STUDIJŲ KOKYBĖS VERTINIMO CENTRAS
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

INFORMATION SYSTEMS FIELD OF STUDY

Vilnius Gediminas Technical university (VILNIUS TECH)

EXTERNAL EVALUATION REPORT

Expert panel:

1. Panel chair: Prof. dr. Johann Gamper …….. (signature)
2. Academic member: Prof. dr. Rafael Toledo Moreo
3. Social partner representative: Vilma Narkevičienė
4. Student representative: Miglė Gervytė

SKVC coordinator: Radvilė Blažaitytė

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I. INTRODUCTION

1.1. OUTLINE OF THE EVALUATION PROCESS

The field of study evaluations in Lithuanian higher education institutions (HEIs) are based on the following:

- Procedure for the External Evaluation and Accreditation of Studies, Evaluation Areas and Indicators, approved by the Minister of Education, Science, and Sport;
- Methodology of External Evaluation of Study Fields approved by the Director of the Centre for Quality Assessment in Higher Education (SKVC);
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The evaluation is intended to support HEIs in continuous enhancement of their study process and to inform the public about the quality of programmes within the field of study.

The object of the evaluation is all programmes within a specific field of study. A separate assessment is given for each study cycle.

The evaluation process consists of the following main steps: 1) Self-evaluation and production of a self-evaluation report (SER) prepared by an HEI; 2) A site visit by the review panel to the HEI; 3) The external evaluation report (EER) production by the review panel; 4) EER review by the HEI; 5) EER review by the Study Evaluation Committee; 6) Accreditation decision taken by SKVC; 7) Appeal procedure (if initiated by the HEI); 8) Follow-up activities, which include the production of a Progress Report on Recommendations Implementation by the HEI.

The main outcome of the evaluation process is the EER prepared by the review panel. The HEI is forwarded the draft EER for feedback on any factual mistakes. The draft report is then subject to approval by the external Study Evaluation Committee, operating under SKVC. Once approved, the EER serves as the basis for an accreditation decision. If an HEI disagrees with the outcome of the evaluation, it can file an appeal. On the basis of the approved EER, SKVC takes one of the following accreditation decisions:

- **Accreditation granted for 7 years** if all evaluation areas are evaluated as exceptional (5 points), very good (4 points), or good (3 points).
- **Accreditation granted for 3 years** if at least one evaluation area is evaluated as satisfactory (2 points).
- **Not accredited** if at least one evaluation area is evaluated as unsatisfactory (1 point).

If the field of study and cycle were **previously accredited for 3 years**, the re-evaluation of the field of study and cycle is initiated no earlier than after 2 years. After the re-evaluation of the field of study and cycle, SKVC takes one of the following decisions regarding the accreditation of the field of study and cycle:

- To be accredited for the remaining term until the next evaluation of the field of study and cycle, but no longer than 4 years, if all evaluation areas are evaluated as exceptional (5 points), very good (4 points) or good (3 points).
- To not be accredited, if at least one evaluation area is evaluated as satisfactory (2 points) or unsatisfactory (1 point).

1.2. REVIEW PANEL

The review panel was appointed in accordance with the Reviewer Selection Procedure as approved by the Director of SKVC.

The composition of the review panel was as follows:

1. Panel chair: Prof. dr. Johann Gamper,
2. Academic member: Prof. dr. Rafael Toledo Moreo,
3. Social partner representative: Vilma Narkevičienė,
4. Student representative: Miglė Gervytė.

1.3. SITE VISIT

The site visit was organised on 23 October 2025 onsite.

Meetings with the following members of the staff and stakeholders took place during the site visit:

- Senior management and administrative staff of the faculty(ies);
- Team responsible for preparation of the SER;
- Teaching staff;
- Students;
- Alumni and social stakeholders including employers.

There was no need for translation, and the meetings were conducted in English.

1.4. BACKGROUND OF THE REVIEW

Overview of the HEI

Vilnius Gediminas Technical University (VILNIUS TECH) was established in 1956 as a state-owned public higher education institution. Today, VILNIUS TECH is one of the largest universities in Lithuania and aspires to become a leader in teaching and research in technology and engineering.

The governance of VILNIUS TECH is structured around two collegial bodies: the University Council and the Senate. The Council oversees the university's vision and mission, strategic action plans, budget, hiring policies, and the election of the Rector. The Senate manages all academic affairs and operates through five permanent committees: the Research Committee, Studies Committee, Students Committee, Development and Quality Committee, and Legal and Ethics Committee. The Rector, together with the Vice-Rectors and the Deans and Vice-Deans of the faculites, is responsible for the university's research and teaching activities.

For the organization of research and teaching, VILNIUS TECH is structured into faculties and departments. Each faculty is governed by a Dean and a Faculty Council, which serves as the faculty's collegial management body.

Overview of the study field

VILNIUS TECH is a technically oriented university with a strong emphasis on engineering, offering study programmes in 27 fields. In the field of Information Systems (B02), VILNIUS TECH offers one first-cycle study programme, termed Information Systems, which is the subject of this accreditation procedure. The programme was launched in 2011 by the Department of Information Systems at the Faculty of Fundamental Sciences.

The demand for professionals in the field of information systems in Lithuania is constantly increasing, as reflected in the high vacancy rates in this field. European-level policies, such as the EU's 2030 Digital Agenda, further reinforce this need. Additionally, the long-term vision for the development of rural areas emphasises digitisation to improve competitiveness, support green and digital transitions, and enhance quality of life. Together, these national and European priorities highlight a strong and growing need for qualified IT graduates.

Previous external evaluations

The self-evaluation report (SER) contains the recommendations from the previous assessment together with the actions and measures that have been developed to address the shortcomings. Overall, it seems that the recommendations have been largely implemented.

Documents and information used in the review

The following documents and information have been provided by the HEI before or during the site visit:

- Self-evaluation report and its annexes;
- Final theses;
- Additional documents provided by the HEI on 2025-09-30: Bachelor Degree Thesis, List of Publications, 3 Annex. List of Final works 2021-2025 updated, Competitive scores of students. Tables 3.1-2, IS_Course subjects_all, IS Course subjects_all, IS_tinklelis_2025_LT;

- Additional documents provided by the HEI on 2025-10-21: Competitive scores of students. Tables 3.1-2, ENG_Rules for Responsible Use of Artificial Intelligence, LT_Dirbtinio intelekto atsakingo naudojimo taisyklės, ENG_Self-assessment student survey (Answers), LT_Savianalizė_studentu apklausa (Atsakymai), Updated data about students 3.1-2 and 4.2 tables.

Additional sources of information used by the review panel:

The following additional sources of information have been used by the review panel:

- Statistics Lithuania. (2022). *Labour market in Lithuania (edition 2022).* https://osp.stat.gov.lt/documents/10180/10340678/Labour+Market+in+Lithuania+%28edition+2022%29.pdf/3269d988-c51a-4053-bfe5-bf64b0521b59;
- European Commission. (2021). *2030 Digital Compass: The European way for the digital decade.* Publications Office of the European Union. https://digital-strategy.ec.europa.eu/en/policies/digital-compass;
- European Parliament. (2022, December 13). *European Parliament resolution of 13 December 2022 on a long-term vision for the EU's rural areas – Towards stronger, connected, resilient and prosperous rural areas by 2040* (2021/2254(INI); P9_TA (2022)0436). Official Journal of the European Union. https://op.europa.eu/en/publication-detail/-/publication/58a58eae-f471-11ed-a05c-01aa75ed71a1/language-en;
- Vilnius Gediminas Technical University. (2021). *VILNIUS TECH strategy 2021–2030.* Vilnius Gediminas Technical University. https://vilniustech.lt/files/5185/259/12/15_0/VILNIUS%20TECH%20strategy%202021-2030_edited.pdf.

II. STUDY PROGRAMMES IN THE FIELD

First cycle/LTQF 6

Title of the study programme	**Information systems**
State code	6121BX022
Type of study (college/university)	University
Mode of study (full time/part time) and nominal duration (in years)	Continual studies (4 years) Extended distance studies (6 years)
Workload in ECTS	240
Award (degree and/or professional qualification)	Bachelor of Informatics Sciences
Language of instruction	Lithuanian
Admission requirements	Secondary education
First registration date	2011
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)	

III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS

The **first cycle** of the Information systems field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points*
1.	Study aims, learning outcomes and curriculum	3
2.	Links between scientific (or artistic) research and higher education	3
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	4
5.	Teaching staff	3
6.	Learning facilities and resources	4
7.	Quality assurance and public information	3
	Total:	23

1 (unsatisfactory) - the area does not meet the minimum requirements, there are substantial shortcomings that hinder the implementation of the programmes in the field.
2 (satisfactory) - the area meets the minimum requirements, but there are substantial shortcomings that need to be eliminated.
3 (good) - the area is being developed systematically, without any substantial shortcomings.
4 (very good) - the area is evaluated very well in the national context and internationally, without any shortcomings.
5 (exceptional) - the area is evaluated exceptionally well in the national context and internationally.

