STUDIJŲ KOKYBĖS VERTINIMO CENTRAS
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

INFORMATICS ENGINEERING FIELD OF STUDY

Vilnius Tech

EXTERNAL EVALUATION REPORT

Expert panel:

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2. Academic member: Dr. Agris Nikitenko
3. Academic member: Dr. Roman Danel
4. Social partner representative: Juozas Breivė
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Report prepared in 2026
Report language: English

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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. Rafael Toledo-Moreo
2. Academic member: Dr. Agris Nikitenko
3. Academic member: Dr. Roman Danel
4. Social partner representative: Juozas Breivė
5. Student representative: Vitalija Jakubaitytė

1.3. SITE VISIT

The site visit was organised on 26 January 2026 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

The study field of Informatics Engineering at VILNIUS TECH is positioned within the broader framework of technological and engineering studies that define the University's strategic profile as a technical higher education institution. As engineering sciences prevail at VILNIUS TECH, Informatics Engineering (T007) contributes to the University's mission to develop advanced technological competencies aligned with national and international research and innovation priorities. Studies in this field are closely integrated with research activities carried out at the Faculty of Electronics and the Faculty of Fundamental Sciences, ensuring that teaching is research-based and aligned with developments in information systems, electronics, digital technologies, multimedia, computer design, and information security. The structure of the six study programmes - two first-cycle programmes (Information System Engineering and Multimedia Design) and four second-cycle programmes (Information Electronics Systems; Information and Information Technologies Security; Information Systems Software Engineering; Digital Graphics and Animation) - reflects the University's strategic objective to strengthen interdisciplinary collaboration, foster innovation in digital and intelligent systems, and respond to labour market needs in ICT, artificial intelligence, cybersecurity, and creative digital industries. Through faculty-based specialisation, participation in research projects, and cooperation with industry and academic partners, the study field supports the University's commitment to technological advancement, digital transformation, and high-level professional training in engineering and computing.

Previous external evaluations

Field-level evaluations were introduced in 2020. Prior to that, evaluations had been conducted at the level of individual study programmes. Overall, all submitted programmes received the maximum accreditation period. During the transitional period, institutions were required to prepare self-evaluation reports structured at the level of the study field rather than for individual programmes, in accordance with the newly introduced evaluation approach.

The SER included information regarding the main results in the evaluated area, including strengths and aspects to be improved.

Documents and information used in the review

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

- Self-evaluation report and its annexes, including course descriptions, final theses, list of teaching staff, description of the IQA, conferences, projects and patents.
- List of publications
- Investments in Faculty of Fundamental Sciences
- Investments in Faculty of Electronic‘s Infrastructure
- Students drop out rates
- IQA indicators

Additional sources of information used by the review panel:

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

- Information available in the university website and links included in the documentation.
- Usual references from EHEA
- General information about the situation of Higher Education in Lithuania and OECD reports provided by SKVC.

II. STUDY PROGRAMMES IN THE FIELD

First cycle/LTQF 6

Title of the study programme	**Information System Engineering**	**Multimedia Design**
State code	6121BX024	6121BX025
Type of study (college/university)	University	University
Study cycle	First	First
Mode of study (full time/part time) and nominal duration (in years)	Full-time studies (4)	Full-time studies (4)
Workload in ECTS	240	240
Award (degree and/or professional qualification)	Bachelor of Informatics Sciences	Bachelor of Informatics Sciences
Language of instruction	Lithuanian and English	Lithuanian and English
Admission requirements	Secondary education	Secondary education
First registration date	31-08-2009	20-05-2011
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)	-	-

Second cycle/LTQF 7

Title of the study programme	**Information Electronics Systems**	**Information and Information Technologies Security**
State code	6211BX015	6211BX014
Type of study (college/university)	University	University
Study cycle	Second	Second
Mode of study (full time/part time) and nominal duration (in years)	Full-time studies (2)	Full-time studies (2)
Workload in ECTS	120	120
Award (degree and/or professional qualification)	Master of Informatics Sciences	Master of Informatics Sciences
Language of instruction	Lithuanian	Lithuanian
Admission requirements	Bachelor’s Degree	Bachelor’s Degree
First registration date	31-08-2009	2011
Comments (including remarks on joint or interdisciplinary	-	-

nature of the programme, mode of provision)		

Title of the study programme	**Information Systems Software Engineering**	**Digital Graphics and Animation**
State code	6211BX017	6211BX016
Type of study (college/university)	University	University
Study cycle	Second	Second
Mode of study (full time/part time) and nominal duration (in years)	Full-time studies (2)	Full-time studies (2)
Workload in ECTS	120	120
Award (degree and/or professional qualification)	Master of Informatics Sciences	Master of Informatics Sciences
Language of instruction	Lithuanian	Lithuanian
Admission requirements	Bachelor’s Degree	Bachelor’s Degree
First registration date	26-09-2007	19-05-1997
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 informatics engineering field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points*
1.	Study aims, learning outcomes and curriculum	4
2.	Links between scientific (or artistic) research and higher education	4
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Quality assurance and public information	4
	Total:	27

The **second cycle** of the informatics engineering field of study is given a **positive** evaluation.

No.	Evaluation Area	Evaluation points*
1.	Study aims, learning outcomes and curriculum	4
2.	Links between scientific (or artistic) research and higher education	4
3.	Student admission and support	3
4.	Teaching and learning, student assessment, and graduate employment	4
5.	Teaching staff	4
6.	Learning facilities and resources	4
7.	Quality assurance and public information	4
	Total:	27

*

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

Currently, six study programmes are implemented within the Informatics Engineering study field at VILNIUS TECH. First-cycle studies have been offered since 2009 through the Information Systems Engineering programme, which includes two specialisations (Computer Information Systems and E-Business Technologies), as well as the Multimedia Design programme. Second-cycle studies have been provided since 1997 and currently comprise four programmes: Information Electronic Systems, Information and Information Technologies Security, Information Systems Software Engineering, and Digital Graphics and Animation.

The study programmes are designed to respond to the growing demand for information and communication technology specialists. Second-cycle programmes are structured in accordance with the Bologna Declaration, enabling graduates to continue their studies at the doctoral level.

VILNIUS TECH applies a proactive approach to curriculum development, supported by continuous cooperation with industry partners and systematic monitoring of global labour market trends. This approach ensures that programme aims and learning outcomes remain relevant and that graduates are well prepared to meet the evolving demands of the labour market.

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

The programme aims and learning outcomes contribute directly to the implementation of VILNIUS TECH's mission and strategic objectives. The University's development strategy is aligned with the National Progress Strategy "Lithuania 2030" and focuses on preparing graduates who create value for society, enhance Lithuania's global competitiveness, and contribute to scientific and technological advancement.

VILNIUS TECH aspires to become a European university recognised for high-quality, internationally competitive education and research. Information and communication technologies are identified as one of the University's strategic priority areas. The Self-Evaluation Report and the additional information provided detailed descriptions of programme aims, learning outcomes, and implementation conditions for both first- and second-cycle studies. Examples of strategic internationalisation include double-degree programmes with Taiwan's National Sun Yat-sen University at the master's level and with Goldsmiths, University of London at the first-cycle level.

The need to respond to digital transformation and rapid technological development is explicitly addressed in the VILNIUS TECH Development Strategy 2021–2030. The University's strategic approach to aligning study programmes with labour market needs is based on the integration of research activities, industry collaboration, and continuous curriculum adaptation, ensuring that students acquire competences relevant to both current and future employment contexts.

Labour market relevance is systematically monitored by Study Programme Committees through regular consultation with industry representatives, analysis of alumni feedback, and desk research on labour market trends. During the site visit, the University provided examples demonstrating how these inputs are translated into concrete programme improvements.

