



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO
*INFORMACINIŲ TECHNOLOGIJŲ PASLAUGŲ
VALDYMO STUDIJŲ PROGRAMOS (612I13001)*
VERTINIMO IŠVADOS

EVALUATION REPORT
***OF INFORMATION TECHNOLOGY SERVICE
MANAGEMENT (612I13001)***
STUDY PROGRAMME
at *VILNIUS GEDIMINAS TECHNICAL UNIVERSITY*

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Išvados parengtos anglų kalba
Report language - English

Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Informacinių technologijų paslaugų valdymas</i>
Valstybinis kodas	612I13001
Studijų sritis	Fizinių mokslų
Studijų kryptis	Informatika
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4 m.)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Informatikos bakalauras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2008 m. balandžio 24 d. įsakymu Nr. ISAK-1175

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Information Technology Service Management</i>
State code	612I13001
Study area	Physical Sciences
Study field	Informatics
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4 years)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Informatics
Date of registration of the study programme	24 of April 2008, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. ISAK-1175

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The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	6
1. Programme aims and learning outcomes.....	6
2. Curriculum design	7
3. Staff	8
4. Facilities and learning resources	9
5. Study process and student assessment.....	10
6. Programme management	11
III. RECOMMENDATIONS	14
IV. SUMMARY	16
V. GENERAL ASSESSMENT	18

I. INTRODUCTION

The procedures for the external evaluation of Vilnius Gediminas Technical University (VGTU, for short) first-cycle Informatics field study programme *Information Technology Service Management* (ITSM, for short) were initiated by the Centre for Quality Assessment in Higher Education of Lithuania; it selected and appointed the external evaluation Review Team formed by the head, Professor Andrew McGettrick (University of Strathclyde, Scotland), Professor Jerzy Marcinkowski (University of Wrocław, Poland), Professor Jyrki Nummenmaa (University of Tampere, Finland), Asta Urmanavičienė (employer representative-social partner, Lithuania), and Tautvydas Jančis (student representative – Kaunas University of Technology, Lithuania).

For the evaluation, the following documents have been considered:

1. Law on Higher Education and Research of Republic of Lithuania;
2. Procedure of the External Evaluation and Accreditation of Study Programmes;
3. General Requirements of the First Degree and Integrated Study Programmes;
4. Methodology for Evaluation of Higher Education Study Programmes.

The basis for the evaluation of the study programme is the Self-Evaluation Report (hereafter, referred to as the SER) prepared in 2013, its annexes and the site visit of the Review Team to VGTU on October 8th, 2013. The visit included meetings with different groups: the administrative staff of the Faculty of Fundamental Sciences, staff responsible for preparing the self-evaluation documents, teaching staff, students, graduates and employers. The Review Team evaluated various support services (classrooms, laboratories, library, computer facilities), examined a sample of students' final work, and various other materials. After the Review Team discussions and the additional preparation of conclusions and remarks, preliminary general conclusions of the visit were presented to staff. After the visit, the Review Team met to discuss and agree the content of their final report, which represents the agreed views of the Review Team.

Importantly, the review of the study programme took place in the context of an institutional vision and mission statements:

- The mission of VGTU is *to educate and foster a personality who is public-spirited, creative, entrepreneurial, competitive, receptive to science and state-of-the-art technologies as well as cultural values; and help ensuring the country's public, cultural and economic prosperity, social concord and preservation of the national cultural identity.*

- The vision of the VGTU is to be a prestigious Lithuanian establishment of higher education, whose scientific and study level reach the standards of the best European technical universities, attractive to Lithuanian and foreign scientists and students, and is able to meet environmental challenges and has a significant social importance for development of the country.

The *Information Technology Service Management* degree programme is a four year, 8 semester Bachelor of Informatics study programme offered by the Department of Information Technologies, which is located in the Faculty of Fundamental Sciences. It admits only full-time students. The SER provided very helpful narrative on each of: the programme aims and the intended learning outcomes; the curriculum design; the teaching staff; the material resources; the study process and the assessment; and, programme management.

In carrying out the review, the Panel was charged with addressing a number of different degree programmes in computing within Vilnius Gediminas Technical University, indeed within the same Faculty. As a result, there was considerable commonality in areas such as resources, staffing, administrative oversight, etc. Accordingly the Panel felt that it was appropriate on occasion to replicate certain aspects of their findings in the various reports.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

To analyze the study programme aims and their relationship with the study programme name, the Review Team asked different social stakeholders (authors of the self-evaluation report, teaching staff, students, social partners, and alumni) their interpretation of the programme name *Information Technology Service Management*. According to the SER, the study programme has its origins in an IBM academic programme to promote the service-oriented approach to IT. IBM has been promoting this approach to universities worldwide.