IV. STUDY FIELD ANALYSIS

AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM

1.1.	Programmes are aligned with the country's economic and societal needs and the strategy of the HEI

FACTUAL SITUATION

1.1.1. Programme aims and learning outcomes are aligned with the needs of the society and/or the labour market

As noted in the SER, the Information Systems (IS) study programme is relevant to labour market needs, as evidenced by the Labour Market in Lithuania (2022 edition) statistics, the European Commission's 2030 Digital Agenda, and the European Parliament Resolution of 13 December 2022 on "A long-term vision for the European Union's rural areas – Towards stronger, connected, resilient and prosperous rural areas by 2040." These sources confirm a strong demand for IS specialists and demonstrate the programme's alignment with digital transformation objectives, cohesion, and sustainable development goals in line with national and EU priorities.

However, the programme does not clearly demonstrate how its learning outcomes (LOs) support these strategic EU priorities or how graduates' competences contribute to future digital economy needs. The programme's uniqueness and societal relevance also need clearer articulation. The programme would benefit from a more explicit reflection on what distinguishes it from similar programmes at other HEIs and on its development potential in the context of rapidly evolving EU and global digital priorities.
The study programme committee (SPC) regularly reviews and updates the programme to ensure its ongoing relevance and effectiveness. Programme monitoring relies on data from the *QUBE Power BI* system at the department, faculty, and institutional levels. While internal key performance indicators are systematically applied, employability data is considered external and not fully reliable due to data quality issues and other limitations.

The curriculum meets national requirements and exceeds them through electives such as Security and Auditing, although such key topics could be made compulsory. It focuses on innovation and Artificial Intelligence (AI) related applications, with flexibility for lecturers to adapt course content by up to 20%. Students are encouraged to use AI tools (e.g., ChatGPT) to support programming, research, and academic writing in line with institutional policies. Plans include strengthening internships and industry collaboration to ensure that all graduates acquire essential competences.

Legal and ethical topics, including data protection, intellectual property, contracts, product safety, and professional responsibility, are introduced early in the programme but are not fully integrated across all courses. Competences related to security and quality criteria are implemented in practice but are not explicitly stated in the official LOs, offering an opportunity for further improvement.

Although the LO concerning the application of computing knowledge to develop solutions that meet security and quality criteria is not formally included in the programme, it is developed in practice through horizontal integration across courses. This competence would benefit from being explicitly embedded in the official LOs to ensure full alignment with national and institutional expectations.

Students report favourable opportunities to apply their skills through internships, projects, and industry collaboration. Early internships often lead to employment, supported by a strong foundation in both technical and business-oriented courses such as economics, marketing, and finance. Lecturers are highly commended for their motivation, engagement, and ability to align teaching with employer needs. Programming courses effectively combine technical training with practical components, such as user interface design and client interaction.

Employers highlight graduates' strong practical preparation and adaptability but recommend a deeper integration of AI and cybersecurity, along with a clearer strategy for emerging technologies. They emphasize key competencies such as ITIL[1], ITSM[2], project management, and continuous learning. Social partners express willingness to contribute more actively, but are currently less involved in curriculum decisions via study committee activities. Final thesis topics are often traditional and insufficiently aligned with modern business and technology trends. Therefore, social partners recommend incorporating more modern, business-oriented themes, particularly in areas such as AI and the Internet of Things (IoT). Similarly, alumni report that topics such as AI, data ethics, cybersecurity, and digital transformation should be addressed more comprehensively to meet future labour market needs.

Social partners confirm that students have strong opportunities to apply their skills through projects, internships, and industry collaboration, especially in the second and third year of studies, with many already employed by the fourth year. Internship programmes and employer academies effectively build practical competencies, while flexible study options help students balance work and learning. The programme provides solid theoretical and practical preparation, contributing to high satisfaction among students and employers.

Overall, the programme still lacks a clear demonstration of its uniqueness, societal relevance, and long-term career preparation.

1.1.2. Programme aims and learning outcomes are aligned with the HEI's mission, goals, and strategy

The IS study programme aims to train qualified specialists capable of analysing, developing, maintaining, and managing secure information systems in a rapidly evolving technological environment. The programme's LOs specified in the SER (Annex 1) cover a broad spectrum of competences, ranging from IS analysis, design, and development to database management, programming, data analytics, information security, teamwork, communication, and continuous professional growth. The programme complies with the *Learning Outcomes of First Cycle University Studies of Computing* ensuring alignment with national higher education standards.

The programme's objectives support VILNIUS TECH's strategic direction and its 2030 vision of becoming a prestigious European technical university. By preparing specialists in digitalisation, information security, and innovative IT solutions, the IS programme contributes to national and EU priorities such as the EU Digital Agenda, sustainable growth, and regional development.

The SER could present these alignments more clearly. It refers to the HEI's vision and strategy only through a website link rather than describing how the IS programme supports them. Findings from

[1] Wikipedia contributors. (2024). *ITIL*. In *Wikipedia, The Free Encyclopedia*. Retrieved 17 November 2025, from https://en.wikipedia.org/wiki/ITIL

[2] Wikipedia contributors. (2025, October 22). IT service management. In Wikipedia, The Free Encyclopedia. Retrieved 17 November 2025, from https://en.wikipedia.org/wiki/IT_service_management

the site visit indicate that VILNIUS TECH actively aligns the programme with its strategic goals, with the SPC regularly updating the curriculum based on stakeholder feedback. The curriculum combines core knowledge with emerging topics such as AI, data protection, and security, and it provides practical experience through internships, projects, and guest lectures.

Although the programme outcomes are broad and well structured, the SER does not sufficiently illustrate how students apply the acquired knowledge and competences in real-world contexts, e.g., industry projects, internships, applied research cases. Likewise, it does not adequately explain the programme's societal relevance, development potential, or graduates' prospects beyond listing potential professions. Nevertheless, recommendations from the previous external evaluation for a continuous monitoring of regulations and periodic updates to programme objectives, LOs, and teaching methods indicate positive progress since the last evaluation.

VILNIUS TECH promotes research and development (R&D) through strategic priorities, the "Moonshot" initiative, financial incentives, and mentorship, with regular consultations between lecturers and students to strengthen R&D initiatives and foster a culture of research engagement. However, alumni reported no involvement in R&D during their studies, indicating a gap between the university's strategic ambitions and the actual implementation within the IS programme.

Alumni confirmed that the IS programme provides modern, future-oriented knowledge and skills, balancing technical and soft skills with practical and international experience, which makes graduates competitive and well prepared. VILNIUS TECH is widely recognised as a prestigious, high-quality technical university in Lithuania and Europe, with studies and research that positively impact students and society by reinforcing its 2030 vision.

ANALYSIS AND CONCLUSION (regarding 1.1.)

The IS study programme is relevant and timely, effectively responding to the growing labour market demand for IS specialists and aligning with national and EU priorities in digitalisation, innovation, and sustainable growth. Its aims and LOs cover both technical and transferable competences and comply with the *Learning Outcomes of First Cycle University Studies of Computing*, ensuring consistency with national higher education standards. The programme supports the HEI's vision of becoming a leading European technical university by focusing on digitalisation, information security, and innovative IT solutions.

The programme closely meets employer needs and labour market expectations. Students acquire practical and professional skills through internships, projects, and industry collaboration, with early internships often leading to employment. A strong foundation in technical and business subjects, such as economics, marketing, and finance, further supports their success. Lecturers are praised for their engagement and for aligning teaching with industry needs. Employers and partners confirm that graduates possess solid practical knowledge, adaptability, and readiness for roles in IT service management, project management, and systems analysis.

The SER does not clearly link the programme's LOs to EU priorities or demonstrate how graduates' skills support long-term career prospects in the digital economy. Alignment with the HEI's mission and strategy is referenced only via a website link, without any summary or mapping. While the outcomes are broad and well structured, the SER lacks concrete examples of how students apply their knowledge in real-world contexts, such as industry projects, internships, or applied research activities.

Social partners actively support student employability through internships and collaboration but have limited involvement in programme development and decision-making. They note that final theses

often address traditional topics and overlook current trends such as AI, IoT, and data-driven innovation. Partners are willing to contribute more to curriculum design to better align the programme with evolving labour market needs.

Furthermore, although the HEI promotes R&D through initiatives intended to encourage student engagement in innovation activities, alumni reported minimal involvement in R&D during their studies, revealing a gap between strategic ambitions and practical implementation. Alumni nevertheless view the IS programme as modern and future oriented, offering a strong balance of technical and soft skills along with valuable international exposure. Graduates feel well prepared for professional roles and report strong performance compared with peers from other institutions, underscoring the programme's quality and effectiveness.

Overall, while the IS study programme is well aligned with national standards and effectively supports labour market needs, its alignment with strategic goals and practical implementation could be presented more explicitly. Insights collected during the site visit confirm that alignment with the HEI's strategy and labour market relevance is actively pursued, but this is not clearly communicated in the SER.

