



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION

INFORMATICS ENGINEERING FIELD OF STUDY

Kaunas University of Technology

EXTERNAL EVALUATION REPORT

Expert panel:

1. Panel chair: Prof. Dr. 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

SKVC coordinator: Greta Misevičiūtė

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I. INTRODUCTION

1.1. OUTLINE OF THE EVALUATION PROCESS

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

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

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

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

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

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

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

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

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

1.2. REVIEW PANEL

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

The composition of the review panel was as follows:

1. Panel chair: Prof. Dr. 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 29th of 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

Kaunas University of Technology (KTU) is a public research university and one of the largest and most technologically oriented higher education institutions in Lithuania. It was established in 1922 (with its origins in the University of Lithuania). The university is organised into several faculties (including engineering, informatics, mathematics and natural sciences, social sciences, arts and humanities, and business), research institutes, and competence centres. KTU implements study programmes across all three cycles (Bachelor's, Master's, and Doctoral levels) and is characterised by its strong integration of research, innovation, and industry collaboration. The university positions itself as a leader in technological sciences nationally and maintains active international partnerships within European university alliances and global research networks.

Overview of the study field

The Informatics Engineering study field at KTU is positioned within the university's strong technological and engineering profile and contributes directly to its strategic objectives related to digital transformation, cybersecurity, and advanced information technologies. The field comprises two programmes: a Bachelor's degree in Informatics Engineering and a Master's degree in Information and Information Technology Security. Both programmes align with KTU's research strengths in artificial intelligence, software systems, cybersecurity, data analytics, and digital infrastructures.

The study field benefits from close integration with research activities carried out in the Faculty of Informatics and related research centres, as well as from collaboration with national and international industry partners in the ICT and cybersecurity sectors. Participation in international research and innovation projects, cooperation with technology companies, and engagement in European initiatives support the field's academic development and labour market relevance. Within the broader university context, Informatics Engineering plays a strategic role in addressing regional and national needs for highly qualified ICT and cybersecurity specialists while contributing to KTU's ambition to strengthen its international visibility in digital and technological research domains.

Previous external evaluations

The two study programmes in the field were previously externally evaluated and accredited according to the procedures established by the Ministry of Education, Science and Sport of the Republic of Lithuania and the Centre for Quality Assessment in Higher Education.

The first-cycle programme Informatics Engineering was evaluated in 2012, receiving 22 out of 24 points and was accredited for the maximum period of six years by SKVC Director's Order No. SV6-9 of 21 January 2013.

The second-cycle programme Information and Information Technologies Security was evaluated in 2014, receiving 20 out of 24 points and was likewise accredited for the maximum period of six years by SKVC Director's Order No. SV6-43 of 11 August 2014.

Following the 2019 reform of study field evaluation and accreditation in Lithuania, introduced by the Ministry of Education, Science and Sport of the Republic of Lithuania, all study fields offered by higher education institutions are considered accredited until they are evaluated under the new procedure.

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 study plans of the study programmes, matrices mapping learning outcomes and study modules, list of teachers, main scientific and applied research projects,
- Final degree projects,
- Documentation regarding infrastructure plans, population size for surveys.

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	Informatics Engineering
State code	6121BX014
Type of study (college/university)	University
Study cycle	First
Mode of study (full time/part time) and nominal duration (in years)	Full-time (4 years)
Workload in ECTS	240
Award (degree and/or professional qualification)	Bachelor of Informatics
Language of instruction	Lithuanian
Admission requirements	Secondary Education
First registration date	1997.05.19
Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision)	-

Second cycle/LTQF 7

Title of the study programme	Information and Information Technology Security
State code	6211BX008
Type of study (college/university)	University
Study cycle	Second
Mode of study (full time/part time) and nominal duration (in years)	Full-time (2 years)
Workload in ECTS	120
Award (degree and/or professional qualification)	Master of Informatics
Language of instruction	Lithuanian
Admission requirements	Higher Education (Bachelor's Degree or Equivalent Bachelor's Qualification Degree)
First registration date	2011.06.14
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	4
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:		28

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	4
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:		28

*

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
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FACTUAL SITUATION

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

The Informatics Engineering (IE) study programme at Kaunas Technical University (KTU) is designed to respond to the evolving demands of the contemporary technological environment. The programme aims to equip students with competences required to analyse organisational needs, design, develop, test, and implement software systems, as well as to apply appropriate information security solutions. These competences are essential for addressing societal needs and for ensuring graduates' readiness for a dynamic and competitive labour market.