Teaching staff answers about the focus of the study programme include “IT kitchen” and “IT management and maintenance”. The students understand the study programme to be a management-oriented IT programme or an IT programme for managing services, meaning that the programme would involve less computer programming than, say the institution’s own *Engineering Informatics (EI, for short)* Bachelor study programme. According to the social partners, the study programme is about how to deliver services and how to analyze services, when IT is delivered as a service.

Over the years changes had been made and it was now unclear how well the study programme reflects the IBM approach or the IBM way that things are done. According to the alumni, the study programme aimed at preparing students for jobs as managers. When they were asked about the service-oriented IT concepts, they recalled that there was a course that introduced these concepts but were still unclear about how to describe the precise focus of the study programme.

In the SER the main aim of the study programme is defined. It describes it as providing practical and theoretical knowledge primarily in the field of Informatics but also in business with an orientation to service-oriented IT. This is compatible with the name of the study programme, but the name obviously leaves room for different interpretations, and the documented public information on the study programme does not convey a clear message of the aim of the study programme.

This lack of clear focus presents a complication when considering the study programme intended learning outcomes, which need to depend on the aims of the study programme. The Review Team observed that the study programme aims are the same both for this programme and for a different study programme offered by the institution, i.e. the *EI* Bachelor study programme. These two study programmes exist separately, their names are different, and their main focus is different, but still the programme aims are the same. Also, the concept of “Services” appears in

the same role in the both study programme aims, even though one would expect it to have a stronger role in the *ITSM* study programme rather than in the *EI* Bachelor study programme. This provides a further reason why the profile of the *ITSM* study programme is not clear.

The study programme aims and intended learning outcomes are clearly based on academic and professional requirements, and they are clearly based on the public needs and the needs of the labour market. According to the social partners, there is a great need for professionals graduating from this study programme. The study programme aims and intended learning outcomes are also consistent with the type of studies offered and with level 6 of the Lithuanian Qualifications Framework.

The relationship between courses and the intended learning outcomes as presented in the SER is problematic. It lists all course modules that have even the slightest connection with the various intended learning outcomes. So, for instance, Computer Graphics and Artificial Intelligence and Expert Systems are associated with management principles; and, Operating Systems are associated with software development methods. It is, of course, understandable that a course module serves several intended learning outcomes, but the relationship between course aim and the intended learning outcomes should be more obvious.

Comprehensive information on the aims and intended learning outcomes of the *Information Technology Systems Management* study programme is available in Lithuanian and English languages via VGTU website: <http://studijos.vgtu.lt/studiju-programos/>.

2. Curriculum design

The curriculum meets the statutory legal requirements: it includes 192 ECTS credits from the main field of study of which 67 ECTS credits were from business; another 18 ECTS credits of classes selected by the student; 15 ECTS credits of internship; and 15 ECTS credits for the final Thesis. This gives a total load of 240 ECTS credits arranged as 60 ECTS credits per year. Study plans for the study programme has been revised to make it European Credit Transfer and Accumulation System (ECTS) compliant, and this has created greater opportunities for individual study plans and for welcoming students from other countries.

The study subjects and modules are spread evenly across the various semesters and their names are not repetitive. The content of the modules is consistent with the type and level of the studies. Also the scope of the study programme is sufficient to ensure that students achieve the intended learning outcomes.

However, there are some problems with the content of certain course modules for the achievement of the intended learning outcomes: the mathematics in the curriculum contains very little discrete mathematics, and more of calculus and analysis. Any mathematics will strengthen the capability to think mathematically, but the courses should also motivate the students and provide a good basis for the computing studies of the study programme. In this case, discrete mathematics with topics like e.g. set theory, logic and graph theory would seem a much more appropriate choice. In addition courses such as Digital Logic are of marginal relevance in a study programme of this kind; the course on Human Computer Interaction (HCI) had a syllabus that did not reflect the appropriate understanding of this important topic; there was no obvious presence of modern topics such as mobility and the topics of internet programming, as well security could have greater presence. Legal, ethical and professional issues should be compulsory for all students.

There was also a tendency for lectures to focus solely on theoretical aspects; the students wished to see a much greater emphasis on meaningful applicability. The Practice classes, which involved students finding a company who would host a two-week visit, received serious criticism; a period of two weeks in a company was seen to be of little value to anyone. Social partners, on the other hand, did feel that spending a period in business / industry was very valuable but recognized that a period lasting at least 2 to 3 months was desirable.