1.2.	Programmes comply with legal requirements, while curriculum design, curriculum, teaching/learning and assessment methods enable students to achieve study aims and learning outcomes

FACTUAL SITUATION

1.2.1. Programmes comply with legal requirements

The IS programme demonstrates overall compliance with national and European legal requirements, including scope, workload, qualification levels, and credit distribution. Relevant legislation and field descriptors are referenced, and the programme aligns with the Lithuanian Qualifications Framework. The study plan is based on ACM/AIS international standards, which is good practice and supports the recognition and internationalisation of graduates during and after their studies. Minor shortcomings remain in the explicit linkage between intended LOs, course modules, and field descriptors, which should be clarified to strengthen full transparency and alignment.

The credits are defined at the suggested level of total workload, for practice, for independent student work, etc. The principles of study credits are defined in an internal university document (VILNIUS TECH Senate No. 107-2.2 of 11 December 2018 "General principles of compilation and implementation of the Vilnius Gediminas Technical university study programmes"), whose purpose is to verify consistency with the University's mission, the requirements of the legislation of the Republic of Lithuania, and the European Higher Education Quality Assurance Regulations and Guidelines. After some clarifications done during the onsite visit, the information provided is considered sufficient and well designed.

1.2.2. Programme aims, learning outcomes, teaching/learning and assessment methods are aligned

The programme demonstrates a generally sound alignment between its aims, intended LOs (at the program level), and teaching and assessment methods.

The aims of the study programme are clearly defined, and the connection between these aims and the programme's intended LOs is evident. The curriculum design is coherent and logical. While the

SER and its annexes do not explicitly list basic LOs at the subject level (making it difficult to assess whether the allocated credits are sufficient for students to achieve them), the course cards include annotations and course results linked to each study programme outcome. Although the course cards are quite comprehensive, including the corresponding set of basic LOs would provide a clearer understanding of how IS-related skills are addressed in each course. Additionally, this practice would facilitate the mapping of each subject to other courses or learning activities, benefiting international mobility.

The use of Bloom's taxonomy, cumulative assessment, and a combination of traditional and active learning approaches contributes to coherence and supports the achievement of LOs. However, the documentation could better demonstrate how innovative methods are consistently applied across all modules. Some examples were mentioned during the onsite visit, but these are not fully documented. The application of innovative methods is particularly critical in the field of IS, where traditional approaches are increasingly challenged by latest developments in LLM systems.

1.2.3. Curriculum ensures consistent development of student competences

The curriculum presents a logical progression from foundational courses (e.g., mathematics, programming, computer architecture) to advanced IS-specific subjects and broader worldview topics. This sequencing, combined with the availability of electives, offers opportunities for both specialization and interdisciplinary exposure. Internships and the final thesis are well positioned to consolidate competences and to bridge theory and practice.

Although the SER does not clearly explain how competence acquisition is systematically assessed during internships or the thesis, the subject cards reportedly list intended LOs, and additional clarification was provided during the onsite visit. An explicit, documented mapping of assessment in practical components would strengthen confidence in the consistent development of transversal and IS-specific competences.

1.2.4. Opportunities for students to personalise curriculum according to their personal learning goals and intended learning outcomes are ensured

The programme offers mechanisms for individual study plans, elective subjects, and the possibility to combine programmes or pursue part-time studies. Digital and distance-learning options also provide flexibility, and the institution successfully ensured continuity during the pandemic. These options demonstrate that structures for personalisation exist and can be used to adapt studies to individual needs.

However, in recent years there has been considerable reflection in the EHEA/BFUG on the relevance of flexible study paths, insisting on the need to provide flexible learning paths and a student-centred education. The documentation and the interviews during the onsite visit did not clearly demonstrate how accessible or widely used these opportunities are, nor how truly flexible they are in practice. Approval by the dean and a 45-ECTS ceiling per year may limit adaptability. In addition, distance learning appears to be implemented primarily as a transfer of traditional lectures to digital platforms, without deeper pedagogical reflection or innovation. Given the rise of AI-assisted learning (e.g., LLMs), more systematic approaches are needed to ensure that digital formats foster independent learning and competence acquisition rather than simple content delivery.

The organization of the curriculum (with mandatory courses every semester) significantly limits the flexibility of student pathways, and the procedure for course recognition is not considered straightforward and, therefore, not fully accessible to students.

1.2.5. Final theses (applied projects) comply with the requirements for the field and cycle

The principles governing final thesis preparation, committee formation, and the defense process are clearly described, and the inclusion of an external practical expert in the Degree Awarding Committee is a welcome practice that supports objectivity and relevance. Overall, the process appears well structured, and the involvement of social partners in commissioning theses is positive.

The list of final theses available in the documentation (supported by the examples discussed during the onsite visit) provides evidence of compliance with field descriptors and cycle requirements. The works can be clearly categorized as relevant to the field and good examples to demonstrate the competencies of the IS program. The assessment can therefore be considered compliant by analysis (not by design). Topics are approved by the Dean (by decree), which gives an extra layer of verification additional to the criteria of the final thesis mentor.

In a previous section of the SER, Bloom's taxonomy was cited as applied in coursework. The documentation could be improved by establishing a connection between the final thesis validation methods and the competence levels (qualification and learning).

ANALYSIS AND CONCLUSION (regarding 1.2.)

The programme meets national and European legal requirements and demonstrates overall coherence between its aims, intended LOs, teaching and learning methods, and assessment practices. The curriculum is logically structured, progressing from foundational to advanced IS subjects, and includes internships and a final thesis to consolidate practical competences. However, several weaknesses emerge across the subsections:

- Greater explicitness is needed in mapping LOs at the module/subject level to programme-level LOs and field descriptors.
- There is limited evidence of systematic monitoring of the alignment between aims, outcomes, and teaching/assessment methods, including the consistent use of innovative pedagogies.
- Although mechanisms for flexible study pathways exist in theory, the documentation does not demonstrate that they are accessible, effective, or pedagogically robust.

The following conclusions can be drawn:

- The programme meets legal and structural requirements but would benefit from strengthening the explicit alignment between programme-level and subject-level LOs and field descriptors.
- The curriculum design is coherent and progressive, enabling students to develop basic and advanced competences, as demonstrated through relevant final theses.
- The alignment between aims, outcomes, teaching, and assessment is generally sound, but it is not systematically documented.
- Opportunities for curriculum personalization exist but appear limited in practice and lack pedagogical innovation, particularly in digital and AI-supported learning environments.

AREA 1: CONCLUSIONS

AREA 1	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle			x		

COMMENDATIONS

1. The programme offers a solid grounding in programming, information systems, databases, and business management. Its structure is clear and well sequenced, and it aligns with both national requirements and recognised international IS standards (ACM/AIS), strengthening programme recognition and international relevance.

2. The engagement with the local industry is noteworthy. Students have multiple opportunities to apply their knowledge in practice through internships, project work, and other forms of collaboration, including the involvement of external stakeholders in final thesis panels and the Degree Awarding Committee. These experiences ensure the programme's relevance and help students build confidence and understand how their skills translate into real professional contexts.

3. Lecturers actively refine course content in response to student feedback and emerging market trends. Flexible study options, such as individual study plans, elective courses, and distance-learning arrangements, support a personalised study experience.

RECOMMENDATIONS

To address shortcomings

1. Expand coverage of emerging areas including AI, cybersecurity, data ethics, and digital transformation, and consider making key modules compulsory rather than elective.

2. Provide a clearer mapping of LOs to EU strategic priorities and to the HEI's mission and strategy. Strengthen evidence of how specific IS programme competences are taught by clearly showing which subjects develop each competence and to what extent.

3. Establish and document a process to ensure that programme aims, teaching methods, and assessments are well aligned (including innovative pedagogies), and improve the practical implementation of flexible learning options so that students can personalise their studies to their individual goals.

For further improvement

1. Consider implementing an adaptive monitoring system and curriculum updates that go beyond PDCA (Plan-Do-Check-Act) methodology to respond proactively to rapid labour market changes and EU digital priorities.
2. Revisit constraints such as semester-locked mandatory courses and the 45-ECTS cap to increase pathway flexibility.
3. Improve transparency and accessibility of course recognition and individual study plan procedures.
4. Ensure consistent application of innovative teaching and assessment methods across all modules and document examples of good practice.
5. Move beyond transferring traditional lectures to digital platforms and develop pedagogically grounded digital learning approaches that account for the growing impact of AI-assisted learning (e.g., LLMs).
6. Provide clear evidence of alignment between final thesis expectations and cycle/field descriptors (e.g., EQF, QF-EHEA), including how Bloom's taxonomy or equivalent frameworks are applied at the thesis level.