ANALYSIS AND CONCLUSION (regarding 1.1.)

The analysis confirms that the aims and intended learning outcomes of the Informatics Engineering study programmes at VILNIUS TECH are well aligned with the needs of society and the labour market. The breadth of first- and second-cycle programmes, their long-term implementation, and their compliance with the Bologna process provide a solid and coherent framework for educating ICT professionals and supporting progression to doctoral studies.

The programmes demonstrate a proactive and systematic approach to curriculum development, supported by close cooperation with industry partners, monitoring of global labour market trends, and structured involvement of Study Programme Committees. Alignment with national strategic priorities and the University's Development Strategy 2021–2030 further reinforces the relevance and sustainability of the programmes, particularly in the context of digital transformation and rapid technological change.

Internationalisation initiatives, including double-degree programmes and integration of research activities into teaching, strengthen the alignment of programme aims with institutional strategy and enhance graduates' competitiveness in the international labour market. Alumni feedback and desk research on labour market trends provide additional evidence of responsiveness to external demands.

At the same time, it is neither feasible nor sustainable to incorporate all emerging industry requirements into programme design, as such continuous expansion would require substantial institutional resources and could compromise curricular coherence. Consequently, minor gaps in certain industry-demanded competences may remain. This reflects the ongoing challenge of balancing academic depth, programme scope, and responsiveness to rapidly evolving industry expectations, particularly in specialised or emerging technological areas.

The overall design of the programmes is relevant and well aligned with labour market needs and the strategic priorities of VILNIUS TECH, particularly in the context of digital transformation and applied engineering education. The systematic involvement of industry representatives, alumni feedback mechanisms, and alignment with national strategic documents provide a strong framework for maintaining relevance. While minor gaps in specific, rapidly evolving or highly specialised industry competences may occur, these do not undermine the overall coherence of the programmes. Rather, they illustrate the inherent challenge of ensuring full alignment in a dynamic technological environment. Continued periodic review and targeted adjustments will further strengthen responsiveness while preserving academic depth and sustainability.

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 Informatics Engineering (IE) study programmes are developed and implemented in full compliance with Lithuanian legal acts and are aligned with the Lithuanian Qualifications Framework at Level VII.

The first-cycle study programme has a total scope of 240 ECTS credits and a full-time study duration of four years. This corresponds to a total student workload of 6,400 hours, of which approximately 2,273 hours (35.5%) are contact teaching hours, and 4,127 hours are allocated to independent student work. The curriculum begins with general university studies, followed by core field subjects and specialised courses. Preparation of the final thesis starts in the seventh semester, with the thesis

accounting for 15 credits. Each semester comprises 30 credits for full-time students. The professional internship has a duration of 10 weeks and carries 15 credits. Sixty-eight per cent of the teaching staff hold a research degree.
The second-cycle study programme comprises 120 ECTS credits over two years, including 12 credits of elective courses. The total student workload is 3,200 hours, of which 585 hours (18%) are contact teaching hours.
The study programmes in the field of Informatics Engineering comply with the requirements for university-level studies, and their scope ensures the achievement of the intended learning outcomes. Monitoring of programme learning outcomes is carried out by the Study Programme Committee and the Faculty Study Committee. The content of the programmes is reviewed annually in accordance with legislative requirements and in response to feedback from students and social partners.

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

The content of study courses is logically structured and closely linked to the intended learning outcomes. A variety of teaching and learning methods is employed to develop theoretical knowledge, practical skills, and complex problem-solving abilities. The development of soft skills, social and personal competences, research skills, and the application of knowledge is supported at the faculty level through cooperation with social partners, company visits, and other activities that enhance students' communication, presentation, and critical thinking abilities.
Programme aims and learning outcomes are described in the Self-Evaluation Report in sufficient detail and are consistent with the objectives of the study programmes. To ensure that the intended learning outcomes are achieved, diverse and modern teaching, learning, and assessment methods are applied.
The Self-Evaluation Report demonstrates a clear and systematic alignment between course aims, expected learning outcomes, their contribution to programme-level outcomes, required prior preparation, workload distribution, course content, teaching methods, assessment approaches, and evaluation criteria.
Student dropout rate is identified as a key performance indicator for programme evaluation. To address this, VILNIUS TECH has implemented a mentoring system in which academic staff voluntarily apply to act as mentors for students.
Although not documented in detail, the site visit confirmed alignment between teaching practices, the use of new technologies (including artificial intelligence tools), and student performance assessment methods.

1.2.3. Curriculum ensures consistent development of student competences

In the first year of first-cycle studies, two introductory courses—*Introduction to the Study Field* and *Introductory Internship*—are designed to familiarize students with the study field and support informed specialization choices. As part of these courses, students visit social partners and companies. Specialized subjects are delivered from the fifth to the eighth semester. From the third semester onwards, course projects are based on real-life practical problems, supporting the development of applied engineering competences.
Second-cycle studies begin with the compulsory course *Fundamentals of Scientific Research and Innovations*, providing a foundation for research-oriented learning. Research-focused students are offered clearly defined development pathways, and participation in scientific conferences is actively supported.
Across both study cycles, courses in the Informatics Engineering field are logically structured and coherently aligned, ensuring systematic and progressive development of student competences.

VILNIUS TECH further supports student research dissemination by organizing the annual Lithuanian Young Researchers' Conference *Science – the Future of Lithuania* each April.
Specific arrangements are in place to promote internationalisation within programme design, including automatic recognition of study periods completed abroad, alignment of learning outcomes with partner institutions, and compatibility of curricula with short-term mobility formats such as Blended Intensive Programmes (BIPs).

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

Students are provided with opportunities to personalise their studies in line with individual learning goals and intended learning outcomes. In first-cycle programmes, two elective courses are offered, while in second-cycle programmes students may choose one or two elective courses (6 ECTS credits) from a general university-wide list. Course selection is managed through the VILNIUS TECH information system. All study materials are available via the Moodle learning environment and accessible through Microsoft Teams.
At the bachelor level, students may select a specialisation after completing four semesters (Computerised Information Systems or E-Business Technologies). In the second-cycle programme *Digital Graphics and Animation*, students may choose between two specialisations: Digital Technologies of Engineering Graphics and Animation Technologies.
Students may also follow individual study plans, with an annual workload not exceeding 45 ECTS credits. Certain lectures are delivered in blended mode, combining face-to-face teaching with digital learning tools.
Students are encouraged to propose their own final thesis topics. Employed students may select thesis topics related to their professional activities, subject to approval. The University supports the involvement of master's students in research activities by inviting them to participate in research projects and present their work at the annual *Science – the Future of Lithuania* conference.

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

The preparation and defence of final theses are regulated by the document *Procedure Description for Preparation and Defence of Final Thesis* (2022). Through the final thesis, students are required to demonstrate appropriate knowledge, professional skills, and analytical or design competences. While up to three students may reserve the same thesis topic in the information system, only one student may be formally assigned to it. Each thesis may be defended only once; in the case of an unsuccessful defence, a new thesis must be prepared, with the defence scheduled no earlier than one year later.
Final Thesis Defence Committees consist of five qualified members, including researchers, practitioners, or potential employers. The chairperson must be a practicing professional who is not employed by the University.
At the master's level, students may propose their own thesis topics, and some topics are offered by companies, with an external consultant assigned where appropriate. Bachelor theses focus on the application of practical engineering solutions and technological knowledge, while master's theses emphasise advanced problem-solving, scientific research, original solution development, and the integration of theoretical knowledge.
The University uses Turnitin for plagiarism detection. The effectiveness of plagiarism checks is high for theses written in English and moderate for those written in Lithuanian. The use of artificial intelligence tools by students in lectures, semester projects, and final theses is regulated by formal institutional guidelines.