3. Staff

According to the SER document, there are 42 staff members who teach on the study programme. This number is more than sufficient. Among them there are 8 professors, 22 associate professors, 9 lecturers, and 3 junior lecturers. The average age of staff is 47 years, which is very high; most of them are graduates of VGTU itself. There is very little turnover of staff, and little evidence of a culture that ensures that 'new blood' and fresh ideas are introduced into the system. Most of the teachers hold PhD degrees, again often from VGTU. The staffing provision meets the legal conditions necessary to run the study programme. The qualifications of the staff and the number of staff are adequate to ensure the achievement of intended learning outcomes.

The teaching load of the staff members is usually between 300 and 400 hours per year. This is high, but it is not impossible to reconcile such a load with professional development, including some serious research.

The Review Team members learned that it is required of an academic teacher that they should publish every 5 years, some 3 papers in journals listed by Thomson Reuter's "Web of Science"

product and having the so called "impact factor" (a notion trademarked by Thomson Reuter's). As a consequence, most of the staff members publish quite a lot, but mostly in, from an international perspective, relatively low esteem venues like journals co-published by Vilnius Gediminas Technical University itself. As a consequence, most of the staff members do publish regularly, but mostly in outlets of relatively low esteem rather than in internationally recognised journals and conferences. Consequently, publications, regardless of their number, do not constitute evidence of high quality research.

The low research profile of the teaching staff members is partially compensated by their knowledge of the subjects taught and their teaching competences. On the one hand, Review Panel members visited several classes and were impressed by their experience. On the other hand, the meeting and discussions with the teaching staff did not reveal a deep understanding of the study programme aims. They did not seem to share the view of the profile of the study programme as presented in the SER.

There had been around 12 international visits by staff to countries such as the Czech Republic, Italy, Turkey, Spain and the UK often to honour Erasmus agreements and students were benefitting from these mobility arrangements. However, opportunities for developing wider benefits, such as collaborative international research, were not apparent.

4. Facilities and learning resources

The material resources were exceptionally good. The premises for studying are adequate both in their size and quality. All the auditoria are equipped with video projectors and with interactive boards. The six computer laboratories include the provision of 153 personal computers and there are additional access points for use by students with personal computers. There are ramps to facilitate access by disabled students.

Some of the material resources are shared with other study programmes, which makes it a little bit more complicated to evaluate them. Students were very satisfied with the available resources. They were very content with the library provision and with the overall computing provision; the latter included access to a parallel computing grid and to cloud computing facilities. They were also able to acquire software from the institution as needed and they had access to good networking provision including EDUROAM, a service used widely by the European research and education communities.

Since 2006 the Faculty of Information Sciences had been a member of the Microsoft Academic Alliance and as such had access to a rich range of materials. In addition, since 2003 the

Department had been a member of the IBM Academic Initiative programme. Some problems had been identified in the SER, e.g. Microsoft and IBM materials were in English rather than Lithuanian. The Review Team understood that problems identified in the SER would be addressed by the institution. This included giving greater encouragement to staff to undertake professional courses where appropriate.

The teaching materials were generally found to be very good and accessible. However, the Review Team observed that subscriptions to the ACM (Association for Computing Machinery) and IEEE (Institute of Electrical and Electronics Engineers) electronic digital libraries were cancelled because they were not used much. These are among the most important electronic libraries. In the view of the Review Team, it is important that prestigious resources of international standing should be available to both staff and students and their use should be encouraged.

Social support is good and students interviewed during the evaluation visit expressed no concerns in this area. Sports, health and cultural activities are supported at institutional level. Special facilities are available for disabled students and scholarships are available for good performance and also for hardship cases.

5. Study process and student assessment

Student admissions had been healthy (around 74 in the year 2009) but in recent years had fallen down to 21 in 2012. The reasons for this were attributed to changes in admissions regulations but new programmes within the institution provided a competitive attraction and were a significant factor. The admission procedures are well formulated, easily available and conform to Lithuanian admission regulations; only full-time students are admitted to the study programme. The Review Team met students from all years and was very impressed by their ability to speak and communicate effectively (usually in English), to defend and to provide insights about their education. The provision of the study programme is appropriate, it seems clear that graduates possess the necessary skills.