AREA 2: LINKS BETWEEN SCIENTIFIC (OR ARTISTIC) RESEARCH AND HIGHER EDUCATION

2.1.	Higher education integrates the latest developments in scientific (or artistic) research and technology and enables students to develop skills for scientific (or artistic) research

FACTUAL SITUATION

2.1.1. Research within the field of study is at a sufficient level

In accordance with the recommendations from the previous external evaluation, the Information Systems Department (ISD) of the Faculty of Fundamental Sciences places strong emphasis on the continuous professional development of its faculty members. The SER highlights several initiatives aimed at enhancing teachers' qualifications and improving the quality of their research activities. Faculty members are encouraged to actively engage in research and to publish in high-quality (Q1 and Q2) journals and conferences. Furthermore, the faculty participates in doctoral programs, and a new scientific journal has been established by VILNIUS TECH. The ISD also organizes the annual Lithuanian Young Scientists' Conference to promote research dissemination among young researchers and students. ISD faculty members actively participate in national and international conferences, such as Baltic DB&IS, CompSysTech, and IEEE eStream. Regular research seminars are organized with both internal PhD students and visiting researchers from other institutions. Faculty members are involved in and often lead national and international research projects, and several national and EU patents have been registered by ISD researchers. Finally, the department reports active participation in Erasmus+ training and teaching mobility programs.

During the onsite visit, the panel was informed that VILNIUS TECH provides financial incentives for high-quality publications and third-party funded research projects. This measure is appreciated by the teaching staff and shows an impact over the years.

2.1.2. Curriculum is linked to the latest developments in science, art, and technology

To ensure that the curriculum remains aligned with the most recent developments in the field, VILNIUS TECH adopts a strategy that actively promotes the engagement of its faculty members in high-quality research activities. Accordingly, ISD faculty are subject to regular performance evaluations. To obtain the attestation scientific publications in highly ranked journals are required. The knowledge and insights gained through this research are incorporated into course content. Similarly, thesis topics are often aligned with the professors' ongoing research activities.

2.1.3. Opportunities for students to engage in research are consistent with the cycle

Students are actively encouraged to participate in research activities, primarily through their final thesis (FT) and course projects, where they apply advanced methodologies to address practical and scientific problems.

Bachelor's students generally focus on solving applied problems, although some also engage in experimental research. To promote research-oriented FTs, since 2019 VILNIUS TECH has organized a research topic competition for second- and third-year students, in which participants are assigned topics proposed by faculty members. The winners are awarded a scholarship and invited to present their work at the VILNIUS TECH Lithuanian Young Scientists' Conference. These

initiatives foster creativity, enhance research competencies, and encourage deeper student involvement in scholarly activities.

In business-oriented FTs, students examine real-world company operations, identify challenges, and develop software-based solutions to address them. Such projects strengthen the collaboration between students, academic staff, and industry partners.

ANALYSIS AND CONCLUSION (regarding 2.1.)

The Information Systems Department (ISD) has introduced several measures to support continuous professional development and high-quality research, including financial incentives and regular performance evaluations that require high-quality publications. The expert panel recommends continuing the strategic focus on high-quality research. However, existing measures should be reviewed and strengthened, and additional qualitative and quantitative measures should be introduced. An important step toward enhancing medium- and long-term research capacity is the establishment of a strong, potentially international PhD programme in cooperation with other European universities.

The curriculum is aligned with current scientific and technological developments by integrating faculty research into teaching and thesis supervision. Students are encouraged to engage in research through FTs, course projects, and a research topic competition that offers scholarships and opportunities to present at the Lithuanian Young Scientists' Conference.

AREA 2: CONCLUSIONS

AREA 2	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle			X		

COMMENDATIONS

1. Recently, a number of initiatives have been introduced to improve research performance in general and to engage students in research activities. Notable examples include financial incentives, a new scientific journal at VILNIUS TECH, and the encouragement of the teaching staff to publish in high quality outlets. Similarly, the annual Lithuanian Young Scientists' Conference for students is perceived very positively.

2. The research topic competition for second- and third-year students is a valuable initiative to promote students and engage them in research work.

RECOMMENDATIONS

To address shortcomings

1. Despite a number of valuable initiatives to strengthen research, many activities to foster high-quality research are still carried out primarily in a local or national context, and the established quality standards leave room for improvement. VILNIUS TECH should now aim to elevate its research performance and strive to publish results in more selective top international conferences and journals.

For further improvement

1. The expert panel recommends that VILNIUS TECH develops additional measures, beyond the existing ones, to encourage all teachers to become active researchers. For instance, to strengthen the acquisition of third-party funded projects, the university could consider introducing financial incentives or reducing the teaching load for professors who secure major European or national projects.

AREA 3: STUDENT ADMISSION AND SUPPORT

FACTUAL SITUATION

3.1.1. Student selection and admission criteria and procedures are adequate and transparent

VILNIUS TECH offers one first-cycle study programme in Information Systems (IS). The admission process for first-cycle studies is approved by the Rector and follows national procedures set by the General Admission Organization, as well as internal university regulations.

According to the SER, the number of students admitted to the first-cycle IS programme from 2021 to 2025 was 26, 41, 27, 34, and 40, respectively. The average competition score of admitted students was around 6.6, with the highest average score of 7.38 in 2025. The number of applicants also remained stable: 249, 230, 223, 232, and 277, again with the highest number in 2025.

The study programme is promoted through various activities, such as open days, visits to VILNIUS TECH during which prospective students can attend real lectures, and visits by teachers to Lithuanian schools to encourage students to apply. The programme is also actively promoted on social media.

3.1.2. Recognition of foreign qualifications, periods of study, and prior learning (established provisions and procedures)

Opportunities for student academic mobility appear formally available and are promoted through campaigns, online resources, and testimonials. However, the actual participation numbers are extremely low (only 7 students over 5 years), and there is no reflection on the incoming mobility, which was confirmed to be zero during the onsite visit. This indicates that mobility opportunities are not effectively ensured in practice.

The SER does not provide information regarding academic measures that facilitate mobility, such as automatic recognition procedures or the previously discussed flexible study paths, which are more oriented towards local or part-time students rather than students in mobility. This likely discourages the participation in exchange programmes, and mobility becomes a realistic option only for highly motivated individuals rather than an inclusive opportunity for all.

ANALYSIS AND CONCLUSION (regarding 3.1.)

Based on the SER and onsite visit observations, the admission process and related regulations are clear and easily accessible. The data shows that the number of admitted students has remained stable, with a slight increase in 2025, which also saw the highest average competition score. This suggests that the promotional and outreach activities have been effective, i.e., attracting more applicants without lowering entry standards. It is recommended that these measures continue to ensure stable enrolment numbers and maintain relatively high admission scores in the future.

The documentation and the onsite visit did not reveal concrete academic or administrative measures that facilitate mobility, such as the automatic recognition of credits, transparent academic guidelines, or flexible pathways that would enable students to integrate mobility periods into their curriculum without extending their studies. Given that flexible study paths are currently limited and appear tailored primarily to the needs of local or part-time students, the institutional framework may inadvertently discourage broader participation in mobility schemes. As a result, mobility opportunities

seem accessible primarily to highly proactive or exceptional students rather than being an inclusive, well-supported option for the wider student population.

3.2.	There is an effective student support system enabling students to maximise their learning progress

FACTUAL SITUATION

3.2.1. Opportunities for student academic mobility are ensured

Opportunities for student academic mobility are formally available within the programme. However, available evidence and testimonials suggest that mobility is not effectively implemented in practice. The number of outgoing students is extremely low (only seven students over five years), which is far below typical benchmarks for programmes of this type. Moreover, incoming mobility is entirely absent, as confirmed during the site visit, indicating limited attractiveness or insufficient practical arrangements for exchange students.

3.2.2. Academic, financial, social, psychological, and personal support provided to students is relevant, adequate, and effective

VILNIUS TECH provides students with a wide range of useful information and support services. These include guidance on using the library and other study resources, information about sports and extracurricular activities, dormitory accommodation, psychological counselling, financial assistance, and support for students with disabilities. These services help ensure that all students can participate fully in university life and have access to the support they need throughout their studies.

Students can also benefit from various scholarships awarded for both academic achievements and social needs. These scholarships are offered by VILNIUS TECH, social partners, the State Studies Foundation, and additional partner companies. This financial support not only rewards strong performance but also helps students facing economic challenges to continue their studies successfully.

Student Representation plays an active and visible role in improving student life. Representatives participate in the Study Committee, organise events and activities for the student community, and encourage students to share their feedback. During the site visit, several examples were provided where student feedback had been considered when adjusting study subjects or curriculum elements.

3.2.3. Higher education information and student counselling are sufficient

First-year students in the IS programme receive support from several sources, including a senior student mentor and supervising lecturers. Through this system, new students receive academic guidance, assistance in adapting to university studies, and support in integrating into university life. Mentors also help by answering everyday questions and encouraging students to become active members of the VILNIUS TECH community.

In each study subject, teachers present information about the course structure and offer weekly consultation hours during which students can ask questions and receive additional help. All learning materials are uploaded to the Moodle platform, ensuring that resources are easily accessible to everyone. During the site visit, many students mentioned that they value the friendly and supportive attitude of their teachers, who motivate them, provide help after lectures, and answer all questions.

This approach makes studying easier, especially for those who may lack some background knowledge from school.

ANALYSIS AND CONCLUSION (regarding 3.2.)