ANALYSIS AND CONCLUSION (regarding 1.2.)

The analysis confirms that the Informatics Engineering study programmes at VILNIUS TECH comply with all relevant legal and regulatory requirements. The scope, structure, duration, and workload distribution of both first- and second-cycle programmes are consistent with national legislation, the Lithuanian Qualifications Framework, and university-level study requirements. The systematic monitoring of programme learning outcomes by the Study Programme Committee and the Faculty Study Committee, together with annual curriculum reviews, supports continuous quality assurance and regulatory compliance.

Programme aims, intended learning outcomes, teaching and learning activities, and assessment methods are coherently aligned. The curricula demonstrate a clear and well-documented correspondence between programme-level learning outcomes and individual course outcomes, with only minor issues identified. A diverse range of modern teaching and assessment methods is applied, supporting the development of theoretical knowledge, practical engineering skills, research competences, and transferable skills. Student dropout is appropriately monitored as a key performance indicator, and the mentoring system implemented by the University provides additional academic support.

The curriculum design ensures a consistent and progressive development of student competences. Early engagement courses, real-life project assignments, research-oriented pathways in second-cycle studies, and strong integration of internships and final theses contribute to the practical relevance of the programmes. The positive link between final thesis topics and labour market needs, including cooperation with companies and the possibility for employed students to address real professional challenges, represents a significant strength.

Students are provided with meaningful opportunities for flexibility and personalisation of their studies through elective courses, specialisations, individual study plans, blended learning formats, and international mobility. These arrangements allow students to align their learning paths with individual interests and career goals while maintaining coherence with programme learning outcomes. Internationalisation is further supported through automatic recognition of mobility periods and curriculum compatibility with short-term mobility formats.

Overall, the programmes demonstrate a mature and well-functioning curriculum design that effectively enables students to achieve the defined study aims and learning outcomes. No substantial shortcomings were identified. The programmes meet the requirements at a very good level for both first- and second-cycle studies.

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	
Second cycle				X	

COMMENDATIONS

1. Opportunities for flexibility.
2. The link between final thesis and labour market is positive.
3. The correspondence of the programmes learning outcomes and individual courses, except for some minor issues, is very well aligned.

4. The relevance of the program design and their alignment with the labour market and the university priorities.

RECOMMENDATIONS

For further improvement

1. Systematically monitor the effectiveness of implemented curriculum changes by combining labour market analysis, alumni feedback, and employer input, and clearly communicate improvements to students and stakeholders.
2. Continue to develop flexible study pathways by further promoting individual study plans, micro-credentials, long mobility formats (short if these are not feasible), and elective modules that allow students to tailor their competences to specific labour market niches.
3. Address identified gaps in industry-demanded competences by increasing the involvement of industry practitioners in curriculum development, course delivery, and project supervision, particularly in advanced and specialised subjects.

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

Research activities in the Informatics Engineering study field at VILNIUS TECH are carried out by academic staff holding doctoral degrees, including professors and associate professors actively engaged in scientific work. Staff members participate in national and international research projects, publish in peer-reviewed and indexed journals, contribute to scientific conferences, and conduct both applied and fundamental research relevant to informatics engineering, digital technologies, cybersecurity, artificial intelligence, multimedia systems, and related interdisciplinary areas.
Research activity is distributed across the Faculty of Electronics and the Faculty of Fundamental Sciences, reflecting the breadth of the study field. Research directions include intelligent systems, digital twin technologies, information security, data analysis, software engineering, optimisation, digital graphics, animation technologies, and interactive media systems.
Second-cycle programmes are structured with a strong research orientation. Master's studies include sequential Research Work modules (I–III), which ensure gradual development of research competences, methodological preparation, topic formulation, experimentation, and analytical skills. This staged approach culminates in the preparation and defence of a Master's thesis aligned with ongoing research themes within the faculties.

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

The curricula of the Informatics Engineering study programmes reflect contemporary developments in science, engineering, digital technologies, and creative computing. Programme aims and learning outcomes explicitly incorporate advanced topics such as artificial intelligence, data mining, cybersecurity, cloud computing, digital twins, optimisation, software engineering, and digital media technologies.Course content confirms this alignment. Examples include: Deep Learning Systems; Data Mining Techniques; Intelligent Information Systems; Virtual Infrastructure and Cloud Computing Security; Ethical Hacking Techniques; Artificial Intelligence in Animation; Web 3D Graphics; Augmented Reality.
The curricula were updated in 2022 in accordance with national legal requirements and European frameworks, including ECSF, ACM cybersecurity guidance, GDPR, NIS2, DORA, and the European Digital Decade priorities. The programmes integrate scientific foundations with technological implementation and, in selected programmes, artistic and design-oriented components. Multimedia Design and Digital Graphics and Animation combine informatics engineering with audiovisual technologies, interactive systems, computer graphics, and digital media production, demonstrating interdisciplinary integration between technology and artistic practice.

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

Student engagement in research is clearly structured and appropriate to study cycle level. Learning outcomes include explicit research-related competences such as literature analysis, research planning, experimentation, and data analysis. At the master level, research integration is systematic

and strong: Master's Research Work I–III; Research methodology modules; Research-oriented Master's thesis.
While precise quantitative indicators on student participation in research are not formally provided, the available evidence indicates that research involvement is widespread across both study cycles. At the bachelor level, all students engage in research-related activities through compulsory elements such as course projects, internships, and the final thesis, ensuring full cohort exposure to applied research. At the master level, beyond the integration of research-related skills in the learning outcomes, student involvement is systematic and closely linked to ongoing research projects, with many students contributing to scientific publications, conference presentations, and project-based theses. The fact that almost all graduates present their work at scientific conferences, combined with regular co-authorship with academic staff, demonstrates a high level of active research participation, particularly in the second cycle.
Master's students are clearly embedded in research activities aligned with programme themes and staff expertise. At the bachelor level, research elements are present through course projects, professional practice and final thesis.

ANALYSIS AND CONCLUSION (regarding 2.1.)

The Informatics Engineering study field demonstrates a strong and well-integrated connection between scientific research, technological development, artistic practice, and higher education. Research activity is clearly established at the national level and supported by qualified academic staff with consistent publication output and participation in research projects. The integration of research into second-cycle studies is systematic and methodologically structured, ensuring advanced academic competence development.
Curricula reflect current developments in artificial intelligence, cybersecurity, intelligent systems, digital media technologies, and interdisciplinary creative computing. The integration of scientific foundations with technological and artistic applications represents a notable strength of the study field.
The links between scientific research, technological development, artistic practice, and higher education in the Informatics Engineering study field are well established and effectively implemented. Research activities are actively conducted by qualified academic staff and are meaningfully integrated into study programmes, particularly at the second-cycle level. Curricula reflect contemporary scientific and technological developments and demonstrate interdisciplinary integration between engineering and creative digital domains.
Students are provided with appropriate and progressively structured opportunities to develop research competences. The study field demonstrates strong national research performance and visible international engagement. Further strengthening of systematic international benchmarking and strategic research concentration would enhance long-term international visibility.

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	
Second cycle				X	

COMMENDATIONS

1. The Study direction team demonstrated a very good understanding of the current scientific and technology trends, which is reflected in both research activities and study programmes or individual course learning outcomes and content.
2. The number of cited and indexed (WoS) publications on average, 2 per FTE per year, is a very good achievement and reflects the staff's active position in science.
3. The correspondence of the learning outcomes of the programmes and individual courses, except for some minor issues, is very well aligned.