However the Review Team gained the impression of a communication gap in the relationships between students and staff members. The students often did not see the point in contributing to class or end of semester questionnaires and did not appreciate the role these played in the internal quality assurance system. They were unaware of their student representative on the Faculty Study Committee and the role that person played. There was no student representative on the team producing the SER. Generally students felt they had no role in shaping departmental

activity and direction.

Final year Theses projects did contain references, mainly to books and to online resources; evidence of references to serious journal papers was sparse.

Students were content with the assessment system, which addressed student performance, on all courses. It was publicly available and operated on a conventional basis of continuous assessment, written examinations and final project work. Social partners were involved in assessing student Theses – usually as chair of the committee – but receive neither training nor mentoring on this difficult but important topic. Similarly, the relationship between the final projects and the social partners was also unclear with respect to levels of interaction, including specific roles and responsibilities.

However, the students did not believe that the marks given from course modules differentiate well the poorer-performing students from the better-performing students. The situation with the social partners was even worse – when asked about this, they did not find the marks to have any importance at all. Their opinion is that even after a student has studied several years, their own tests and interviews are a superior way to evaluate the talent of the students / graduates. This means that the assessment system is not fully clear and adequate, even though it seems to be publicly available.

The levels of demand for graduates of the study programme by industry are generally high and are growing. Social partners mentioned that many companies are moving their service management activity to Lithuania; they would wish for larger numbers of graduates from this study programme. As a result, they suggested that there should be more vigorous marketing of the study programme.

6. Programme management

Programme management was seen to include: programme review, assessment, programme update and maintenance, internal quality assurance, and ensuring the effective involvement of social partners. Responsibilities for study programme management fell to the Department and to the Faculty, in particular the Study Programme Committee. The Review Team gained the impression that study programme management was not working effectively.

Regarding the assessment of the teaching on the study programme, the communication gap that existed between the staff and the students as well as the considerable levels of disquiet about some of the teaching were considerable problems that did not seem to have been picked up by

the quality assurance mechanisms. Yet communication of all kinds was so important for effective education.

As per SER, the evaluation and improvement processes involve social stakeholders: students, alumni, teachers and social partners. The study programme is still fairly young, so there has not been an earlier external evaluation. As though, the results from the internal evaluation of the study programme should have been used more strongly to improve the study programme, e.g. on the curriculum design concerning the role of mathematics, and to develop a more uniform quality standard for the lectures in the study programme.

Currently, there are many ways to produce feedback. The students can talk directly to the teachers. The students can also express their concerns to the student representatives who would take care of the communicating problematic matters with the teachers / Dean / Head of the Department. The students have also electronic discussion forums. It is also possible to file an official complaint – apparently this is more relevant when the issue is about marking. There is also a university-wide information system “Medeinė”, through which the students provide formal feedback that provides input to the internal quality system. On the one hand, it is good to have different options to have one’s feedback processed. On the other hand, if there are many options to produce feedback, some easily gain more popularity, leaving some others with very little use.

In the case of this study programme, none of the students believed that giving some feedback through the “Medeinė” system would lead to improvement, and, consequently, they did not give feedback through the “Medeinė” system. The system is university-wide and over the Review Team gained the impression that although students could input textual feedback to the “Medeinė” system, the staff believed that the system includes only numerical feedback.

During the visit the Review Team met with three social partners. All of them expressed the view that graduates from this study programme were very important for Lithuania and they would welcome greater numbers of graduates. However, none of them had any formal way of providing input to the Department about change or development, none of them had direct experience of graduates from the study programme and for some this was their first visit to the institution. Formally a representative of the social partners has a place on the Faculty Study Committee or the Faculty Council; that person was not identified as a way of providing input. The Review Team was left with a question about whether there were systematic approaches to the involvement of a range of social partners and whether the programme was genuinely meeting their real needs.

From the staff's description of departmental management, the position of the Head of the Department carries great responsibility without including the means to be truly effective and to provide genuine and much needed leadership.