VILNIUS TECH provides comprehensive academic, financial, social, psychological, and personal support to its students. The available counselling and information services cover all key areas of student life, ensuring that learners can access the help they need throughout their studies. Feedback gathered during the site visit confirms that students highly value the support they receive from teachers. When asked what they appreciate most about their studies, many students highlighted the helpfulness and accessibility of teaching staff, who are always ready to offer assistance and guidance. In addition, the active involvement of student representatives plays an important role in enhancing both academic and social aspects of student life. Their participation in university structures and activities contributes to improving study programmes and strengthening the overall student experience at VILNIUS TECH.

While mobility opportunities exist on paper and the university actively promotes them, the programme demonstrates very limited real engagement with academic mobility and lacks essential academic supports that would enable a broader participation. The absence of incoming students and the extremely low number of outgoing students indicate that mobility is not effectively ensured in practice, and the current programme structures may unintentionally hinder participation. Strengthening recognition procedures, increasing curricular flexibility, and improving practical support mechanisms are necessary to transform mobility from a nominal opportunity into a genuine and accessible component of the study experience.

AREA 3: CONCLUSIONS

AREA 3	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle			X		

COMMENDATIONS

1. Both the number of students in the programme and the average competition score have remained stable over the past five years, with the highest average score recorded in the most recent year.
2. Students have access to a wide range of academic, financial, social, psychological, and personal support services.
3. Students are actively involved in university governance through strong student representation and participation in decision-making bodies.
4. Teachers show a strong commitment to supporting student learning and are readily available to provide guidance and assistance when needed.

RECOMMENDATIONS

To address shortcomings

1. Establish clear and transparent automatic recognition procedures for credits earned abroad, ensuring students can participate in mobility without extending their studies.
2. Provide explicit guidelines on curriculum compatibility and introduce pre-approved mobility windows within the study plan.
3. Increase the flexibility of study paths to make mobility feasible for the average student (and not only for highly motivated ones), including more adaptable sequencing of mandatory modules.
4. Systematically track and analyse mobility participation (both outgoing and incoming), identify structural barriers, and integrate these findings into programme improvement processes.

For further improvement

1. Actively broaden the network of international partner institutions, prioritising those with curriculum compatibility in IS to provide diverse and high-quality mobility opportunities.
2. Invest in developing more internationally attractive course offerings, especially in English, to improve visibility and encourage incoming exchanges, thereby contributing to an internationalised learning environment.
3. Promote Lithuanian language and culture courses among incoming students to foster multilingualism and intercultural learning.

AREA 4: TEACHING AND LEARNING, STUDENT ASSESSMENT, AND GRADUATE EMPLOYMENT

4.1.	Students are prepared for independent professional activity

FACTUAL SITUATION

4.1.1. Teaching and learning address the needs of students and enable them to achieve intended learning outcomes

The academic year is divided into autumn and spring semesters, with a one-week winter break and a two-month summer break. Each semester consists of a teaching period followed by an examination session. The study workload is defined by a 40-hour week.

Depending on the learning objectives and the subject, various study methods are applied, including lectures, workshops, laboratory work, group work, internships, and project-based activities. The IS study programme also incorporates problem-oriented and project-based learning methods, as well as modern learning tools and environments such as Moodle, Zoom, and MS Teams. These tools facilitate e-learning and distance learning and are supported by a dedicated team within the Academic Support Centre.

Students complete a substantial amount of self-study work, receiving assignments to be carried out in homework and submitted within defined deadlines. Progress is continuously monitored by teachers, who provide feedback and guidance during regular consultation sessions.

During the first lecture of each study subject, the teacher presents the course programme, recommended literature, expected LOs, and the number, form, instructions, and preliminary dates of assessments.

Assessment follows a 10-point grading system regulated by university and national procedures. To ensure active engagement throughout the study period, cumulative assessment is applied, combining interim assessments (up to 70% of the final grade) with a final examination or evaluation. Examinations are written, with transparent access to results and teacher feedback.

Overall, the study organisation ensures active student engagement, clear assessment criteria, and the systematic development of subject-specific and practical skills.

4.1.2. Access to higher education for socially vulnerable groups and students with individual needs is ensured.

VILNIUS TECH ensures comprehensive support for students with disabilities through financial aid, accessible facilities, and dedicated assistance. Faculties may apply flexible payment schedules or exempt students with severe disabilities from tuition fees. Under the State Studies Foundation project “Ensuring the Accessibility of Studies for Students with Special Needs”, eligible students receive a 152 EUR monthly allowance to cover study-related expenses such as translation, transportation, or equipment.

The university provides special software, hardware, and adapted furniture, and has ramps, elevators, and accessible toilets across its buildings. Regular training is organized for teaching and support staff on how to assist and communicate with students with special needs. Since 2021, a Disability Affairs Coordinator within the Academic Support Centre has provided consultations and guidance to

both students and teachers, ensuring an inclusive and well-supported study environment. Support is also available to international students.

ANALYSIS AND CONCLUSION (regarding 4.1.)

The teaching and learning process is well organised to address student needs and enable the achievement of the intended LOs. A variety of study methods are applied, supported by modern learning tools and environments. The assessment process is transparent, and the cumulative grading system encourages continuous student engagement throughout the year. Overall, the study organisation ensures active student participation, clear assessment criteria, and the systematic development of subject-specific and practical skills.

The university offers comprehensive support for students with disabilities, including financial aid, accessible facilities, dedicated assistance and consultations, and regular training for teaching and support staff. Accessibility is further ensured through adapted infrastructure and specialized software and equipment.

4.2.	There is an effective and transparent system for student assessment, progress monitoring, and assuring academic integrity

FACTUAL SITUATION

4.2.1. Monitoring of learning progress and feedback to students to promote self-assessment and learning progress planning is systematic

VILNIUS TECH uses an electronic system to record and monitor interim assessments for each study subject, ensuring continuous tracking of student progress. Students may take the final exam only after passing all interim assessments. Study progress is monitored at multiple levels (university, faculty, and programme committee), allowing responsible staff to intervene or provide timely support when needed. The “Student Achievement Monitoring and Improvement Plan” outlines specific tasks, tools, and responsible individuals or bodies aimed at monitoring and enhancing student performance.

Although recent data show a decline in the weighted average in the last two programme cycles, which is likely due to the increased amount of remote learning during the pandemic, it should be noted that the percentage of graduates has increased, and the dropout rate has decreased.

VILNIUS TECH conducts a wide range of surveys, including student surveys on teaching quality and programme implementation, student drop-out surveys, teacher surveys on programme quality, and surveys of social partners and graduates. The results are regularly analyzed by various university bodies, including the study programme committees, which prepare reports with corrective actions to address identified issues. The survey results are accessible to teachers, administrative staff, and students.

If problems arise, they are first discussed between the lecturer and his/her direct superior. If issues persist, the vice-dean or dean becomes involved. Additional support may include consultations with educational specialists, lecture observations with feedback, or targeted training.

To enhance teaching quality and promote innovative methods, the study programme committee regularly monitors lectures and shares its observations with the Educational Competences Group, which offers individual consultations and disseminates best practices.

Overall, recent survey results show that roughly two-thirds of students evaluate the study programme positively. However, there are several questions where more than 10% of students provide negative feedback, indicating areas that require particular attention.

4.2.2. Graduate employability and career are monitored

The HEI regularly monitors graduate employability at multiple levels, using a wide range of methods that combine internal data with external information from institutions such as the Government Strategic Analysis Centre, Employment Service statistics, and national indicators from SKVC and the National Agency for Education. LinkedIn profiles of over 35,000 alumni provide additional insights into career trends and key employment sectors. While the primary responsibility for graduate monitoring lies with the SPC, it is further supported by faculty staff through employer contacts, social partnerships, and internship coordination. This multi-source approach ensures a comprehensive understanding of graduate employability and career development.

As noted in the SER and discussed during the site visit, GDPR regulations have limited the collection of personal data, and graduate surveys remain voluntary. However, GDPR should not prevent data collection but rather encourage implementing consent procedures at the time of student admission.

On average, 49% of the HEI's IS graduates are employed or self-employed within 12 months of graduation, excluding those already working during their studies. Employment Service data confirms strong employability, with only three IS graduates registered as unemployed between 2020 and 2022.

The 2023 bachelor's graduate survey (Table 4.4 in the SER) indicates a very high demand for specialists in the field. Graduates rated their knowledge and study quality at an average of 3 out of 5, with most feeling they acquired the necessary skills. Most graduates work in their field, some in related areas, and only a small number are employed outside the field or remain unemployed. This feedback underscores the programme's strong labour market relevance while highlighting opportunities to further improve study quality and student preparedness.