RECOMMENDATIONS

For further improvement

1. Strengthen systematic international benchmarking of research performance. The field is encouraged to complement the existing evidence of research activity with a more structured and regularly applied benchmarking framework. This could include comparative publication indicators, participation and leadership in competitive international projects, citation performance, and patterns of international co-authorship in relation to comparable European Informatics Engineering units.
2. Increase visibility of international research positioning. While research output, staff qualifications, and infrastructure are strong, clearer demonstration of strategic international positioning would further enhance the field’s profile. In particular, evidence of coordination of large-scale EU-funded projects, sustained participation in highly competitive funding schemes, and visible roles in international scientific networks or editorial activities would strengthen international recognition.
3. Further systematise undergraduate research engagement. At the first-cycle level, research exposure is present through course projects and final theses; however, it would be beneficial to develop a more structured and transparent framework ensuring that all students experience a clearly defined and consistently implemented level of research engagement throughout their studies.

AREA 3: STUDENT ADMISSION AND SUPPORT

3.1.	Student selection and admission is in line with the learning outcomes

FACTUAL SITUATION

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

VILNIUS TECH's admission processes for Informatics Engineering are generally adequate and transparent, with MoESS-compliant rules and Rector regulations clearly outlined on websites, including score breakdowns and historical data but could benefit from more explicit dropout rate analysis to fully assess sustainability beyond raw enrolments.
Promotion via Open Days, Researchers' Night, school initiatives, and social media effectively sustains Lithuanian interest and drives English state-funded growth (Information Systems Software Engineering from 23 to 71 (2022-2024)), yet heavy reliance on internationals for non-funded spots risks quality dilution if recruitment standards vary, while first-preference rates signal solid appeal without overwhelming demand.
First-cycle programs show strong competitiveness with stable admission rates. Among the two programs reviewed, Multimedia Design stands out for drawing the most interest and successfully enrolling students – for instance, it received 283 applicants in 2022, 344 in 2023, and 362 in 2024. Of those, 76 chose it as their top priority in 2022, 100 in 2023, and 97 in 2024. Admissions reached 85 students in 2022 (82 state-funded), 116 in 2023 (113 state-funded), and 119 in 2024 (all state-funded). The Multimedia Design program is closely followed by the Informatics Systems Engineering study program, which averaged 190 applicants per year from 2022–2024, with an average of 11 students selecting it as their first priority. Admissions to Informatics Systems Engineering included 19 students in 2022 (18 state-funded), 17 students in 2023 (all state-funded), and 18 students in 2024 (17 state-funded). This demonstrates the high entry threshold for the program itself, as nearly 200 students apply each year, yet only a couple dozen secure state-funded spots.
Second-cycle strength lies in high barriers supporting motivated entrants and college bridging, but post-pandemic master's declines mirroring university trends highlight vulnerability to external shocks, underscoring need for targeted recovery strategies. The Information and Information Technologies Security program (in Lithuanian) attracts the most applicants overall, averaging 101 interested students per year. It was selected as the first priority by 50 students in 2022, 32 in 2023, and 40 in 2024. The number of admitted students remains consistently stable: 32 in 2022 (30 state-funded), all 25 admitted in 2023 enrolled in state-funded spots, and 30 in 2024 (all state-funded). When comparing all study programs (in terms of applicants and admits), the Information and Information Technologies Security program (in English) shows the lowest student interest. From 2022–2024, it averaged just 29 applicants per year, with 16 admits in 2022 (4 state-funded), 10 in 2023 (4 state-funded), and 23 in 2024 (only 1 state-funded). These figures indicate fairly low numbers of both interested applicants and enrolled students, particularly notable since only a few secure state-funded spots.

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

VILNIUS TECH establishes clear, regulated procedures for recognizing foreign qualifications, study periods, and prior learning in Informatics Engineering, coordinated by the International Studies Centre (ISC) since 2015, using certified transcripts, certificates from foreign institutions or internships, and Dean's Office verification to credit up to 75% of first-cycle programmes or 70% for non-formal/informal competencies (requiring 2+ years' work experience).

The process supports mobility under Erasmus+ rules, personalizes study plans via Vice-Dean evaluations and portfolios assessed by Study Programme Committees with 1-3 faculty evaluators, and boosts international appeal by accumulating/analysing recognition decisions, though the high credit caps (75%/70%) risk diluting programme coherence without explicit outcome-matching safeguards.
Quantitative data on the number of recognised and non-recognised foreign qualifications, as well as on recognition decisions related to prior learning, were not explicitly provided in the SER or the complementary documentation, what limits the possibility to fully assess the scope and consistency of these procedures based on documented quantitative evidence alone. Nevertheless, the described processes are sound, and during the visit discussions with students indicated overall satisfaction regarding mobility options (despite the low figures for outgoing students), where no major issues were reported. While it is not possible to assume full or automatic recognition in the absence of clear data, the available qualitative evidence suggests that the procedures function effectively in practice and do not represent a source of concern (and low values are due to other causes). At the same time, the lack of consolidated data on recognition volumes, outcomes, and prior learning recognition over the last three years reduces transparency and makes it more difficult to assess the effectiveness and consistency of implementation in a systematic manner.
Strengths include transparency aligned with national laws, flexibility for transfers/internships, and lifelong learning promotion through non-formal recognition, enabling college graduates and professionals to individualize paths; however, reliance on Dean/Committee discretion could introduce inconsistencies, and lacking quantified success data (e.g., recognition volumes) limits evaluation of effectiveness.

ANALYSIS AND CONCLUSION (regarding 3.1.)

VILNIUS TECH's admission and recognition processes are transparent and effective, with competitive scoring, broad promotion, and flexible crediting up to 75%/70% for prior/non-formal learning, attracting quality students. High international reliance risk sustainability, while loose outcome-matching in high credit caps could dilute coherence. Also, the dropout rates, especially in Multimedia Design, needs to be analysed and a consistent plan to reduce the rates must be established.
The provisions effectively foster internationalization and student-centred flexibility, but would benefit from stricter alignment criteria, annual recognition statistics, and periodic audits to ensure consistent quality across Informatics Engineering pathways.
Overall, student selection and recognition processes meet the requirements at a good level for both study cycles.

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

VILNIUS TECH ensures strong academic mobility opportunities for Informatics Engineering students through partnerships in 34 countries via Erasmus+ and bilateral agreements, encompassing studies, internships, Blended Intensive Programmes (BIP), double degrees (e.g., Goldsmiths University), and ATHENA Alliance courses, with pre-approved study plans guaranteeing full credit recognition upon return.
Extensive promotion via Integration Week, social media (Instagram/Facebook), peer testimonials, info events, posters, and International Relations Office consultations drives awareness, prioritizing

disadvantaged students like mothers for short-term BIPs, while incoming mobility thrives (12% first-cycle, 10% second-cycle of enrolments from 13 countries in 2021-2024, peaking at 45 students). However, outgoing participation remains low (23 in 2019/2020 to 8-14 post-pandemic), hampered by COVID restrictions, reflecting weaker recovery than incoming flows and raising concerns over student engagement despite robust infrastructure.
In conclusion, while administrative support and partner networks excel, low outgoing numbers signal a need for intensified motivation strategies beyond promotion to match incoming success and fully realize internationalization goals.

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

VILNIUS TECH offers comprehensive, effective student support in Informatics Engineering covering academic help (introductory lectures, Moodle materials, teacher consultations, library seminars, Career Day/job simulations, "100 Perspectives" employment project), financial aid(incentive/social/named scholarships, business grants from Teltonika/Softeq, tuition discounts/compensations, state loans), social assistance (Student Representation advocacy, dorm accommodation, cultural/sports participation), psychological counseling (individual sessions, motivational interviews, stress/time management workshops, lecturer psychoeducation), and personal development (Sports and Arts Centre activities, Redmine issue resolution averaging 6 hours).
These interconnected services – e.g. handling 3090 student issues in 2018 with 80% same-day fixes - align with modern standards, preventing dropouts and boosting wellbeing.
The system's strength lies in rapid responsiveness and diverse coverage, creating an inclusive environment that addresses academic progress, financial barriers, mental health, social integration, and career readiness holistically.