III. RECOMMENDATIONS

1. The role of the service-oriented IT in the study programme should be documented more clearly.
2. The study programme aims and profile should be clarified, and then communicated to all social stakeholder groups at the same time ensuring that there is a common view on the programme aims and profile.
3. Once the role of service-oriented IT has been clarified, the relationships between the study programme aims and intended learning outcomes and the course modules should be reviewed and documented clearly.
4. The contents of mathematics in the study programme should be re-designed to ensure that the mathematics matches the programme needs.
5. Practice courses should be re-organized so that all social stakeholders benefit significantly from the experience, e.g. by extending the period of the practice to 2 or 3 months.
6. The set of course modules should be reviewed to ensure that they are appropriate for the study programme and the content of modules is up-to-date. The Human Computer Interaction course in particular should be re-designed so that it reflects mainstream material on human-computer-interaction.
7. Urgent steps should be taken to ensure easy and effective communication between staff and students.
8. Low-quality lectures should be identified and improved, possibly by changing some of the teaching staff.
9. Teaching excellence should be rewarded, thereby also encouraging pedagogical innovations.
10. Rigorous assessment schemes should be put in place so that assessment differentiates the students according to their performance. These must encourage students to achieve their full potential in all aspects of their work, reward excellence, and their implementation should include safeguards against misuse and not be overly bureaucratic. Following that, the changed assessment schemes should be made well-known so that all stakeholders believe in them.
11. Input from the social partners should be formalized so that the degree programme can benefit from their valuable input. The group of social partners should be enhanced by including specifically partners who appreciated the importance of the high quality research and the scientific base needed to underpin the study programme.

12. The staff should be exposed to and engaged with the highest international standards of research and scholarships.
13. Improvements in the quality of scientific research should be encouraged and supported.
14. Literature of the highest international standards should be easily accessible to both staff and students, and management should take steps to ensure this is utilized effectively to the benefit of the study programme.
15. Sabbaticals to internationally prestigious universities should be used to improve research. The international PhD, and other such possibilities, should be explored as a further means of involving younger colleagues in internationally excellent research.
16. The roles of different feedback systems should be clarified for the benefit of both staff and students. Such systems need to be instrumental in bringing about change and their effectiveness should be monitored.
17. The “Medeinė” system should be promoted so that truly anonymous feedback (both numerical and textual) will be given. As a part of the promotion, students need to be convinced that the feedback is valuable and leads to improvement.
18. Steps should be taken to support the Head of the Department position so that dynamic leaders can bring about effective ongoing change.
19. The programme marketing should be improved to attract larger numbers of applicants.

IV. SUMMARY

The *Informational Technology Service Management* study programme had its origins in an IBM initiative and had derived its title from this initiative. The study programme had been altered and modified over the years and the precise focus of the programme is now unclear. Different social stakeholders had given different interpretations of the main focus. Students had seen it as providing a much needed blend of technical and management skills. Certainly social partners saw it as valuable and meeting a real need, but the Review Team felt that the link between the title of the study programme, the aims and the intended learning outcomes had to be clarified so that the focus of the programme was clearly understood by all.

The curriculum for the study programme was broadly based and consistent with that expected on a programme at this level. There was a material straddling both theory and practice, though the students wished greater emphasis on practical work and the applicability of concepts. There were concerns about the contents of mathematics in the study programme, which should be re-designed to ensure that the mathematics matches the programme needs. There was also attention to social, ethical and professional issues; the latter are ever more important due technological advances and the threats to privacy, integrity, etc. The final project and associated these was in line with international expectations.

Ultimate responsibility for the assessment of students was vague. It seemed to reside with the member of staff giving a particular course. Staff members tended to have come from the institution's own courses and so they understood how assessment was traditionally performed. In the view of the Review Team, a far more rigorous approach to assessment and its management had to occur so that the reputation of the institution's qualifications could be greatly enhanced in the eyes of all social stakeholders.

More generally there was a need to address issues about communication between staff and students on this study programme. The students that the Review Team met were themselves a great credit to the institution. They were articulate, interesting and concerned about their education. Regarding the programme a range of matters emerged from different sources: lecturing style of some staff, content of lectures, ability of students to supply feedback and to get responses, ability of students to assist in bringing about needed change, etc. In the view of the Review Team, there were considerable opportunities here to bring benefit to the study programme, and easy and beneficial flow of information between both staff members and students would be welcomed.

The outlets that staff employed for their research outputs were generally of low esteem. Moreover these outlets tended to feature in the teaching and in the reference section of student Theses. In part this was driven by the requirement to publish and that had implications for ongoing employment. The Review Team judged that this was sufficient to meet the associated legal requirements for the study programme. But there were related matters that were important, given the vision and the mission of the institution. In the view of the Review Team, the leadership of the institution had to encourage staff to publish in internationally recognized journals of high quality. A first step was to arrange that these journals were easily available to staff; recently the institution's subscription to some of certain journals had been cancelled due to lack of use. If properly managed advantages would flow from this.