Feedback from graduates and employers provides valuable insights into the quality of practical training and the competencies gained during the programme. Graduates report strong demand for their qualifications, with most employed in their field and considering their knowledge sufficient for professional practice. Employers highlight graduates' solid IT fundamentals and adaptability, emphasizing the value of internships for developing practical skills, professional communication, and workplace readiness. They also identify areas for improvement to enhance graduate competitiveness, including coding and software development, analytical and systematic thinking, software system design, and AI applications. While the programme provides a strong foundation, ongoing updates and closer alignment with evolving industry needs are essential to sustain employability and meet market expectations. Conducting regular surveys with social partners could further support the HEI in understanding labour market needs and ensure that graduates acquire the right skills to be better prepared for employment.

The IS programme integrates feedback from social partners through study committees and internship input, using discussions on subjects and emerging trends to inform curriculum updates and ensure graduates acquire skills aligned with employer needs. The programme fosters advanced

competencies in AI applications, coding quality, analytical thinking, and software system design by integrating AI tools such as *ChatGPT* into course materials, allowing students to learn programming, research, and writing skills within a 20% innovation-focused portion of the curriculum. Assessments focus on code quality, and lecturers can adjust up to 20% of the syllabus to respond to market needs. The programme also emphasizes internships and industry engagement to enhance practical skills.

Alumni feel that the IS programme adequately prepared them for their professional roles and have a positive view of the programme's effectiveness in readying graduates for the job market. They identify the most valuable skills gained during their studies as practical programming, information systems knowledge, analytical thinking, software system design, and a solid understanding of business processes, all directly useful in their careers. Alumni also indicate that additional preparation in areas such as AI, software design, and analytical thinking would have been beneficial. They note that survey data may not fully capture all needs and recommend that programme improvements be directly linked to real working environments and required skills.

The university collaborates with social partners to enhance internships and practical learning through career days and academy-led lectures, where partners present roles, required skills, and insights into organizational operations to support the development of graduates' professional competencies.

4.2.3. Policies to ensure academic integrity, tolerance, and non-discrimination are implemented

VILNIUS TECH ensures academic integrity of teachers and students through a comprehensive framework defined in its Code of Academic Ethics and supported by various internal regulations. These documents establish ethical standards, outline cases of academic dishonesty, and specify sanctions, including plagiarism checks using Turnitin for final theses.

Academic integrity is further promoted through preventive measures such as training for teachers on fair assessment as well as the design of assignments and appropriate assessment methods, especially designed for distance-based learning, which was particularly important during the pandemic.

The university also supports equality and non-discrimination through a Gender Equality Plan 2022–2027, aiming to create a safe, inclusive, and equitable environment for the entire VILNIUS TECH community.

There have also been two notable student initiatives that significantly contributed to promoting academic integrity: the "Use your brains!" campaign and the more recent "Illumination" campaign. Both initiatives aim to raise awareness and reduce academic dishonesty. The former led to a 20% reduction in examination cheating.

4.2.4. Procedures for submitting and processing appeals and complaints are effective

VILNIUS TECH has formal procedures for handling student appeals and complaints, which are regulated by the university. Students may appeal assessment results, violations of assessment procedures, or administrative actions. Depending on their nature, appeals are reviewed either by faculty-level appeal commissions or by the university-level commission. Faculty appeal commissions handle most grade-related appeals, while the university commission addresses cases involving assessment committees, admissions decisions, or broader administrative issues.

During the evaluation period, students of the IS study programme submitted nine appeals: seven concerning exam grades, one regarding a course paper grade, and one related to a procedural

violation in assessing a course paper. None of the grade-related appeals were upheld, while the procedural complaint was partially upheld, resulting in a reassessment by a departmental committee and ultimately a positive grade.

ANALYSIS AND CONCLUSION (regarding 4.2.)

VILNIUS TECH has developed a plan to support the continuous monitoring of student performance and achievements. This plan includes an electronic system for tracking interim assessments, as well as various surveys to gather feedback from students, teachers, social partners, and graduates. The results are regularly analysed, and when issues are identified, appropriate support measures are implemented. The monitoring system is generally perceived to function well, with survey feedback being integrated in a timely manner. Recent survey results indicate that students are largely satisfied, although a few areas require particular attention.

Similarly, the HEI monitors graduate employability using various internal and external data sources. The data indicate a high employability rate among IS graduates, and feedback from stakeholders confirms that these graduates are highly competitive and well prepared for the job market.

To ensure academic integrity among both teachers and students, ethical standards have been clearly defined and promoted through a range of preventive measures. In addition, two valuable student initiatives contributed to strengthening academic integrity. A Gender Equality Plan is also in place to foster a safe, inclusive, and equitable environment.

Formal procedures for handling student appeals and complaints are established and appear to function effectively.

AREA 4: CONCLUSIONS

AREA 4	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle				X	

COMMENDATIONS

1. The HEI employs a multi-level, multi-source system to monitor graduate employability, providing a comprehensive overview of career outcomes.
2. Graduates demonstrate strong technical and transferable skills, including programming, information systems, analytical thinking, and business process knowledge, supported by internships and industry engagement.
3. Collaboration with social partners enhances practical learning and graduate readiness through internships, career days, and industry-led activities.

4. The two student campaigns promoting academic integrity demonstrate that students have developed a strong sense of responsibility and high ethical standards.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. Implement GDPR-compliant, reliable data collection at admission to improve graduate survey participation and feedback quality.
2. Strengthen the integration of AI, software design, and analytical thinking modules to align more closely with evolving labour market needs.
3. Increase involvement of social partners in curriculum updates, internships, and professional skills development initiatives.
4. Simplify QA and monitoring processes to ensure reliable data that supports curriculum development and enhances student preparedness.
5. Recent student surveys show that some areas require particular attention and should be carefully analysed for certain courses, including learning load and pace, the use of interactive teaching methods, and the presentation of study materials.

AREA 5: TEACHING STAFF

5.1.	Teaching staff is adequate to achieve learning outcomes

FACTUAL SITUATION

5.1.1. The number, qualification, and competence (scientific, didactic, professional) of teaching staff is sufficient to achieve learning outcomes

Considering the number of students, the teaching staff consists of a sufficiently large number of professors, associate professors, and lecturers. The composition of the teaching staff complies with the "General Study Requirements" issued by the Minister of Education and Science and meets the requirement that at least 50% of the teachers hold a PhD. All teachers have either research experience (in the case of professors) or practical experience (in the case of lecturers) that is closely related to their study subjects. The workload structure foresees that teachers dedicate 30% of their time to research, while 70% is allocated to teaching and methodological work.

The list of permanent teachers in Annex 5 of the SER shows that most of them have scientific, pedagogical, and practical work experience, although there is room for improvement both in terms of the number and, more importantly, the quality of their scientific publications. For example, MDPI publications are generally not considered high quality in the field. Furthermore, it is stated that all teachers must meet the qualification requirements during the attestation period, namely publishing scientific articles in highly ranked journals, which is largely being fulfilled.

Over the three years analyzed in the SER, the number of professors and associate professors has shown a slight increase, while the number of lecturers has decreased. It is recommended to continue this trend and aim to have (associate) professors actively engaged in research.

ANALYSIS AND CONCLUSION (regarding 5.1.)

The teaching staff is composed of a sufficient number of professors and associate professors with research experience and lecturers with practical experience. The slight increase in the number of professors and associate professors and the decrease in the number of lecturers is a good development and should continue to further increase the number of permanent professors to at least 2/3 of the teaching staff. Similarly, the workload dedicated to research should be increased. The composition of the teaching staff fulfills the ministerial requirements. Measures to further improve the scientific qualifications of the teaching staff should be provided, by being more selective in the quality of the publications and guaranteeing that all teachers have a minimum number of publications.

5.2.	Teaching staff is ensured opportunities to develop competences, and they are periodically evaluated

FACTUAL SITUATION

5.2.1. Opportunities for academic mobility of teaching staff are ensured

VILNIUS TECH offers extensive opportunities for staff mobility through programmes such as Erasmus+ (including global Erasmus+ visits in non-EU countries), DAAD, and others. Academic and administrative staff can participate in teaching visits, training visits, and traineeships abroad. The selection for Erasmus+ mobility takes place twice a year and prioritises factors such as teaching

experience in English, first-time participation, motivation, alignment with institutional goals, and agreements with host institutions. Information about mobility programmes is widely accessible through the university website, intranet, email notifications, and support from faculty international coordinators.

Academic mobility was suspended during the COVID-19 pandemic and resumed in 2022. Between 2022 and 2023, staff undertook 13 Erasmus+ teaching visits and 13 training visits, while the university hosted 13 visiting teachers. These figures highlight VILNIUS TECH's strong international orientation. Such mobility activities foster cooperation, improve teaching practices, and strengthen both pedagogical and scientific qualifications. Returning lecturers share their experiences with colleagues through seminars and informal exchanges.

5.2.2. Opportunities for the development of the teaching staff are ensured

VILNIUS TECH teachers regularly develop their scientific and didactic competences through research, project work, conferences, and professional development activities. Competence development is integrated into the university's attestation system, assessed on a regular basis. The requirements for competence development vary by teaching experience: staff with less than 10 years of experience must complete 40 academic hours per term, while more experienced staff must complete 20 hours.

