the Study Programme Committee is placed in charge of synchronising such efforts and taking responsibility for the coherence of the programme.

III. RECOMMENDATIONS

1. Consider placing greater emphasis on the international orientation of the programme. Further, as the programme is at present predominantly focused on trade publishing, the Review Panel recommend to broaden the scope of the programme by including other segments of the book industry.
2. The Review Panel consider the name of the programme partially misleading as it implies that publishers use promotion techniques that are not typical for publishing. Due to the fact that study subjects such as *Marketing, Management Consumer Behavior, Public Relations, Brand Strategy* and *Theory of Economics* cover the basics of marketing, the Review Panel recommend changing the name of the programme from *Publishing and Advertising* to *Publishing and Marketing* or *Publishing and Communication*.
3. The Review Panel recommend that a greater variety of teaching methods is employed. The greater the variety of teaching methods, the better the programme can use the varying aptitudes and abilities of students, and the easier it will be for students to achieve intended learning outcomes.
4. The Panel recommend ensuring a greater measure of integration of the contents of the study subjects taught by staff from other faculties. Notably, literature subjects taught by the Faculty of Philology would gain enormously in relevance if they took a publishing studies perspective.
5. The Review Panel recommend that those teaching staff from the business who teach whole study subjects should be included in the trainings organised by the Faculty – or at least be given the possibility to join them.
6. The Panel recommend compulsory surveys for the students in order to obtain a higher response rate and better overview of student opinions about the programme.
7. The site visit revealed that the Study Programme Committee members are responsible for separate parts of the study programme. However, it was not clear who is responsible for coordination of all changes and improvements proposed by the Committee members in order to produce a coherent study programme. The Panel therefore recommend to better define responsibilities of the Study Programme Committee members and especially of the Chair of the Committee.
8. The Panel recommend to more clearly allocate responsibilities for monitoring of the implementation and daily execution of the programme.

IV. SUMMARY

The *Publishing and Advertising* programme of the Faculty of Communication of Vilnius University clearly caters to an existing demand, both from students and from the labour market, and does so to the satisfaction of both, as testified by all stakeholders (students, social partners and graduates). The conclusion of the Panel is that overall the programme merits the qualification ‘good’. More specifically, the following strong points and points for potential improvement were identified.

The programme aims and intended learning outcomes are well described and advertised. However, the programme revision and improvement process could be further streamlined, with more systematic input from students and alumni, as well as – possibly – from the industry. It was noted that the name of the programme ‘Publishing and advertising’ is a source of significant potential confusion, and it was recommended to change it to ‘Publishing and marketing’.

The curriculum offers a judicious mix of theory and practice, and the publishing and marketing parts are in fact well integrated. To ensure the future relevance of the programme, a wider and more global perspective of the book industry (i.e., other fields than trade publishing, but also bookselling) could be taken. Also, although the programme is an academic and not a professional one, it would be sensible to keep the subjects up to the current state of the art, if only in order to aid students’ motivation. The study subjects on literature could be made more relevant to the programme’s core concerns if they were taught from a publishing perspective.

The programme employs the right mixture of industry and academic staff. Staff were found to be well qualified, and the research output can be regarded as adequate for a BA programme. Nevertheless, potential vulnerabilities were identified in the teaching by staff from other faculties and in the relatively low research output.

Facilities and learning resources were found to be good. The ambitious Publishing Lab was noted as a good initiative, even if its current facilities are a little cramped. Though good, there was room for improvement in the selection of library resources: the selection of especially print resources could be enlarged and brought up to date. Arrangements for student practical experience involving social partners (internships et cetera) as well as staff (e.g., research) exist and are adequate, but could be improved.

Assessment of study process and students’ performance is good, if possibly somewhat informal. The Study Programme Committee was found very willing to take into account student surveys

and to display flexibility in responding to them.