The programme is aligned with Lithuania's National Digital Roadmap and the European Commission's *Digital Decade Policy Programme* (2021), which anticipates a significant increase in demand for ICT specialists by 2030. In response to growing needs in the field of information security, a separate second-cycle study programme *Information and Information Technologies Security* was launched in 2011.

The Kaunas region prioritises science, technology, and innovation, seeking to develop high value-added industries through close cooperation between academia and business. Regional development objectives include the advancement of the information society, digital infrastructure, and e-services, as well as labour market modernisation, talent retention, and ensuring alignment between workforce supply and demand. The IE programme contributes directly to these regional priorities.

All study programmes at the KTU Faculty of Informatics are implemented in accordance with the *Description of the Informatics Sciences Study Field Group*. Programme competences are also aligned with the *National Cybersecurity Competence Map* developed by the Ministry of National Defence of Lithuania. According to the *Lithuanian Classification of Occupations*, graduates of the IE programme are prepared for professional activities across 25 ICT-related occupational areas.

The programme is continuously reviewed and updated based on labour market analysis, industry needs, and stakeholder feedback. This ongoing adaptation ensures that graduates acquire relevant and up-to-date competences required for successful employment at both national and international levels.

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

The aims and intended learning outcomes of the Informatics Engineering programme are fully aligned with the mission and strategic objectives of Kaunas Technical University. The programme emphasises the development of practical skills and future-oriented competences, contributing to knowledge creation, transfer, and lifelong learning in accordance with the University's strategic priorities. These include student sustainability, applied research, internationalisation, and social responsibility.

KTU's strategic focus on adapting to rapidly evolving information technologies, continuous professional development, and critical thinking is reflected in the design and implementation of the programme. This approach supports the University's mission to foster individual potential for long-term personal and professional growth.

At the faculty level, the Faculty of Informatics has defined its mission as pursuing ambitious goals through continuous improvement and close cooperation with leading external partners. Faculty strategic priorities include digital transformation, smart cities, and resilient communication systems. Accordingly, the study programmes aim not only to develop strong technical competences but also to foster creativity, critical thinking, and the ability to work effectively in multicultural and interdisciplinary environments.

Internationalisation is identified as a long-term strategic priority at KTU. It is promoted through the active invitation of international teaching staff and the encouragement of academic mobility. Teaching abroad is included as a key performance indicator for associate professors and professors. Strategic competence areas emphasised by KTU are systematically embedded in the curriculum, which is positively recognised by employers and alumni.

ANALYSIS AND CONCLUSION (regarding 1.1.)

The analysis indicates that the aims and intended learning outcomes of the Informatics Engineering study programme at Kaunas Technical University are well aligned with the needs of society and the labour market. The programme responds to national, regional, and European priorities related to digital transformation, cybersecurity, and the growing demand for ICT professionals. Alignment with Lithuania's National Digital Roadmap, the European Commission's Digital Decade Policy Programme, and regional development priorities of the Kaunas region provides a strong external justification for the programme's relevance.

The programme demonstrates coherence with national regulatory frameworks, including the Description of the Informatics Sciences Study Field Group, the National Cybersecurity Competence Map, and the Lithuanian Classification of Occupations. Continuous curriculum review based on labour market analysis and stakeholder feedback supports the ongoing relevance of programme content and graduate employability.

Alignment with the mission and strategic objectives of KTU is clearly evident. The programme reflects institutional priorities related to applied research, internationalisation, lifelong learning, and social responsibility. Faculty-level strategic priorities, including digital transformation and resilient communication systems, are consistently embedded in the curriculum. Internationalisation measures, such as staff mobility and the involvement of international teachers, further strengthen the programme's strategic coherence and global orientation.

The Informatics Engineering study programme at Kaunas Technical University demonstrates a strong alignment between programme aims, learning outcomes, labour market needs, and the University's mission and strategic goals. The programme is well positioned to respond to current and future demands of the ICT sector at national and international levels. Overall, the alignment can be assessed as strong, providing a solid foundation for the programme's sustainability and continued relevance.