The involvement of social partners in the development of the study programme should be strength. Their interaction with the institution tended to be informal often through personal contacts, through shared projects, through student placements activity and through involvement in the assessment of the final thesis. As far as the latter was concerned they would typically act as chair of the thesis assessment committee, giving them insight into aspects of student performance. The social partners seemed content with the existing arrangements. But in the view of the Review Team this interaction between social partners and the institution would benefit from a more systematic approach. For instance, no systematic analysis of the market needs of Lithuania was provided.

Such was the need for graduates that social partners expressed the strong wish to have greater numbers of students on the study programme. The numbers had been falling. The reasons for this were attributed to changes in the financial arrangements for the funding of students. Nevertheless, social partners asked that urgent marketing be undertaken so that greater numbers of students could benefit from this education and could ultimately graduate and help industry.

The feedback mechanisms that existed to support quality were effectively broken. The students saw little reason to engage with the institutional feedback system that operated at the end of semesters; their expectations were that it would bring about no change. There was confusion over whether staff received any feedback at all. The implications were that management was not being provided with the information needed to understand fully the worth of the teaching. As a result the indicators for change were not available.

V. GENERAL ASSESSMENT

The study programme *Information Technology Service Management* (state code – 612I13001) at Vilnius Gediminas Technical University is given positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	15

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

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

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

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

Grupės vadovas:
Team leader:

Prof. Andrew McGettrick

Grupės nariai:
Team members:

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Prof. Jyrki Nummenmaa

Asta Urmanavičienė

Tautvydas Jančis

**VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *INFORMACINIŲ TECHNOLOGIJŲ PASLAUGŲ VALDYMAS*
(VALSTYBINIS KODAS – 612I13001) 2013-12-12 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-550-1 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Informacinių technologijų paslaugų valdymas* (valstybinis kodas – 612I13001) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Informacinių technologijų paslaugų valdymo studijų programa, taip pat ir jos pavadinimas yra kildinamas iš IBM iniciatyvos. Bėgant metams studijų programa buvo keičiama ir modifikuojama, kol galiausiai studijų programos objektas liko neaiškus. Skirtingi socialiniai dalininkai įvairiai interpretuoja studijų programos objektą. Studentų nuomone, studijų programoje yra įgyjami reikiami techniniai ir vadybos įgūdžiai (tinkamai nustatytas santykis). Atkreiptinas dėmesys, kad socialiniai partneriai suvokia studijų programą kaip vertingą ir atitinkančią realius poreikius, tačiau ekspertų grupės nuomone, sąsaja tarp studijų programos pavadinimo, tikslų ir numatomų studijų rezultatų turėtų būti pateikiama taip, kad programos objektas visiems būtų aiškiai suprantamas.

Studijų programa pasižymi daug apimančiu turiniu, kuris atitinka studijų pakopą. Jame koncentruojamasi į praktiką ir teoriją, nors studentai išreiškė pageidavimą daugiau dėmesio skirti

praktiniam darbui ir išdėstomų koncepcijų taikymui. Ekspertų grupės nuomone, reikėtų susirūpinti matematikos studijų dalyko turiniu, kuris turėtų būti pertvarkytas taip, kad būtų galima užtikrinti, jog matematika atitinka programos reikmes. Taip pat buvo atkreiptas dėmesys į socialinių, etinių ir profesinių aspektų dėstymą studijų programoje; pastarieji yra labai svarbūs dėl technologinės pažangos ir grėsmės privatumui, integralumui ir pan. Baigiamojo darbo sąsaja su minėtaisiais aspektais atitinka tarptautinius lūkesčius.

Studentų vertinimo sistema stokoja apibrėžtumo. Atrodo, kad už galutinį įvertinimą yra atsakingi tik konkretaus studijų dalyko dėstytojai. Atkreiptinas dėmesys, kad akademinis personalas yra tos pačios aukštosios mokyklos absolventai, todėl vertinimui būdinga anksčiau vyravusių tradicijų tąsa. Ekspertų grupės manymu, reikėtų vertinimą orientuoti į tikslumą; sugriežtinti požiūrį į vertinimą, kad jis užtikrintų institucijos teikiamos kvalifikacijos reputaciją.