3.2.3. Higher education information and student counselling are sufficient

VILNIUS TECH provides sufficient higher education information and student counselling for Informatics Engineering through multilayered channels like websites (mano.vilniustech.lt, Moodle, Teams), social media (Facebook, LinkedIn, Instagram), Integration Week, the "Introduction to the Specialty" module, "First-Year Student Guide," company visits, and thesis preparation meetings.
Continuous counselling spans semesters via dedicated tutors (meeting groups twice/semester), lecturers' mandatory 2-hour weekly consultations (in-person/Zoom/Moodle), SPC Chairs' course explanations, pre-exam sessions, one-week consultation periods, student representatives in Faculty Council/SPC, and department administrators for rapid organizational support, validated by positive student feedback questionnaires.
The system effectively introduces programme structure, assessment criteria, career links, and IT resources from day one, sustaining support through thesis supervision (minimum weekly meetings) and employer lectures, ensuring smooth integration for first-years and internationals in Lithuanian/English.
Overall, this student-oriented approach addresses admission-to-career needs holistically, though tracking consultation uptake and formalizing informal channels could further enhance measurable effectiveness.

ANALYSIS AND CONCLUSION (regarding 3.2.)

The student support system is comprehensive and accessible, covering academic guidance, financial assistance, social integration, and psychological wellbeing. The institutional framework for mobility is well established and supported by formal agreements and recognition procedures.

VILNIUS TECH excels in robust support systems (Redmine's 80% same-day fixes, business scholarships, psych counseling).
Incoming mobility is stable; however, outgoing mobility participation remains comparatively limited and requires additional institutional encouragement and structural facilitation.
While student support mechanisms are diverse and well implemented, increasing dropout rates indicate the need for enhanced early-stage monitoring and retention strategies, particularly in programmes with rising attrition.
Overall, student support systems meet the requirements at a good level for both study cycles.

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		
Second cycle			X		

COMMENDATIONS

1. The admission process for studies is commendable – the variety of activities ensure smooth integration and adaptation for first-year students.

RECOMMENDATIONS

To address shortcomings

1. Embed structural elements that facilitate the mobility of outgoing students.
2. Design an effective plan against dropout rates, which is a very significant problem.

For further improvement

1. Establish a systematic monitoring framework integrating admission data, dropout indicators, academic progression statistics, and mobility participation trends to support evidence-based decision-making and long-term programme sustainability.
2. Further strengthen early academic orientation in first-cycle studies through diagnostic assessment of incoming competences and tailored bridging or support modules in mathematics, programming, or digital foundations where needed.
3. Increase student involvement in institutional quality assurance processes, including participation in the preparation of self-evaluation documentation and structured feedback consultations.

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

Teaching and learning in the Informatics Engineering study field are well aligned with the intended learning outcomes and the requirements of first-cycle studies. The Self-Evaluation Report demonstrates a coherent link between programme learning outcomes, course-level outcomes, teaching methods, and assessment approaches. A wide range of teaching methods is used, including lectures, laboratory work, project-based learning, teamwork, problem-oriented tasks, and independent study, which support different learning styles and competence development.
Teaching staff are appropriately qualified, and the learning environment (including laboratories, digital platforms, and software tools) supports effective learning. Students are provided with opportunities to apply theoretical knowledge in practical contexts through projects, internships, and final theses.
While various methods are mentioned in the report and during the visit, and applied, a more systematic approach could yield the full potential of the methods, resulting in higher teaching and learning quality.

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

The University has established institutional policies and support systems to ensure access to higher education for socially vulnerable groups and students with individual needs. These include financial support, psychological counselling, academic advising, accessibility measures for students with disabilities, and flexible study arrangements. Information on support services is publicly available, and students can access assistance when needed.
It is evident that some of the actions taken, including dedicated personnel taking care of different situations regarding disabled or handicapped students, are appropriate and demonstrate deep understanding and care about those students and their needs.
The institution cooperates with organizations that work with people with disabilities. This engagement appears to take place on an occasional or informal basis rather than within a clearly structured framework. While these contacts are a positive step, they do not yet form part of a consistent, long-term strategy aimed at actively encouraging prospective students with special needs to apply.
The evidence shows that most measures are reactive and implemented at the institutional level, with limited programme-level monitoring of how effectively these measures reach and support students within the Informatics Engineering field. More proactive communication and systematic evaluation of support effectiveness at the field level would be needed.

ANALYSIS AND CONCLUSION (regarding 4.1.)

While the HEI employ a wide veriety of teaching methods, it does not align into a systematic metod or approach based on learning and teaching analytics. The implemented measures for vulnerable social groups well implemented but mostly institutional not programme-level.
The existing level of cooperation with organizations which take care of people with special needs demonstrates awareness of the importance of inclusion; however, the current approach remains

limited in scope and impact. Without a more coordinated and sustained effort, the institution may not fully reach or motivate potential candidates who could successfully pursue higher education.

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

The monitoring of student learning progress at VILNIUS TECH is formally structured and consistently implemented, with clearly defined mechanisms at course, programme, and institutional levels. Student learning progress is monitored through continuous assessment methods, examinations, project work, laboratory assignments, and internships. Feedback is provided through written comments, consultations, and discussions during and after assessments. These practices enable students to understand their performance and support learning improvement. Nevertheless, feedback practices vary between courses and depend largely on individual lecturers. Some of the good practices:

- Bachelor's and Master's theses involve systematic supervision, interim reviews, and consultations, supporting reflective learning and progress planning.
- The Plan of Measures for Monitoring and Improving Students' Achievements (Annex 6) demonstrates an institutional commitment to tracking academic performance and addressing identified weaknesses.

However, the documentation document does not reveal a common, standardised approach from course to course, from programme to programme to ensure systematic, evidence-based decisions on needed interventions to reduce dropout and ensure meeting learning outcomes. While feedback is provided, structured tools explicitly fostering self-assessment and individual learning progress planning (e.g., reflective portfolios, learning analytics dashboards) are not systematically documented.

4.2.2. Graduate employability and career are monitored

Graduate employability is systematically monitored using several data sources, including institutional graduate surveys, national employment statistics, alumni feedback, and information from social partners. The study programmes are closely aligned with labour market needs, particularly in high-demand areas such as software engineering, data analytics, and cybersecurity.
Internships, practical assignments, and final thesis topics often reflect real professional tasks, contributing positively to graduates' employment outcomes. Cooperation with employers and social partners further strengthens career relevance.

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

The University has clearly defined, institution-wide policies ensuring academic integrity, ethical conduct, tolerance, and non-discrimination. The University applies plagiarism detection tools, has established codes of ethics, and provides clear procedures for dealing with academic integrity policy violations. Students are informed about academic integrity requirements at the beginning of their studies (Annexe 7).
The academic environment promotes equal treatment and respect, and there is no evidence of systemic issues related to discrimination. The assessment reflects strong implementation; however, more systematic training and preventive activities at the programme level could further strengthen

this area. Dedicated bodies and roles are assigned responsibility for ethical oversight and quality assurance
Minor shortcomings relate to limited explicit reporting on preventive training activities (e.g., mandatory academic integrity training for all students at entry).