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
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FACTUAL SITUATION

1.2.1. Programmes comply with legal requirements

The development and regular updating of the study programmes are carried out in full compliance with Lithuanian legal acts.

The Informatics Engineering study programme, implemented in a first-cycle programme, meets all national regulatory requirements. The total programme scope is 240 ECTS credits, including 153 field study credits (123 field fundamentals and 30 credits allocated to specialisation within the field).

The professional internship comprises 15 ECTS credits, and the final thesis accounts for an additional 15 credits. Students may choose elective modules amounting to 9 ECTS credits. The programme offers two specialisations, each comprising 30 ECTS credits.

The second-cycle study programme has a duration of two years and a total scope of 120 ECTS credits. Students may select one MA+ competency package offered by KTU, consisting of three modules with a total of 18 ECTS credits.

Procedures for study planning, subject selection, and the formation of individual study plans are regulated by the *Description of the Procedure for Formation of Individual Study Plans for Students of KTU*. The Field Study Programme Committee regularly—typically on an annual basis—reviews programme learning outcomes, course content, credit allocation, and compliance with regulatory requirements.

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

Programme aims and learning outcomes are described in the Self-Evaluation Report in sufficient detail and are consistent with the objectives of the study programme.

Five groups of learning outcomes are defined for the field study programmes: Knowledge and its Application, Research Skills, Specific Skills, Social Skills, and Personal Skills. The structure of the programmes, module content, and intended learning outcomes are systematically reviewed and discussed with social partners.

KTU provides detailed guidelines for module development and design principles are available through the KTU information system. This is complemented with regular training for members of field study programmes, and the alignment and relevance of programme content are further ensured through close cooperation with social partners.

The Self-Evaluation Report demonstrates a clear and coherent link between course aims, intended learning outcomes, their contribution to programme-level outcomes, required prior preparation, workload distribution, course topics, teaching methods, assessment approaches, and evaluation criteria. Programme learning outcomes and course content are continuously updated.

The site visit confirmed that student-centred learning is strongly embedded in mandatory courses.

1.2.3. Curriculum ensures consistent development of student competences

Study plans are designed following a systematic and logical sequence of subjects. The consistent development of student competences is ensured both horizontally—through coherence and synergy across subjects—and vertically, through the progressive deepening of knowledge and skills.

The sequencing of subjects within semesters is coherent, and the curriculum as a whole meets current requirements for the education of ICT professionals. The programme allows students to select elective subjects amounting to 9 ECTS credits (2–3 courses).

In the first-cycle programme, the curriculum focuses on the development of professional competences. General university studies account for 12 ECTS credits. The programme includes 16 field fundamentals subjects (105 ECTS credits), representing approximately 44% of the total programme volume. Field specialisation subjects—five courses per specialisation—account for 30 ECTS credits (12.5% of the programme volume).

In the second-cycle programme, the primary objective is the development of advanced field-specific competences. The curriculum comprises 12 field-specific subjects (72 ECTS credits), with an additional 18 ECTS credits allocated to elective subjects or an alternative competency package. Three research projects are planned during the first three semesters to develop students' research skills. As the master's final project topic is selected in the first semester, it can be systematically linked with the research projects carried out in subsequent semesters.

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

The study programmes offer various opportunities for individualisation. Flexible learning pathways are available through different study plan options, and students may create individual study plans. Students have opportunities to participate in the Erasmus+ programme for one-semester study periods abroad. In the first semester, students may also choose bridging courses designed to address gaps in prior knowledge; some of these courses are delivered remotely. Certain courses, such as English language modules, become mandatory if a student's proficiency level is insufficient. Students may select general university modules aimed at developing soft skills and enhancing understanding of social, economic, cultural, and environmental contexts. One module from philosophy and one from social sciences may be chosen.

To further individualise their studies, students may select one of two specialisations: Internet of Things or Information Technologies and Cybersecurity. KTU offers more than 100 freely selectable modules, from which students may choose courses amounting to 9 ECTS credits.

In the first-cycle programme, students may complete a professional internship in a company. In the second cycle, students may choose MA+ competency or Expert packages, each consisting of three modules (18 ECTS credits).