Programme management is good. The SER shows a proper level of awareness of most issues that could potentially threaten the programme. However, some quality improvement processes could be streamlined, for example by assigning clearer responsibilities to the individual Programme Committee members and defining the role of the Chair of the Committee. Also it should be considered to make participation in student surveys compulsory as currently students do not always make use of the possibility.

V. GENERAL ASSESSMENT

The study programme *Publishing and Advertising* (state code – 612P40001) at Vilnius University is given a positive evaluation.

Study programme assessment in points by evaluation areas.

| No. | Evaluation Area | Evaluation of an area in points* |
|-----|--|----------------------------------|
| 1. | Programme aims and learning outcomes | 3 |
| 2. | Curriculum design | 3 |
| 3. | Teaching staff | 3 |
| 4. | Facilities and learning resources | 3 |
| 5. | Study process and students' performance assessment | 3 |
| 6. | Programme management | 3 |
| | Total: | 18 |

*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: | Prof. Adriaan van der Weel |
| Grupės nariai: Team members: | Prof. Miha Kovač |
| | Ms Daiva Sajek |
| | Ms Kamilia Puncevič |

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
LEIDYBA IR REKLAMA (VALSTYBINIS KODAS – 612P40001) 2016-08-14
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-184 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Leidyba ir reklama* (valstybinis kodas – 612P40001) 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 | 3 |
| 6. | Programos vadyba | 3 |
| | Iš viso: | 18 |

* 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

Vilniaus universiteto Komunikacijos fakultete dėstoma studijų programa *Leidyba ir reklama* tenkina dabartinius studentų ir darbo rinkos poreikius, kaip patvirtina visi socialiniai dalininkai (studentai, socialiniai partneriai ir absolventai). Ekspertų grupė daro išvadą, kad apskritai ši studijų programa nusipelno įvertinimo „gera“. Nustatyti šie konkretūs programos privalumai ir

aspektai, kuriuos būtų galima tobulinti.

Programos tikslai ir numatomi studijų rezultatai yra aiškiai apibūdinti ir viešai skelbiami. Tačiau būtų galima tęsti programos peržiūros ir tobulinimo procesą sistemingiau įtraukiant į ją studentus, absolventus ir galbūt pramonės sektoriaus atstovus. Pastebėta, kad programos pavadinimas *Leidyba ir reklama* kelia painiavą, taigi rekomenduota pakeisti jį į *Leidybą ir rinkodarą*.

Studijų turinys – tai apgalvotas teorijos ir praktikos junginys, o leidybos ir rinkodaros dalys iš tikrųjų gerai integruotos. Norint užtikrinti, kad ši studijų programa būtų aktuali ateityje, knygų industrijai būtų galima suteikti platesnę ir globalesnę perspektyvą (t. y. papildyti ją kitais segmentais, ne tik knygų leidyba, bet ir knygų prekyba). Be to, nors ši programa yra ne profesinė, o akademinė, būtų prasminga palaikyti dalykų šiuolaikiškumą, jei tik tai padėtų motyvuoti studentus. Literatūros studijų dalykus būtų galima labiau suderinti su pagrindiniais šios programos dalykais, jei jų būtų mokoma iš leidybos perspektyvos.

Šios programos dėstytojų sudėtis rodo tinkamą akademinio personalo ir pramonės sektoriaus atstovų santykį. Pastebėta, kad dėstytojai yra kvalifikuoti, o jų atliekamų mokslinių tyrimų rezultatus galima laikyti atitinkančiais bakalauro studijų programoms keliamus reikalavimus. Vis dėlto nustatyti trūkumai, susiję su kitų fakultetų dėstytojų dėstymu ir palyginti žemais mokslinių tyrimų rezultatais.

Nustatyta, kad materialieji ištekliai yra labai geri. Įmantri leidybos laboratorija laikoma gera iniciatyva, net jei jos dabartinės patalpos šiek tiek ankštokos. Bibliotekos ištekliai, nors ir geri, vis dėlto galėtų būti geriau pasirenkami – ypač reikėtų turėti daugiau ir modernesnių spausdinimo išteklių. Yra susitarimai dėl studentų praktikos su socialiniais partneriais (stažuotės ir t. t.) ir dėstytojais (pvz., moksliniai tyrimai); jų pakanka, bet jie galėtų tobulinami.