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

Procedures for submitting and handling appeals and complaints are clearly defined, publicly available, and aligned with institutional regulations. Students may submit appeals at course, faculty, or university level, ensuring proportional and transparent handling. Students are informed of their rights, and appeals are processed within established timelines. The existence of multiple levels of appeal contributes to procedural fairness.
During the evaluation period (last three years), no appeals were formally submitted by students in the study field of Informatics Engineering, and consequently no appeal decisions were recorded. While the absence of appeals may indicate that assessment procedures are perceived as transparent and fair, and was supported by feedback collected during the onsite visit, it also limits the possibility to evaluate the practical functioning and effectiveness of the appeals system based on empirical evidence. In particular, without cases and outcomes, it is not possible to assess how consistently procedures are applied or how decisions contribute to quality improvement.
At the same time, the documentation provided provides limited evidence on the systematic analysis of appeals and complaints outcomes or their use for quality improvement. White the onsite visit confirmed that appeals are processed, greater transparency and feedback to the academic community would strengthen confidence in these procedures and justify a higher assessment.

ANALYSIS AND CONCLUSION (regarding 4.2.)

Overall, the expert panel concludes that teaching and learning, student assessment, and graduate employment in the field of Informatics Engineering meet the requirements and are generally well implemented. The study field demonstrates a student-centred approach, strong labour market relevance, and a supportive academic environment. Implementation of the recommendations would further enhance consistency, transparency, and effectiveness, supporting continuous improvement of the study field.
Areas for improvement include:

- The documentation does not demonstrate a fully standardised approach to formative assessment and structured self-assessment across all study programmes. As a result, while monitoring and feedback meet the requirements, further systematisation would be necessary to achieve a higher evaluation, with particular focu on students' self-assesment mechanisms and tools. Proposed assessment.
- Systematic use of alumni data for strategic programme development could be further enhanced.
- The study direction could benefit from further development of the internal training and other preventive activities.
- The study direction could benefit from further development of a fully transparent system providing evidence and feedback for all involved parties in appeals – students, student councils, programme management, department management, ensuring a common knowledge of the actual cases, if any.

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	
Second cycle				X	

COMMENDATIONS

1. Some of the actions taken, comprising personnel taking care of socially vulnerable students, are good practices not only to further develop but also to share with other universities or other study directions.
2. A significant advantage of close cooperation with industry, which strengthens both sustained motivation and internal community, as well as the HEI reputation.

RECOMMENDATIONS

For further improvement

1. The panel recommends continuing regular awareness-raising activities and training for both students and staff to further strengthen a shared culture of academic integrity and ethical conduct.
2. The panel recommends strengthening long-term alumni tracking and expanding the systematic use of graduate career data in curriculum review and strategic planning at the programme level.
3. The panel recommends further systematising feedback practices across all course units to ensure consistency in quality and timeliness. Greater emphasis on assessment and structured self-assessment opportunities would further support students in planning their learning progress
4. It would be beneficial for the institution to formalize and strengthen its collaboration with relevant organizations representing people with special needs through regular communication, joint initiatives, and clearly defined partnership arrangements. A more structured outreach strategy, supported by targeted information activities and designated contact persons, could enhance visibility among potential applicants and contribute to broader and more consistent inclusion.

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

According to the Self-Evaluation Report (SER), the study programmes are delivered by a sufficient number of appropriately qualified teaching staff. Most lecturers have more than ten years of teaching experience. During the period 2021–2024, the number of academic staff ranged from 138 to 157, while the number of students varied between 552 and 668, resulting in an overall teacher–student ratio of approximately 0.25, which supports effective teaching and supervision.

In the first cycle study programmes, 146 teachers are employed, while 83 teachers contribute to the second cycle programmes. All teaching staff are employed for at least 0.5 full-time equivalent (FTE) and have been engaged for a minimum of three years. The relatively high share of part-time positions reflects the involvement of practising IT professionals in the delivery of selected study subjects, which strengthens the practical orientation of the programmes.

Separate positions for lecturer-partners are established, including one professor and between four and seven associate professors. The academic staff profile is stable and well balanced in terms of age structure. In the first cycle programmes, 79% of teachers hold a PhD degree, while in the second cycle this share reaches 91%, thus meeting the national requirements set by the Lithuanian Minister of Education and Science (minimum 50% for the first cycle and 90% for the second cycle). In addition, the requirement that at least 20% of subjects be taught by professors is fulfilled.

During the site visit, teaching staff confirmed that the university provides financial support for research and publication activities. A transparent motivation system based on a points scheme is in place, rewarding activities such as textbook preparation, research output, and international mobility. Accumulated points result in salary supplements, which may also be used to support publication costs, thereby fostering academic development and internationalisation.

Furthermore, the study programmes in the field are enriched by the participation of practitioners from the IT sector, contributing current industry expertise and reinforcing the relevance of the curricula to labour market needs.

Arrangements for covering sudden or long-term absence of teaching staff are being addressed in practice; however, formal written procedures have not yet been fully established.

ANALYSIS AND CONCLUSION (regarding 5.1.)

The teaching staff of the Informatics Engineering study programmes at VILNIUS TECH is sufficient in number, well qualified, and stable, ensuring the effective delivery of both first- and second-cycle studies. Academic qualifications, teaching experience, and compliance with national regulatory requirements are strong, particularly at the second-cycle level. The involvement of practitioners from the IT sector enhances the practical relevance of the programmes, while institutional support for research, publication, and international mobility contributes to staff professional development.

Overall, the composition and management of the teaching staff provide a solid foundation for achieving the intended learning outcomes and maintaining the quality and relevance of the study programmes.

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

According to the Self-Evaluation Report (SER), VILNIUS TECH is among the leading higher education institutions in Lithuania with regard to international mobility of employees. The selection of teaching staff for teaching and training exchanges is organised twice per year based on clearly defined criteria. Academic staff may participate in mobility to partner countries within the Erasmus+ programme, including partner countries outside the European Union, as well as through other international exchange schemes such as DAAD. Information on available mobility programmes and selection procedures is transparently published on the University's website. The number of Erasmus+ teaching and training visits is subject to the limits of the allocated Erasmus budget.
Academic staff mobility was reduced during the COVID-19 pandemic. In the period 2021–2024, a total of 48 Erasmus+ mobility visits were implemented, including 24 teaching visits and 24 training (learning) visits to 16 different countries.
The University also supports the involvement of foreign partners in delivering lectures in English. These activities contribute to the enhancement of teaching methodologies and provide exposure to diverse academic environments. During the evaluated period, 30 visiting teachers participated in mobility exchanges (19 for teaching and 11 for training).

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

The SER indicates that VILNIUS TECH provides systematic support for the development of both research and pedagogical competences of teaching staff. The improvement of scientific qualifications is an integral part of the academic staff attestation system. Teaching staff may enhance their educational competences through various forms of professional development, including seminars and training sessions organised by the Academic Support Centre.
Teachers may also undertake professional development activities at other Lithuanian institutions or abroad; certificates obtained are submitted as part of the attestation process. Academic staff with less than ten years of service are required to complete 40 academic hours of pedagogical training, while those with more than ten years of service must complete 20 academic hours, corresponding to approximately eight and four hours per year, respectively.
To support the development of English language competences, VILNIUS TECH organises English language courses several times per year, covering half of the course fee. In the evaluated study field, 77% of teaching staff have at least B2-level proficiency in English, and almost all lecturers involved in the study programmes meet this requirement.
Employment contracts for teaching staff are concluded for a fixed term of five years, and appointments are made through open competitive procedures. Teaching workload is structured across teaching, educational and organisational, and research activities, with the total number of hours calculated proportionally to the planned scope of each activity. For the academic year 2024–2025, the standard workload for lecturers is set at 1,512 hours. During the site visit, teaching staff highlighted academic freedom as a significant motivating factor.
The SER also reports that awards for the University's best teachers have been established by the Academic Support Centre since 2022, with ten lecturers recognised annually. In addition, a competition for the "Best Paper" is organised.
During the site visit, it was confirmed that recommendations from previous evaluations, such as the improvement of the mentorship programme for new lecturers, have been implemented. Teaching staff may request the acquisition of new library resources in both printed and digital formats; the procedure is straightforward, and sufficient funding is provided by the University.