Students may freely choose the topics of semester papers, projects, and final projects. In bachelor studies, students develop and implement an individual final project, while in master studies, students address real-world problems by designing and implementing appropriate solutions.

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

Final projects are prepared and defended in accordance with the *KTU Regulations for Preparation and Defence of Final Projects*. Additional guidance is provided by the *Methodological Requirements for Preparation and Defence of Bachelor's and Master's Final Projects at the KTU Faculty of Informatics*.

Final project topics may be proposed by academic staff, students, social partners, industry representatives, public sector institutions, or research organisations. Supervisors must hold at least a master's degree for bachelor projects and a doctoral degree for master projects.

To ensure project quality, students participate in training sessions organised by the University Library, focusing on information resources, citation practices, and academic writing. The use of artificial intelligence tools is permitted in accordance with the *Policy on the Ethical Use of Generative Artificial Intelligence in the Study Process at KTU*.

KTU uses the Turnitin plagiarism detection system integrated into Moodle. According to the SER, the total similarity index should not exceed 15%, with no more than 5% from a single source. Plagiarism detection is highly effective for theses written in English and moderately effective for those written in Lithuanian.

All final projects are evaluated by an external reviewer. Students then present their work at a departmental meeting and subsequently defend it at a public session before the Study Field Qualification Committee, which includes academic staff, industry professionals, and employer representatives. In master's studies, the correctness of the Lithuanian language is assessed separately. The final grade is calculated as a weighted sum of the reviewer's evaluation, the committee's evaluation of the project (60%), and the committee's evaluation of the defence (20%).

ANALYSIS AND CONCLUSION (regarding 1.2.)

The analysis confirms that the Informatics Engineering study programmes at Kaunas Technical University fully comply with Lithuanian legal and regulatory requirements. The scope, structure, credit distribution, and duration of both first- and second-cycle programmes are clearly defined and consistent with national legislation and the Description of the Informatics Sciences Study Field

Group. Regular review of programme content and learning outcomes by the Field Study Programme Committee ensures ongoing compliance and quality assurance.

Programme aims, learning outcomes, teaching and learning activities, and assessment methods are coherently aligned. Learning outcomes are clearly formulated, structured into five competence groups, and systematically linked to individual course units. The programmes demonstrate strong integration of student-centred learning approaches, continuous updating of course content, and close cooperation with social partners. The use of an advanced internal information system supports effective monitoring, data-driven decision-making, and transparency.

The curriculum ensures consistent and progressive development of student competences through a logical sequencing of subjects, integration of research projects, and a strong balance between theoretical foundations and applied learning. In particular, the early selection of master's final project topics and their linkage with research projects enhances research skill development. Opportunities for personalisation are extensive and include elective modules, specialisations, competency packages, bridging courses, individual study plans, international mobility, and professional internships.

Final thesis preparation and defence procedures are well regulated and transparent. Clear quality assurance mechanisms are in place, including plagiarism detection, ethical use of AI tools, external review, and the involvement of academic staff and industry representatives in defence committees. The strong link between final projects and real-world problems further supports graduate employability.

At the same time, the analysis identified certain gaps between labour market expectations and graduates' preparation. These challenges reflect the difficulty of fully addressing rapidly evolving industry demands within a given curriculum structure.

The Informatics Engineering study programmes at Kaunas Technical University are well structured, legally compliant, and effectively implemented. Programme aims and learning outcomes are clearly defined, well aligned with individual courses, and supported by coherent curricula, diverse teaching and assessment methods, and strong quality assurance procedures. The programmes provide meaningful opportunities for competence development, personalisation, and engagement with real-world professional challenges.

While the overall alignment with labour market needs and institutional strategy is strong, further efforts to enhance responsiveness to emerging industry competences would strengthen the programmes' impact. Overall, the study programmes demonstrate a high level of maturity and provide a solid foundation for sustainable development and continuous improvement.

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. Good alignment between programme learning outcomes and individual course units, ensuring coherent and progressive development of student competences across both study cycles.
2. Well-designed curriculum with a strong link to labour market needs, including practical projects, internships, and final theses addressing real-world problems in cooperation with industry and social partners.
3. Extensive opportunities for student personalisation and flexibility, supported by elective modules, specialisations, competency packages, individual study plans, and international mobility options.