Studijų eigos vertinimo procedūra yra gera, gal kiek neformali. Pastebėta, kad Studijų programos komitetas noriai atsižvelgia į studentų apklausas ir lanksčiai į jas reaguoja.

Programos vadyba gera. Savianalizės suvestinė rodo, kad vadovybė pakankamai supranta, kokios problemos gali grėsti šiai programai. Tačiau kai kurios kokybės gerinimo procedūros galėtų būti supaprastintos, pavyzdžiui, aiškiau nustatant atskirų programos komiteto narių pareigas ir apibrėžiant komiteto pirmininko funkcijas. Be to, studentų dalyvavimas apklausose turėtų būti privalomas, nes šiuo metu ne visi studentai naudojami šia galimybe.

<...>

III. REKOMENDACIJOS

1. Apsvarstyti, ar nereikėtų daugiau dėmesio skirti studijų programos *Leidyba ir reklama* tarptautiškumo didinimui. Be to, kadangi daugiausia dėmesio šioje programoje šiuo metu skiriama leidybai, vertinimo grupė rekomenduoja išplėsti programos apimtį, įtraukiant į programą kitus knygų pramonės segmentus.
2. Vertinimo grupė mano, kad šios studijų programos pavadinimas iš dalies yra klaidinantis, kadangi leidžia manyti, jog leidėjai naudoja leidybai nebūdingus reklamavimo būdus. Dėl to, kad kai kurie studijų dalykai, pavyzdžiui, *Rinkodara*, *Vartotojų elgsena*, *Ryšiai su visuomene*, *Prekės ženklo strategija ir Ekonomikos teorija*, apima rinkodaros pagrindus, vertinimo grupė rekomenduoja pakeisti šios studijų programos pavadinimą iš *Leidyba ir reklama* į *Leidybą ir rinkodarą* arba *Leidybą ir komunikaciją*.

3. Vertinimo grupė rekomenduoja taikyti įvairesnius mokymo metodus. Kuo didesnė mokymo metodų įvairovė, tuo geriau programa gali būti pritaikyta įvairiems studentų gabumams bei gebėjimams, be to, ir studentams bus lengviau pasiekti numatomus studijų rezultatus.
4. Grupė rekomenduoja užtikrinti, kad studijų dalykų, kuriuos dėsto kitų fakultetų dėstytojai, turinys būtų labiau integruotas. Ypač tai pasakytina apie Filologijos fakulteto dėstytojų dėstomus literatūros dalykus, kurių tinkamumas labai padidėtų, jei jie būtų susieti su leidybos studijomis.
5. Vertinimo grupė rekomenduoja, kad dėstytojai iš verslo sektoriaus, kurie dėsto studijų dalykus kaip visumą, būtų įtraukti į fakulteto organizuojamus mokymus arba jiems būtų bent jau suteikta galimybė prie jų prisijungti.
6. Grupė rekomenduoja, kad studentų apklausos būtų privalomos siekiant gauti daugiau atsakymų ir geriau žinoti studentų nuomonę apie šią studijų programą.
7. Vizitas vietoje parodė, kad Studijų programos komiteto nariai yra atsakingi už atskiras šios studijų programos dalis. Tačiau neaišku, kas yra atsakingas už visų pakeitimų ir patobulinimų, Komiteto narių pasiūlytų siekiant, kad studijų programa būtų darni, koordinavimą. Todėl grupė rekomenduoja geriau apibrėžti Studijų programos komiteto narių, o ypač Komiteto pirmininko, pareigas.
8. Grupė rekomenduoja aiškiau paskirstyti atsakomybę už programos įgyvendinimo ir kasdienio jos vykdymo stebėseną.