Since 2016, the Academic Support Centre has offered opportunities to improve educational competences through consultations, seminars, and Moodle-based resources. These activities cover didactic, digital, intercultural, communication, and other competencies. Teachers may also participate in external training. Particular emphasis is placed on developing English language skills, which are essential for mobility and conference participation; therefore, language courses are offered, with the university covering part of the cost.

Following the recommendations of the previous assessment, VILNIUS TECH introduced annual best teacher awards in 2022, based on peer nominations, student feedback, and committee evaluation. Several awards were received by lecturers from the IS study programme.

ANALYSIS AND CONCLUSION (regarding 5.2.)

The teaching staff consists of a sufficient number of professors and lecturers, with a positive trend in recent years towards increasing the number of professors and reducing the number of lecturers. While most permanent teachers possess scientific, pedagogical, and practical experience, the standards for both quantity and quality of the required scientific publications should be improved.

VILNIUS TECH maintains a strong international focus, offering extensive staff mobility opportunities through Erasmus+, DAAD, and other programmes. Information on these opportunities is readily available through multiple channels. After a pause during the COVID-19 pandemic, mobility resumed in 2022 and has been well received.

The university systematically supports the development of teachers' scientific and didactic competences by offering training in various formats and covering a wide range of skills, organized by the Academic Support Centre. A particular emphasis is on English language skills, which are essential for international engagement. In 2022, the university also introduced annual best teacher awards.

AREA 5: CONCLUSIONS

AREA 5	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle			X		

COMMENDATIONS

1. The emphasis on offering language courses in English for teaching staff is a valuable measure to foster internationalisation and facilitate publication in international journals and conference proceedings.
2. The number of teaching staff is sufficient in relation to the number of students.

RECOMMENDATIONS

To address shortcomings

1. The trend toward increasing the number of professors and associate professors should be continued, with the goal of reaching at least two-thirds of the teaching staff. This is essential to ensure high-quality, research-oriented university education at an international level.

2. New measures should be established to further improve the scientific qualifications of the teaching staff by focusing more strongly on the quality of research publications. Likewise, the acquisition of prestigious EU-funded research projects should be strengthened, and additional measures should be implemented to ensure that all teachers are actively engaged in research.

For further improvement

1. Increase the amount of time that professors can and should dedicate to research.
2. Similarly to the best teacher award, an annual best research award might be established to boost the research performance of professors.

AREA 6: LEARNING FACILITIES AND RESOURCES

6.1.	Facilities, informational and financial resources are sufficient and enable achieving learning outcomes

FACTUAL SITUATION

6.1.1. Facilities, informational and financial resources are adequate and sufficient for an effective learning process

The IS study programme takes place at the Faculty of Fundamental Sciences. Classrooms are appropriately equipped for teaching activities, including computers for lecturers, video projectors, and, in some cases, interactive boards. Computer laboratories have network access and sufficient power outlets for the use of personal computers. However, large auditoriums generally lack electrical outlets. Although these rooms are mainly used for theoretical lectures, providing additional outlets would be beneficial, as some students prefer to take notes using laptops.

Classrooms are also suitable for hybrid learning, and students are free to use their own computers during classes. All university buildings have access to the university-wide Wi-Fi network. Based on the self-evaluation report and the site visit, it is evident that VILNIUS TECH is well adapted for students with disabilities, including those with reduced mobility and other special needs.

The university uses the Moodle platform for sharing learning materials and Microsoft Teams for online teaching. Both students and academic staff have access to all necessary software for the study process. These programs are installed in computer laboratories and are also available remotely through the VILNIUS TECH cloud service. During the site visit, students confirmed that they have full access to all required software and platforms, along with clear instructions for installation and use. Teachers also stated that, when preparing for a semester, they can request the materials and software needed for their courses, and these are always provided in a timely manner.

Students can borrow books and other publications from the Central Library or the Reading Room of Technology and Management Sciences, or access electronic resources via the library's website. The library collections include all the methodological materials required for the study process. Students confirmed that they are always able to obtain the necessary resources for their studies.

6.1.2. There is continuous planning for and upgrading of resources.

There is ongoing planning and development aimed at upgrading resources and infrastructure. The VILNIUS TECH Library updates its resources annually based on recommendations from the teaching staff to ensure that students have access to up-to-date learning materials. Access to international scientific publication databases is also renewed each year. A minor challenge remains in the software procurement process, which is planned in advance and therefore makes it difficult to accommodate new software requirements mid-year.

In addition to learning materials, physical infrastructure - including classrooms and computer laboratories - is regularly improved. Over the past few years, several new computer laboratories have been established. The Information Technology Studies Centre continues to enhance the university's network and upgrade teaching facilities according to the needs of the faculty and the guidance of the dean of infrastructure.

ANALYSIS AND CONCLUSION (regarding 6.1.)

It is evident that VILNIUS TECH provides nearly all the facilities and resources required for effective learning - well-equipped classrooms and laboratories, comprehensive library and software access, and full accommodation for students with disabilities.

A minor area for improvement is the installation of additional electrical outlets in large auditoriums to better support students who use laptops for note-taking, as well as an improved software procurement process.

Overall, VILNIUS TECH ensures that all essential materials - books, e-books, and software - are available to students. The use of Moodle and Microsoft Teams further guarantees reliable access to all resources required for the study process.

AREA 6: CONCLUSIONS

AREA 6	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle				X	

COMMENDATIONS

1. VILNIUS TECH provides students with all necessary learning materials, software, and programs that are required for their studies.
2. The university is fully accessible to students with disabilities.
3. The methodological and learning resources are systematically updated each year, based on academic requirements and recommendations from teaching staff.
4. The use of Moodle and Microsoft Teams facilitates convenient access to study materials, communication, and learning resources for both students and academic staff.

RECOMMENDATIONS

To address shortcomings

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For further improvement

1. It is recommended that VILNIUS TECH install additional electrical outlets in large auditoriums to better support students who use laptops for note-taking during lectures.
2. Improve the software procurement process to support mid-year updates.

AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION

7.1.	The development of the field of study is based on an internal quality assurance system involving all stakeholders and continuous monitoring, transparency and public information

FACTUAL SITUATION

7.1.1. Internal quality assurance system for the programmes is effective

The university has an Internal Quality Assurance (IQA) system that is formally structured, aligned with national requirements, and mapped to ESG standards. It covers key processes such as programme approval, monitoring, student feedback, and external evaluation, with responsibilities assigned. The level of definition of those responsibilities is not deep, with provisions assigned among many different shareholders (bodies, units, etc.), what could be inefficient if not documented with more detail.

While the framework appears comprehensive on paper, the evidence provided focuses on structures and procedures rather than their effectiveness, which is the purpose of this assessment. For example, it is unclear how systematically feedback translates into concrete programme improvements, or how the system ensures measurable outcomes beyond compliance. More explicit evidence of impact (e.g., changes in curriculum or teaching based on feedback) would better demonstrate effectiveness.

7.1.2. Involvement of stakeholders (students and others) in internal quality assurance is effective

The HEI demonstrates a strong commitment to maintain a high level and quality education in the IS study programme through a structured IQA system aligned with European standards, national higher education regulations, and internal university policies. The development of the study field actively involves all stakeholders, ensures continuous monitoring, promotes transparency, and provides public information. Clear procedures are established for assessing and improving study programmes, ensuring their relevance to both academic and labour market needs. The SPC plays a central role, overseeing course content, teaching resources, and programme organisation, proposing amendments, and integrating feedback from students, teaching staff, and social partners.

Students actively participate in the IQA process through surveys, committee engagement, and decision-making bodies, providing insights that inform curriculum content, teaching methods and learning resources. Social partners and employers contribute particularly through internships, project-based learning and final thesis assessments, helping ensure graduates acquire practical and industry-relevant skills.

The teaching staff update courses, introduce innovative teaching methods, and collaborate with companies through external lectures and guest instructors, thereby promoting applied learning and aligning the programme with current technological trends. Internships and project-based activities enable students to apply theoretical knowledge in real-world contexts, develop teamwork and professional communication skills, and gain hands-on experience in problem-solving and systems development.

As noted during the site visit, the current IS programme is highly rated by stakeholders, receiving scores of 8–9 out of 10 for overall quality and satisfaction. Alumni highlight that the programme provides a solid foundation in programming, information systems, databases, business

management, and software design, though some noted limited exposure to external lectures and rapid Erasmus application opportunities.

The SPC regularly reviews and updates the IS programme based on input from students, social partners and industry trends, including feedback from internships and final theses. Industry experts contribute to teaching, and feedback from students, alumni, employers, and social partners is systematically collected and used to implement improvements. The student programme committee and alumni club actively support ongoing engagement with graduates and social partners.

Overall, the HEI's approach to IQA, stakeholder engagement, and competence alignment ensures that the IS study programme remains responsive to academic and labour market needs. Students acquire both theoretical knowledge and practical skills, supported by structured feedback mechanisms, innovative teaching, and active collaboration with social partners. Further strengthening practical engagement, increasing mobility participation, and enhancing mid-year curriculum flexibility would improve transparency, societal relevance, and alignment with emerging industry trends.