RECOMMENDATIONS

For further improvement

1. Further strengthen responsiveness to labour market developments by introducing more flexible mechanisms (e.g. modular content, short industry-led courses or micro-credentials) to address emerging ICT competences that are difficult to fully integrate into the existing curriculum structure.
2. Further explore student engagement through project-based and interdisciplinary learning activities.
3. Continue to develop systematic cooperation with social partners by increasing their involvement in curriculum updates, course delivery, and assessment, ensuring that graduate competences remain closely aligned with evolving industry needs.

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
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FACTUAL SITUATION

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

The field is linked to the scientific fields Informatics (N009) and Informatics Engineering (T007) and the SER provides research performance evidence for 2020–2022. KTU reports leading national positioning in these fields by the value of R&D contracts (SER cites KTU ranking first with total value > EUR 9.6M, ahead of other Lithuanian institutions). Research activity is also shown through extensive dissemination activity: participation and presentations in numerous scientific events (SER indicates 116 scientific events over 2020–2023). It may be concluded that KTU has a strong applied R&D profile and measurable contract volume, positioned as top nationally in the relevant scientific fields. Active scholarly participation and visibility (conference activity used as supporting evidence). The evidence is primarily framed through contracts/projects and event participation. No specific reference to international benchmarks is given.

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

Continuous updating is ensured via review/updating of study outcomes and module content, including module attestation and explicit checks on the timeliness of literature, requesting updates when insufficient sources are within the last five years. Students use major scientific databases, including IEEE Xplore, ACM Digital Library, ScienceDirect, EBSCO, DOAJ, and are advised on responsible use of modern AI research tools (e.g., Elicit) as of 2023. The SER states that field-relevant research and architectural solutions from ongoing projects are presented in specific modules, for instance, Computerisation of the Environment and Intelligent Systems, Cybersecurity, and Research Project, including guest lectures from KTU units and companies. Systemic mechanisms exist, including attestation, governance review, and literature currency expectations. Direct transfer of current research into teaching through named modules complemented by guest expert involvement. It is also strengthened by the availability of recent information sources - databases, which support research-informed study tasks.

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

For first-cycle students, the principal mechanisms are the Product Development Project (PDP) and final projects, often tied to company/department challenges and ongoing projects. The SER explicitly frames final projects as contributing to real-world problems, with topic selection starting earlier and structured engagement across semesters. All students acquired research-related skills as they are embedded in core subjects. Student involvement in research dissemination is encouraged through joint scientific articles and conference participation; the SER notes that teacher qualification criteria encourage co-authorship with students and that publication/presentation costs can be covered in joint cases. KTU implements applied, practice-based research engagement in the bachelor cycle via PDP as well as the final thesis; deeper research alignment in the master cycle via research projects and alignment with ongoing research (e.g., CRTCS alignment mentioned). Structured supervision and milestones, which are particularly visible in final project monitoring.

The KTU-IE team acknowledges limits on international conference participation abroad due to national funding priorities (journal publication prioritisation).

ANALYSIS AND CONCLUSION (regarding 2.1.)

The KTU IE study field is a strong (in some domains the strongest) player in the national HE and research landscape, which is clearly evident through the number of attracted competitive funding, publications and their quality (most of them are Q1 and Q2) as well as through links of research to education practice. Some minor shortcomings, including a systematic exposure of students to creativity and arts, limit the current developments, and might be a part of recommendations for the future.

International benchmarking could provide clearer goals towards exceptional excellence.

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. A very strong research-oriented operations and practices, which are evident and clear for both national and international exposures.

RECOMMENDATIONS

For further improvement

1. Introduction of courses or modules that facilitate the development of creativity through innovative actions or appropriate innovation projects.
2. It would be very beneficial to introduce international benchmarking as part of the decision-making and continuous progress monitoring efforts.

AREA 3: STUDENT ADMISSION AND SUPPORT

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

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

Student selection and admission processes for Kaunas University of Technology's (KTU) first-cycle Informatics Engineering programme and second-cycle Information and Information Technologies Security programme follow clear, standardized rules that promote fairness and openness. These guidelines, approved each year by the KTU Senate before December 1 and accessible on the university's website, align with requirements from Lithuania's Ministry of Education, Science and Sport (MoESS), including minimum learning outcomes and applicant ranking methods for state-funded spots.