ANALYSIS AND CONCLUSION (regarding 5.2.)

The analysis shows that VILNIUS TECH provides broad and well-structured opportunities for the academic mobility and professional development of teaching staff. The University demonstrates a strong institutional commitment to internationalisation, supported by transparent selection procedures, diverse mobility schemes, and consistent participation in Erasmus+ and other international programmes. Despite the temporary decline in mobility during the COVID-19 period, staff mobility has resumed at a satisfactory level, and the involvement of visiting professors contributes positively to the quality and international dimension of teaching.

Teaching staff development is systematically supported through attestation requirements, pedagogical training, language development opportunities, and institutional incentives. The structured workload model, competitive employment procedures, and motivation mechanisms, including awards and recognition for research and teaching excellence, provide a stable and supportive working environment. The implementation of recommendations from previous evaluations demonstrates responsiveness and commitment to continuous improvement.

However, certain shortcomings were identified. Social partners indicated that there is room for further development of students' soft skills, suggesting that these competences could be more strongly embedded in teaching practices and assessment. In addition, the management of student feedback on teaching after each semester appears to be weak, as response rates to surveys remain low, surveys are mandatory and the mechanisms for using feedback to inform improvements are not sufficiently effective.

Overall, the factual situation indicates that VILNIUS TECH has established a solid framework for teaching staff mobility, development, and motivation, which supports the quality and internationalisation of study programmes. The strengths in staff support, academic freedom, and international engagement provide a strong foundation for achieving programme aims and learning outcomes.

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	
Second cycle				X	

COMMENDATIONS

1. Stable and supportive working environment for academic staff, characterised by clear workload allocation, academic freedom, motivation system, and responsiveness to recommendations from previous evaluations.
2. Well-established internationalisation practices, demonstrated by sustained participation in Erasmus+ mobility, involvement of visiting professors, and institutional support for teaching in international and English-language contexts.
3. Strong institutional support for teaching staff development and mobility, including transparent selection procedures, systematic professional development, and effective incentives for research, teaching excellence, and international engagement.

RECOMMENDATIONS

For further improvement

1. Envision a procedure for substitutability in case of long-term and sudden teachers' absence (methodology of sharing learning materials, plan of substitution with solution of teachers' workload etc).
2. Explore further training of teaching staff in soft-skills.

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

VILNIUS TECH academic activities are hosted across various buildings, with general premises that are modern, renovated, or in the process of being upgraded.
Practical classes are organised in laboratories where each student is provided with an individual working place equipped with the necessary technical means. The premises used for the field studies and practice are clearly identified and purpose specific. Some of the laboratories are equipped in cooperation with social partners and with their support. Big spaces in new buildings provide ability to have silent study zones and are flexible for learning and collaboration.
The institution uses computer laboratories equipped with modern hardware and licensed software relevant to the study field, including tools for programming, system design, modelling, multimedia development, and digital graphics. The range of tools supports both fundamental and specialised competencies developed in the field. All laboratories are accessible for students on their work projects individually or in groups upon request.
Higher education institution applies local policies ensuring equal opportunities for students with special needs. University buildings used for studies are equipped with accessibility solutions, including adapted entrances, elevators, and sanitary facilities. The institution also cares for young parents studying or working there by setting up parent and child rooms.
The institution cooperates with business enterprises, public sector organizations, and other social partners relevant to the Informatics Engineering study field. Practice placements are organized in accordance with study program requirements and formal cooperation arrangements.
Students and teaching staff have access to the central institution's library and reading rooms on a 24/7 basis; other smaller libraries are also equipped with proper assets for work: computers, chairs and tables. Library resources are used to support studies, research activities, and final thesis preparation relevant to the Informatics Engineering study field. The institution provides access to electronic learning resources and scientific publications through digital platforms. There is a special library self-service portal where according to study program students see their recommended literature and can order physically from library or get it online. Students and staff can access electronic materials remotely, and these resources are used in studies and research activities.
A self-service portal (mano.vilniustech.lt) is used for management of the study process, solving emerging problems, and disseminating information: lectures and exams schedules, study program descriptions, availability of classrooms and individual or group study places, documents regulating the studies, etc.
Most dormitories have already been renovated, while the rest are awaiting renovation according to the plan. On the university campus there are multiple places to eat and drink, including a canteen, a café, a kebab place, and a café-bookshop.

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

The faculty follows a planned approach to upgrading infrastructure and learning resources, ensuring steady improvement over time.
According to additional information provided by the Faculty of Fundamental Sciences, the university regularly invests in classroom and academic staff computers, with two classrooms upgraded each

year. Software licenses are renewed annually, and infrastructure improvements are carried out on an ongoing basis, depending on the condition of the classrooms.
After the main investment phase in 2023–2024, the faculty of Electronics moved to a bottom-up planning model, supported by new infrastructure, including five high-performance computers for artificial intelligence training and three high-end GPUs for data-intensive and machine-learning applications. In 2026, up to EUR 100,000 of the faculty's own funds have been allocated for ad-hoc upgrades, allowing infrastructure development to continue in line with teaching and research needs across study programmes.

ANALYSIS AND CONCLUSION (regarding 6.1.)

Available premises and working places are sufficient for the current scope of studies and technical means are suitable for achieving intended learning outcomes.
VILNIUS TECH provides suitable lecture and computer classrooms as well as specialised laboratories for information systems, electronics, multimedia, digital graphics, and animation. Also, there are spaces intended for independent and group work.
The university is actively renovating its dormitories to improve living conditions. Most have already been renovated or are currently being upgraded. However, ongoing construction and limited capacity can make room allocation challenging, meaning accommodation cannot be guaranteed for all students every year under previous arrangements.
The university has taken systematic measures to adapt premises and study conditions for students with special needs.
The library provides sufficient actual and appropriate resources, both on paper and in electronic format, in general and specifically for the study programmes, accessible on premise, but also from home.
Institutional-level commitment to infrastructure development is evident: investments focus primarily on upgrading research and teaching laboratories, while also significantly improving the study environment.

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	
Second cycle				X	

COMMENDATIONS

1. The university offers well-equipped learning and collaboration spaces, along with quiet areas that are ideal for focused individual work.
2. The establishment of a parent and child room reflects a strong commitment to supporting students' and staff members' work–study–family balance.

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 SER provides a detailed description of the Internal Study Quality Assurance System (ISQAS), including the functions and responsibilities of different governance bodies and the main QA instruments, such as student surveys. Information on the periodicity of internal assessments is included. Various means to ensure quality delivery are described, including academic staff training, which is a positive element.

A centralised documentation database and a Power BI–based data analysis tool are in place, which supports data availability and monitoring. Human resources, facilities, and learning resources are described at a general level.

The system appears comprehensive, and the onsite discussion complemented the information regarding the system availability with illustrative cases that demonstrated its effectiveness in practice, examples of indicators monitored to assess system performance, and how results lead to concrete decisions or corrective actions. This assessment is aligned by the perception of the social and industrial stakeholders.

The distribution of responsibilities of the ISQAS present in the SER is complemented with further insights during the onsite visit providing a meaningful understanding of accountability for specific actions. Challenges such as the decreasing number of enrolled students are especially monitored, even if not all the mitigation actions are effective.

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

The SER describes several mechanisms through which stakeholders (students, academic staff, and others) can participate in the QA system and provides examples of possible actions resulting from stakeholder input.