Žvelgiant iš visumos perspektyvos, šios studijų programos atžvilgiu buvo nustatytas poreikis spręsti komunikacijos tarp personalo ir studentų klausimą. Studentai, su kuriais ekspertų grupė susitiko, garantuoja gerą aukštojo mokslo institucijos vardą – susitikime su ekspertų grupe studentai aiškiai reiškė mintis, buvo įdomūs ir suinteresuoti savo išsilavinimu. Vertinant studijų programą iš įvairių šaltinių gauta informacija sąlygojo probleminių klausimų kėlimą: kai kurių dėstytojų dėstymo stilius, paskaitų turinys, studentų gebėjimas teikti grįžtamąjį ryšį ir gauti atsakymus, studentų gebėjimas prisidėti prie pokyčių vykdymo ir pan. Ekspertų grupės nuomone, šiuo atžvilgiu galima pastebėti nemažai reikšmingų galimybių studijų programai, o laisvi ir naudingi informacijos mainai tarp personalo ir studentų suteiktų studijų programai pranašumo.

Moksliniai žurnalai, kuriuose akademinis personalas publikuoja, vertinant iš visumos perspektyvos, turėtų būti aukštesnio lygmens. Be to, minėtosiomis publikacijomis taip pat naudojamosi dėstant bei studentai jomis remiasi rengdami baigiamuosius darbus. Iš dalies šią situaciją sąlygoja reikalavimas būtinai publikuoti, taip pat tai, kad publikacijų skaičius yra tiesiogiai susijęs su galimybe toliau dirbti aukštojo mokslo įstaigoje. Ekspertų grupės nuomone, minėtųjų publikacijų pakanka patenkinti teisės aktų reikalavimus studijų programos vykdymui. Vis dėlto reikėtų atkreipti dėmesį, kad taip pat veikia ir kiti svarbūs faktoriai, susiję su institucijos vizija ir misija. Ekspertų grupės manymu, institucijos vadovai turėtų skatinti akademinį personalą publikuoti tarptautiniu mastu pripažintuose aukštos kokybės moksliniuose žurnaluose. Pirmasis žingsnis turėtų būti užtikrinimas, kad šie žurnalai personalui būtų lengvai prieinami; neseniai aukštoji mokykla kai kurių žurnalų prenumeratą nutraukė dėl to, kad leidiniais nebuvo pakankamai naudojamosi. Tinkama vadyba užtikrintų šio aspekto privalumus.

Socialinių partnerių dalyvavimas studijų programos tobulinime turėtų būti programos stiprybe. Jų sąveika su institucija dažniausiai pasižymi neformalumu, yra pagrįsta asmeniniais kontaktais, bendrais projektais, studentų praktikomis ir dalyvavimu baigiamųjų darbų vertinimo procese. Kalbant apie pastarąjį, socialiniai partneriai dažniausiai yra skiriami baigiamųjų darbų vertinimo komisijos pirmininkais, tokiu būdu jie gali susipažinti su studentų gebėjimais. Socialiniai partneriai susitikimo metu esama tvarka atrodė patenkinti. Tačiau ekspertų grupės nuomone, sąveikai tarp socialinių partnerių ir institucijos būtų naudingesnis sisteminis požiūris. Pavyzdžiui, ekspertų grupei nebuvo pateikta jokia Lietuvos darbo rinkos poreikių sisteminė analizė.

Socialiniai partneriai išreiškė aišką suinteresuotumą didesniu studentų studijų programoje skaičiumi (taip pasireiškė didelė absolventų paklausa darbo rinkoje). Studentų skaičius mažėja. To priežastimi buvo įvardyta pasikeitusi studijų finansavimo tvarka. Socialiniai partneriai išreiškė norą, kad būtų imtasi skubių studijų programos populiarinimo priemonių, siekiant didesnio šios specialybės studentų skaičiaus ir jų prisidėjimo prie naudos darbo rinkai.

Kokybės užtikrinimo mechanizmai studijų programoje neveikia. Studentai neskiria laiko atsiliepimų teikimui, pasinaudojant instituciniu lygmeniu veikiančia sistema (semestro pabaigoje); jų manymu, sistema neskatina jokių pokyčių. Taip pat nėra aišku, ar personalas iš viso gauna kažkokį grįžtamąjį ryšį. Vadovybei nėra teikiama informacija, reikalinga dėstymo kokybei nustatyti. Dėl to jokie pokyčių indikatoriai nėra prieinami.

III. REKOMENDACIJOS

1. Į paslaugas orientuotų informacinių technologijų vaidmuo studijų programoje turėtų būti aiškesnis (pateikimo dokumentuose atžvilgiu).
2. Studijų programos tikslai ir profilis turėtų būti aiškiau išdėstyti bei atitinkamai su jais turėtų būti supažindinami visi socialiniai dalininkai tuo pat metu užtikrinant, kad vyrauja bendras požiūris į studijų programos tikslus ir profilį.
3. Į paslaugas orientuotų informacinių technologijų vaidmenį pateikus aiškiau, reikėtų peržiūrėti ir aiškiai aprašyti (pateikimas dokumentuose) sąsajas tarp studijų programos tikslų ir programos bei studijų dalykų numatomų studijų rezultatų.
4. Matematikos studijų dalyko turinys studijų programoje turėtų būti pertvarkytas taip, kad būtų užtikrinta, jog matematika atitinka studijų programos reikmes.