First-Cycle Admission Criteria. Candidates need to complete three state Matura exams: Lithuanian language and literature, mathematics, and one chosen subject, achieving an average grade of at least 50 out of 100 to match basic achievement levels. KTU sets a minimum competitive score - 5.4 in 2024 - for entry, exempting those with health-related waivers. The score combines weighted grades (math at 0.4, a second subject like IT or physics at 0.2, a third non-overlapping subject at 0.2, and Lithuanian at 0.2), with secondary grades converted per MoESS standards; an online calculator aids applicants.

Second-Cycle Admission Criteria. Entrants require a bachelor's or master's in fields like informatics, engineering, math, or physical sciences (or a professional bachelor's from college with 30+ ECTS in relevant areas, plus up to 60 supplementary credits), alongside B2-level English skills. The competitive score emphasizes diploma averages (0.9 weight), motivation ratings (0.1 weight), and up to 4 extra points for research, work experience, international studies, talent programs, or honours graduation, applied once per category without exceeding limits.

First-cycle intake uses a two-phase LAMA BPO system for nationwide ranking and vacancy fills, while second-cycle employs three KTU phases via dedicated portals like the Master's system and Dream Apply for internationals. All details appear on LAMA BPO and KTU sites, brochures, fairs, open days, and consultations; foreign credentials undergo SKVC or KTU recognition under the Lisbon Convention. Admission numbers hold steady at around 80 first-cycle and 33 second-cycle students annually, with average scores near 7 and 8 points.

Admission figures are presented and briefly analysed, indicating a positive trend and reflecting the prioritisation and growth of study field programmes.

Admission data show stable demand for the programmes in both study cycles. In the first cycle, applications with first priority increased slightly from 71 in 2022 to 78 in 2024, while total applications (all priorities combined) remained stable (386 in 2022, 369 in 2023, 395 in 2024). In the second cycle, first-priority applications grew more markedly from 29 in 2022 to 40 in both 2023 and 2024, with total applications rising from 58 to 77 over the same period. The number of signed study agreements also shows a stable or slightly increasing trend: in the first cycle, state-funded places increased from 75 (2022) to 84 (2024), with very few non-state-funded places (2 in 2022–2023, none in 2024). In the second cycle, admissions grew from 26 students in 2022 to 37 in 2024, all in state-funded places. Overall, the data indicate stable demand and full utilisation of publicly funded study places.

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

Kaunas University of Technology upholds clear procedures for recognizing foreign qualifications, prior learning, study periods, and competencies, aligning them with Lithuanian standards and international conventions to ensure transparency and equivalence. For most programmes, excluding state-funded bachelor's and integrated studies, the Department of International Relations handles evaluations of foreign credentials through a streamlined single online application that assesses the qualification's origin level, compares it to Lithuanian equivalents, and verifies no significant differences based on learning outcomes rather than in-depth course-by-course analysis. This process follows KTU's dedicated procedure, draws on mandatory recommendations from the Centre for Quality Assessment in Higher Education (SKVC) - required even if none pre-exist - and does not automatically secure admission, which remains governed by Senate-approved rules.

Study results from other Lithuanian or foreign institutions transfer under KTU's recognition framework if they align with programme outcomes, ECTS credits, and objectives. Partial studies under mobility agreements recognize credits and original grades without conversion (full-year results may convert upon request), while non-aligned prior learning caps recognition at 75% of first-cycle programme volume (lower for others), excludes final theses or projects, and adapts grades to KTU's scale. Informal or non-formal competencies gained through work, volunteering, self-study, or similar experiences can cover up to 50% of a programme's credits if they match module requirements, following a specific KTU assessment procedure that bars final project credits.

Partial studies abroad occur exclusively via Erasmus+ or bilateral agreements, with competitive selection and pre-approved learning plans endorsed by faculty vice-deans. Results gain recognition only from accredited hosts meeting agreed standards, with no credit if plans change without prior approval. In the field of study, 10 first-cycle and 4 second-cycle modules were recognized in 2022–2023, with no denials recorded during the evaluation period, owing to proactive pre-departure coordination with programme coordinators to match learning outcomes, post-return submission of transcripts and syllabi, and options for substituting unavailable modules with suitable alternatives.