Complementing the SER, social partners provided examples of their engagement in a diverse number of actions, emphasizing the goodness of practices such as involvement in Master's thesis, study programme committees, being invited to discussion with panel of external accreditation, employment fairs, internships, direct collaboration with teachers and researchers, and joint projects, among others. Thiis is very positive and it shows a rich stakeholder investment.

The role and contributions of academic staff in QA processes are also noted with concrete data and examples.

The SER should complement the descriptions with those demonstrative examples.

However, observation is made that alumni surveys could be revised to become more efficient.

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

This SER section describes the information systems in place and how information is made available to different stakeholders. The overall architecture for data access and transparency is presented.

Completing the SER, the inputs gathered during the onsite interviews, illustrated examples of data collected and made public, and how the system closes the loop between data collection, analysis, and programme improvement. Concrete examples demonstrating how information has been used to improve study programmes are given orally.

The SER could be improved by including some of those illustrative examples.

7.1.4. Student feedback is collected and analysed

Several student surveys are described, along with the bodies in which results are discussed. Systems are in place that allow tracking how aggregated survey results and comments have been considered and which actions have been taken. Academic staff have access to feedback related to their teaching, and key roles have access to staff evaluation data. All this is very positive.
The SER presents some positive conclusions drawn from student feedback. Students also have opportunities for active participation, including individual consultations and informal feedback. A process for lecture observation is established, with measures aimed at improvement.
Attention should be made to ensuring that students are informed of the use of the feedback to avoid disengagement, and the university could explore a revision of the student survey policy to maximise the efficiency of the process and the data quality.

ANALYSIS AND CONCLUSION (regarding 7.1.)

The descriptions of the systems in place, the organization, functions, etc. are quite rich. The report was complemented with examples and results with indicators, facts and figures that support the statements.
The institution has invested in a well-structured and well-equipped QA system, supported by digital tools and documented procedures. This indicates a high level of organisational maturity. While the SER focuses more on system availability, the visit allowed to demonstrate the system performance. Stakeholder participation is clearly foreseen and structurally embedded. While the SER did not provide sufficient evidence to assess whether this participation leads to systematic quality improvement, the onsite interviews clearly demonstrated this, including a diverse use of the different involvement mechanisms and of effectiveness.
The infrastructure for information management and transparency is in place, which is positive. However, the amount of collected data is quite large, which could lead to oversampling and lack of efficiency.
Student feedback mechanisms are diverse, accessible, and linked to follow-up actions. The SER provides convincing evidence of an operational QA component, that could be complemented with other quantitative evidence, such as trends over time, to support the conclusions drawn and to demonstrate systematic effectiveness beyond over time selected examples.

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	
Second cycle				X	

COMMENDATIONS

1. The university investment in a well-structured and well-equipped internal QA system that is supported by digital tools and documented procedures is well exploited by the management of this field of studies.
2. The engagement of the social stakeholders is remarkable.

RECOMMENDATIONS

For further improvement

1. Reflect on internal policies regarding student feedback to maximize efficiency and data quality.
2. Improve the SER including more demonstrators of the system performance, moving from system availability to system efficiency, showing attention to main challenges, their indicators, and the effectiveness of the mitigation actions, and the effectiveness of stakeholders' participation and follow-up measures over time.

V. SUMMARY

First of all, the expert panel wishes to thank VILNIUS TECH and everyone involved for compiling a coherent, detailed, and well-written Self-Evaluation Report. It provided valuable insights into the institution, its strategies, and the study field 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 continuous improvement.

Overall, the Informatics Engineering study field demonstrates a mature academic structure, strong institutional support, and clear alignment with national priorities and labour market needs. Across all evaluation areas, the programmes show coherence, strategic positioning, and a stable quality culture. The field meets the requirements at a very good level in Areas 1 and 2, and at a good level in the remaining areas.

Strategic relevance and curriculum quality (Area 1) represent one of the key strengths. The study programmes are clearly aligned with the University's strategic objectives and with national economic priorities in digital transformation and technological development. Programme learning outcomes are coherently structured and well aligned with course-level outcomes. The curriculum demonstrates progressive competence development, integration of internships and final theses with real industry challenges, and meaningful flexibility through electives, specialisations, and mobility opportunities. The strong link between final thesis topics and labour market needs is particularly commendable and contributes to graduates' employability and professional readiness.

Research integration (Area 2) is another significant strength of the study field. The connection between research, technological development, and higher education is clearly visible, particularly at the second-cycle level. Academic staff demonstrate solid research productivity, and contemporary topics such as artificial intelligence, cybersecurity, intelligent systems, and digital media technologies are embedded into the curricula. Students are exposed to research-oriented activities and benefit from academically active teaching staff. While national research performance is strong, further systematic international benchmarking and strategic concentration of research efforts would enhance international visibility.

Student admission and support (Area 3) are well organised and transparent. Admission procedures are clear and aligned with national regulations, and recognition mechanisms support flexibility and internationalisation. The student support system is comprehensive, covering academic, financial, social, and psychological dimensions. Mobility structures are well established, and incoming mobility is stable. However, outgoing mobility participation remains modest and would benefit from structural incentives and embedded mobility windows. Additionally, increasing dropout rates in certain programmes, particularly Multimedia Design, require targeted and systematic intervention.

Teaching and learning processes (Area 4) are generally well implemented and student-centred. The cooperation with industry is strong and enhances students' professional preparation and motivation. The assessment framework is functional and transparent, and academic integrity principles are in place. Nevertheless, further systematisation of formative assessment practices, structured self-assessment mechanisms, systematic alumni data usage, and transparent appeals documentation would strengthen consistency and evidence-based improvement.

Teaching staff (Area 5) constitute a stable, qualified, and motivated academic body. Institutional support for mobility, research activity, and professional development is well structured. The involvement of practitioners enhances practical relevance. Some improvement is recommended in strengthening soft-skills integration within teaching practices and increasing the effectiveness of student feedback mechanisms.

Learning facilities and resources (Area 6) are sufficient and appropriate for achieving the intended learning outcomes. Laboratories, digital infrastructure, study spaces, and library resources are adequate and continuously upgraded. Institutional investment in infrastructure and adaptation for

students with special needs reflects a strong commitment to quality and inclusiveness. Temporary accommodation constraints due to renovation are being addressed through systematic upgrading.
Quality assurance (Area 7) is based on a well-developed institutional framework supported by digital tools and documented procedures. Stakeholder involvement, including social partners and students, is structurally embedded and was convincingly demonstrated during the visit. While the system infrastructure is strong, further focus on demonstrating long-term impact, effectiveness indicators, and streamlined data management would enhance efficiency and strategic clarity.
In conclusion, the Informatics Engineering study field at VILNIUS TECH demonstrates a solid academic foundation, strong labour market alignment, research integration, and institutional maturity. The main areas requiring further attention concern student retention strategies, outgoing mobility stimulation, further systematisation of assessment and feedback mechanisms, enhancement of international research visibility, and optimisation of data-driven quality monitoring.
The overall evaluation reflects a stable, well-functioning, and forward-looking study field with clear potential for further strategic development.

VI. EXAMPLES OF EXCELLENCE

Strong integration of final theses with real labour market challenges.
The systematic linkage of final thesis topics to real industry problems, including opportunities for employed students to address authentic professional challenges within their workplaces, demonstrates an advanced and deeply embedded model of industry integration that goes beyond formal internship cooperation.

Research productivity relative to staff capacity.
The average publication output (approximately two WoS-indexed publications per FTE per year) represents a high level of research engagement for a practice-oriented engineering field and reflects a strong research culture among teaching staff.

Institutionally embedded and digitally supported internal quality assurance system.
The University has developed a structurally mature QA framework supported by digital tools and documented procedures, with clearly embedded stakeholder participation mechanisms. The level of systematisation and organisational integration demonstrates advanced institutional quality management capacity.