5. Praktikos turėtų būti pertvarkytos taip, kad jų atžvilgiu visi socialiniai dalininkai gautų reikšmingos naudos, pavyzdžiui, praktikų laikotarpis galėtų būti pailgintas iki 2 ar 3 mėnesių.
6. Reikėtų peržiūrėti studijų dalykus, siekiant užtikrinti, kad jie studijų programai yra tinkami, o studijų dalykų turinys yra atnaujintas. Ypatinę dėmesį reikėtų skirti Žmogaus ir kompiuterio sąveikos (angl. *Human Computer Interaction*) studijų dalyko peržiūrejimui, siekiant, kad jis atspindėtų vyraujančias tendencijas, susijusias su žmogaus ir kompiuterio sąveika.
7. Reikėtų skubiai imtis priemonių siekiant užtikrinti nesudėtingą ir efektyvią komunikaciją tarp personalo ir studentų.
8. Kokybės stokojančios paskaitos turėtų būti identifikuotos ir tobulinamos, tam tikrais atvejais keičiant kai kuriuos dėstytojus.
9. Atitinkamai kokybiškas dėstymas turėtų būti įvertinamas, kartu skatinant pedagogines inovacijas.
10. Reikėtų naudotis tikslesnėmis / griežtesnėmis vertinimo schemomis, kad būtų galima diferencijuoti studentus, atsižvelgiant į jų pasiekimus. Schemos turėtų skatinti studentus panaudoti savo potencialą visais darbo aspektais, įvertinti už išskirtinai gerus pasiekimus, o jų įgyvendinimas turėtų būti susietas su saugikliais, siekiant išvengti jų naudojimo netinkamai ir pernelyg biurokatiškai. Remiantis tuo, pakeistos vertinimo schemos turėtų būti visiems socialiniams dalininkams gerai žinomos, taip užtikrinant jų pasitikėjimą jomis.
11. Socialinių partnerių indėlių reikėtų formalizuoti, kad jis būtų naudingas studijų programai. Reikėtų įtraukti daugiau socialinių partnerių, ypač tų, kurie teikia didelę reikšmę aukštos kokybės moksliniams tyrimams ir moksliniam pagrindui, reikalingam studijų programai vykdyti.
12. Personalas turėtų būti susipažinęs su aukščiausiais tarptautiniais mokslinių tyrimų standartais.
13. Reikėtų skatinti ir remti mokslinių tyrimų kokybės gerinimą.

14. Aukščiausius tarptautinius standartus atitinkanti mokslinė literatūra turėtų būti lengvai prieinama tiek personalui, tiek studentams, o vadovybė turėtų užtikrinti, kad ji būtų efektyviai naudojama studijų programos labui.
15. Reikėtų skatinti personalui skirtas atostogas mokslo tiriamosios veiklos vykdymo tobulinimui, kurios būtų praleidžiamos tarptautiniuose prestižiniuose universitetuose. Tarptautinės doktorantūros ir kitos panašios galimybės turėtų būti išnagrinėtos kaip tolesnės priemonės, siekiant įtraukti jaunesnius kolegas į aukšto lygio tarptautinių mokslinių tyrimų vykdymą.
16. Reikėtų išsiaiškinti skirtingų grįžtamojo ryšio teikimo sistemų naudą personalui ir studentams. Tokios sistemos turėtų būti suprantamos kaip pokyčius skatinančios priemonės, o jų efektyvumą reikėtų stebėti.
17. Reikėtų populiarinti informacinę sistemą „Medeinė“, kad būtų teikiamas iš tiesų anonimiškas grįžtamasis ryšys (tiek skaitine, tiek tekstine formomis). Tokio populiarinimo dalimi taip pat turėtų būti studentų įtikinimas, kad jų teikiamas grįžtamasis ryšys yra vertingas ir prisideda prie studijų kokybės gerinimo.
18. Reikėtų imtis priemonių paremiant katedros vedėjo poziciją, kad dinamiškai lyderiai galėtų įgyvendinti efektyvius pokyčius.
19. Reikėtų gerinti programos rinkodarą, siekiant pritraukti daugiau stojančiųjų.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.