ANALYSIS AND CONCLUSION (regarding 3.1.)

KTU's student selection, admission criteria, and foreign qualification recognition procedures prove adequate and transparent, governed by annually Senate-approved rules published on KTU and LAMA BPO websites, ensuring compliance with MoESS standards and the Lisbon Recognition Convention.

These systems use clear competitive scoring - weighted Matura exams (e.g., 5.4 minimum in 2024), degree equivalencies, B2 English requirements, and caps on prior learning (75% non-aligned studies, 50% informal) - while awarding bonus points for Olympiads, volunteering, and mobility, supporting stable enrolments (about 80 first-cycle, about 33 second-cycle) with zero module denials. In summary, the processes balance rigor, fairness, and flexibility, enabling equitable access and high-quality outcomes for local and international students.

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

3.2.1. Opportunities for student academic mobility are ensured

KTU ensures robust opportunities for student academic mobility through diverse Erasmus+ and bilateral programmes, including partial studies abroad for a minimum of three months, international internships lasting at least two months, blended or virtual exchanges, and short-term doctoral options across partner countries spanning Europe, Turkey, Asia, and the Americas, with host institutions waiving tuition fees and KTU grants available to offset travel and living costs. These initiatives

sharpen foreign language skills, intercultural communication, socio-emotional competencies, and professional networks while aligning with European labour market demands and boosting career prospects, all promoted extensively through the DISCOVERed non-formal education programme, Go Abroad Fair, Cafe Erasmus peer events, GIFTed talent initiatives, alumni testimonials, newsletters, faculty events, and a dedicated three-credit Intercultural Learning module introduced in 2020.

Despite this comprehensive support, actual participation stays low - just seven first-cycle and two second-cycle students from the field engaged in mobility over the three-year evaluation period - due to COVID-19 travel restrictions, geopolitical uncertainties, rising European housing costs, students' reluctance to risk local jobs (common among field programme participants), family commitments, and comfort zone hesitations, even with appealing destinations like Czech Technical University, Seoul National University of Science and Technology, and the University of Mannheim.

KTU responds proactively by analysing barriers, streamlining applications, prioritising Erasmus+ partners since 2021 reviews, negotiating new faculty-level agreements, and leveraging programme coordinators and staff to revive pre-pandemic levels, underscoring mobility's role in elevating educational quality amid external challenges.

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

Kaunas University of Technology provides comprehensive, relevant, and effective support across academic, financial, social, psychological, and personal domains, accessible via the KTU website's "For Students" section, Career and Services Centre, Faculty of Informatics Study Centre, and tools like the Academic Information System (AIS) for consultations with coordinators, staff, and programme mentors.

Academic support features non-formal programmes such as GUIDed mentoring - offering starter, academic, career, and peer tutors since 2019, with 25 Informatics academic mentors, scaling to 365 mentors aiding 549 students in 2024; GIFTed for top talents (76 participants in 2024, including 1 from Informatics) with lectures, internships, and international exchanges; GIFTed Masters for leadership (29 participants, 2 from Informatics); SKILLed FinTech (36 students) and SKILLed AI (39 students) for specialised skills; free bridging courses in math, IT, chemistry, physics, and English based on Matura assessments; TECHNORAMA innovation events showcasing student projects like EV apps and cleaning robots; and faculty consultations via AIS, email, Moodle, or Zoom.

Financial assistance encompasses University Talent Scholarships for academic / scientific / extracurricular excellence, named sponsor scholarships, one-time incentives for volunteering/sports, International Scientific Events Fund for conferences, tuition reductions/reimbursements for strong performers or those in hardship/disability, prioritised dorms, and social scholarships, with Field students notably applying for talents awards amid pandemic-related Erasmus+ declines.

Social support engages students through WANTED for career planning, UNITED for organisations like Student Union and Debate Club, INSPIRed artistic groups (choir, theatre, dance), ACTIVATed sports with varsity teams and gym access, Startup Space incubation, and dedicated aid for vulnerable groups via Social Welfare Coordinators, including upcoming inclusion procedures.