7.1.3. Information on the programmes, their external evaluation, improvement processes, and outcomes is collected, used and made publicly available

The university provides comprehensive public access to programme objectives and results via its website, national information portals, and diploma supplements. Internal digital systems (e.g., Alma Informatika, is.vilniustech.lt) ensure systematic storage and access to programme-related data and administrative decisions, which is a strength. The information is also analysed and partially used for programme improvement, with some positive examples given during the the onsite interviews with different groups of stakeholders. While it is positive that the subsystem provides the possibility for the dean, vice-dean, SPC chairman and other administrative staff to review and make changes, a more systematic use of data and outcomes in decision-making would improve this dimension.

7.1.4. Student feedback is collected and analysed

The documentation highlights positive opinions expressed by students (consistent with the comments provided by the students' group during the onsite visit), but it does not describe the underlying system for collecting and analysing feedback. The interviews provided necessary clarifications regarding how surveys are conducted, designed, their frequency, and the analytical methods applied. However, both the documentation and the outcomes of the onsite interviews show that the program management does not truly rely on the information collected, thus reducing remarkably its usability to serve as input for continuous improvement. Consequently, although student feedback exists, the effectiveness and robustness of its collection and analysis remain insufficient. The discussion during the onsite visit showed clearly that feedback design, collection and analysis need to be improved.

ANALYSIS AND CONCLUSION (regarding 7.1.)

The university has a formally established IQA system aligned with ESG standards and national requirements. It covers programme approval, monitoring, student feedback, and stakeholder involvement. Responsibilities are defined but appear distributed among many actors without clear depth or operational detail, which may create inefficiencies or inconsistent implementation.

While the documentation focuses strongly on structures, procedures, and intentions, it provides limited concrete evidence of effectiveness. This weakness in the documentation is complemented during the onsite visit, including discussions on how feedback, monitoring, and data analysis result in measurable improvements or demonstrable programme changes. The link between feedback and outcomes is insufficiently shown, strongly linked with the fact that data collected is not entirely trusted by the program management.

Stakeholder engagement, including students, alumni, employers, social partners, and staff, is robust in principle, with active participation through committees, internships, thesis supervision, and feedback cycles. Social partners contribute meaningfully to curriculum relevance and practical experience. Innovative teaching methods, including AI-supported tools, are used, and stakeholders express high satisfaction with the programme.

Nevertheless, some gaps remain: mobility participation is low; curriculum flexibility is limited during the academic year; and procurement constraints hinder responsiveness to evolving software needs. The system for collecting, analysing, and weighting student feedback is not adequate to be useful.

Overall, the IQA system is structured and inclusive but lacks transparency regarding its operational depth, analytical rigour, and demonstrated impact.

The main conclusions are the following:

- The programme benefits from a well-structured, inclusive, and ESG-aligned IQA system that engages stakeholders effectively and supports continuous improvement. Students, alumni, employers, and social partners contribute meaningfully, and there is evidence of responsiveness to labour market needs and innovative pedagogical practices.
- The documentation and site visit revealed gaps in demonstrating the actual effectiveness of the IQA system. Processes for collecting and analysing student feedback need greater methodological clarity; data use for decision-making is not sufficiently evidenced; and fragmented responsibilities may weaken implementation. Improvements are also needed to enhance transparency, strengthen mobility participation, and increase curricular adaptability to emerging technologies and industry trends.
- The IQA system is solid in structure and intention but requires clearer documentation of its outcomes, analyses, and continuous improvement mechanisms to fully demonstrate effectiveness.

AREA 7: CONCLUSIONS

AREA 7	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial shortcomings to be eliminated	Good - 3 Meets the requirements, but there are shortcomings to be eliminated	Very good - 4 Very well nationally and internationally without any shortcomings	Exceptional - 5 Exceptionally well nationally and internationally without any shortcomings
First cycle			X		

COMMENDATIONS

1. The IS programme receives strong stakeholder ratings (8–9 out of 10).
2. Stakeholder involvement is extensive and meaningful, including students, staff, social partners, and alumni. Alumni and social partners actively contribute to programme improvement via the alumni club and ongoing engagement initiatives.

RECOMMENDATIONS

To address shortcomings

1. Provide explicit evidence of impact: show concrete curriculum changes, teaching improvements, or policy adjustments derived from IQA findings or feedback.
2. Clarify the process responsibilities and how internal data systems are used efficiently for regular monitoring and decision-making. Explain how evaluation results and performance indicators are interpreted and applied to programme improvement, and document specific examples of changes driven by feedback from social partners, alumni, or employers.
3. Special attention should be given to improving the methodological design and usability of student and alumni surveys, demonstrating and documenting how feedback is reliable, systematically analysed and translated into decisions, not only collected.

For further improvement

1. Enhance practical engagement formats for social partners beyond surveys and thesis evaluations. Documenting more detailed examples of stakeholder engagement (co-designed modules, joint workshops, continuous feedback loops) would strengthen transparency and societal relevance.
2. Ensure timely feedback collection during semesters to allow real-time course adjustments.
3. Adjust QA processes to maximize actionable insights from the collected data.
4. Integrate internationalisation into the continuous cycle of quality assurance and stakeholder engagement.

V. SUMMARY

First of all, the expert panel wishes to thank VILNIUS TECH and everyone involved for compiling a SER. It provided valuable insights into the institution, its strategies, and the IS study programme under evaluation. The onsite visit was well prepared and conducted in a friendly, transparent, and cooperative atmosphere, demonstrating a strong team spirit and a shared commitment to continuously improving the IS and other study programmes offered by the institution.

VILNIUS TECH is one of the largest higher education institutions in Lithuania and aims to become a leading European technical university. Based on the SER and the onsite visit, the expert panel's overall impression of the University, the faculty, and the IS study programme is very positive. While several improvements have been implemented since the previous evaluation and many performance indicators show an upward trend, the panel identified a few areas that require further development for the institution to advance toward becoming a leading university at the European and international levels. These areas are briefly summarized below.

The IS study programme complies with all relevant legal frameworks, and its aims and expected learning outcomes align well with societal and labour market needs, as well as with VILNIUS TECH's mission and strategic development plan. The programme provides a solid foundation in core areas of information systems, with numerous opportunities to apply knowledge through projects and internships, including those carried out with local industry. However, the panel recommends reviewing the programme's coverage of emerging fields, such as AI, cybersecurity, and data ethics, to strengthen graduates' readiness for future job-market demands. It is also recommended to more clearly map the learning outcomes to EU strategic priorities and VILNIUS TECH's mission. The study subjects and the teaching, learning, and assessment methods appear largely aligned, but a transparent and well-documented process should be established to ensure this alignment and to support the coherent and gradual development of competences and skills.

The research performance of VILNIUS TECH is good and is reflected in its position in the QS World University Rankings. In recent years, several initiatives have been implemented to enhance research performance, integrate research and teaching, and engage students in research activities. While these initiatives have been appropriate and effective, the expert panel believes that VILNIUS TECH is now well positioned to take the next step by presenting more research results to the international scientific community, particularly by submitting to top conferences and journals in the field. Furthermore, the institution should continue its strategy of increasing the number of professors and reducing the number of lecturers. Establishing a competitive, potentially international PhD programme could be a further important step in strengthening the University's research profile.

Student support is strong and includes a wide range of services and resources. Students are actively involved in university governance at various levels. Student numbers and admission scores have been stable over recent years. However, student mobility remains very low. To enhance internationalisation and increase mobility, the expert panel recommends introducing clear and transparent credit recognition procedures for studies completed abroad, offering more flexible study paths, and providing explicit guidelines on curriculum compatibility.

The teaching and learning environment at VILNIUS TECH is very good, meets academic and international standards, and supports students in achieving the intended learning outcomes. Student progress and performance are continuously monitored, and there is a clear system in place for providing feedback and support when challenges arise. Career monitoring indicates that graduates possess a solid foundation in information technologies and are generally well prepared for the labour market.

The situation of the teaching staff is generally positive and has been improving, with an increasing number of professors and a decreasing number of lecturers. The expert panel recommends continuing this strategy until at least two-thirds of the teaching staff are permanent professors. It is also important that all professors remain research-active and that both the quantity and quality of scientific publications increase. Student feedback regarding the teaching staff was highly positive.

The learning facilities and resources are modern, of high quality, and suitable for effective learning. VILNIUS TECH provides students with all necessary learning materials, software, and tools required for their studies.

VILNIUS TECH has a well-structured, inclusive, and ESG-aligned quality management system. It adheres to European standards, employs a variety of methods and tools, and involves all relevant stakeholders in quality assurance processes. The expert panel suggests several improvements, including clearer specification of responsibilities, enhanced clarity and transparency in data collection and analysis, and more explicit documentation of how feedback is used to improve the study programme.

The expert panel hopes that the feedback and recommendations provided in this evaluation report will be helpful and motivating for VILNIUS TECH as it continues on its current trajectory and strives to become an internationally recognised university with strong teaching and research performance.