Psychological and personal support includes two full-time equivalent psychologists delivering 575-735 consultations yearly (peaking at 254 requests in 2021 during COVID), stress management, relaxation, canine therapy, and leaflets; chaplain-led spiritual care with chapels and pastoral groups; plus starter mentors for adaptation, peer tutors for skills, academic mentors for research/career paths, and career professionals for job market insights.

These integrated services demonstrably enhance student success, retention, and development, evidenced by growing participation (e.g., hundreds in GUIDed/GIFTed) and adaptability to challenges like the pandemic.

3.2.3. Higher education information and student counselling are sufficient

Kaunas University of Technology ensures sufficient higher education information and student counselling through structured onboarding, continuous advisory channels, and student representation, effectively equipping Informatics Engineering students with the knowledge needed for academic success and adaptation.

New students receive a welcome guide, pre-term emails, and an Introductory Week featuring sessions on regulations, information systems, study plans, scholarships, mobility, mentoring, and faculty-specific activities, complemented by meetings with Vice-Deans and Study Programme Coordinators (SPCs), video guides on the Office365 intranet, lab tours, and assignment of starter mentors - senior peers aiding transition and problem-solving.

Field-specific orientation includes the first-semester Introduction to Informatics Studies module covering programme structure, career paths, research trends, and challenges, plus second-cycle introductory lectures on learning outcomes and MA+ competencies; each module's syllabus details objectives, assessments, and criteria via KTU AIS and Moodle from day one.

Ongoing support flows via the one-stop KTU AIS portal, Office365 intranet, Career Centre newsletters, faculty screens, social media, and direct consultations with the Informatics Study Centre, SPCs (for plans, theses, prior learning), and academic mentors tracking progress, alongside promotion by Study@KTU Ambassadors and representation through KTU/Faculty Student Unions influencing scholarships, councils, and events.

ANALYSIS AND CONCLUSION (regarding 3.2.)

KTU's processes for student selection, foreign qualification recognition, academic mobility, comprehensive support services, and information/counselling demonstrate robust adequacy, transparency, and effectiveness across all evaluated areas.

Standardized, publicly accessible rules ensure fair admissions with competitive scoring, outcome-based prior learning transfers (with appropriate caps), and compliance with national/international standards, while mobility opportunities - despite low uptake from pandemic/job factors - are actively promoted and expanded.

Support systems like GUIDed mentoring, GIFTed/SKILLed programmes, scholarships, psychological consultations, and continuous advising via SPCs, AIS, and student unions foster integration, skill development, and equity, evidenced by steady enrolments (about 80/33 per cycle), zero module denials, and high participation in non-formal initiatives.

Overall, these interconnected provisions uphold educational quality, promote inclusivity for diverse students, and position KTU as a student-centred institution responsive to global challenges.

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. Strong psychological aid, with 575-735 consultations yearly, peaking effectively during COVID.
2. It was observed that, after given feedback about teachers, study quality or study process issues, students could see and feel the changes - they felt that their voice was heard.
3. Really flexible study schedules which lets students balance their studies with work.
4. Overall integration to KTU is very smooth and well developed, students get all the help they need.

RECOMMENDATIONS

For further improvement

1. It was observed that some teachers could enhance their didactic competences. Explore ways to foster more interactive ways of learning.

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

4.1.	Students are prepared for independent professional activity
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FACTUAL SITUATION

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

The programmes use diverse formats: lectures, tutorials, labs, consultation seminars, company visits, etc.; bachelor's is primarily contact, master's is blended and delivered in evenings. Explicit active methods: teamwork, mind-mapping, company visits, and substantial practice integration via real challenges (e.g., Product Development Project using Scrum and partner-proposed problems). A regulated assessment framework with cumulative assessment, a minimum 30% final assessment, and formative feedback is described. Strong evidence of authentic learning and stakeholder involvement (real challenges, interdisciplinary teams, agile methods). Clear, regulated assessment architecture supporting engagement across the semester. This is supported by a cumulative assessment and formative feedback.

The provided evidence of external benchmarks or systematically evidenced learning analytics outcomes beyond process description is not bold withing the SER.

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

The KTU Self-Evaluation Report demonstrates that access to higher education for socially vulnerable groups and students with individual needs is systematically ensured through institutional policies, support mechanisms, and practical accommodations. KTU operates under an institutional Equal Opportunities, Diversity and Inclusion Policy, which explicitly prohibits discrimination on social, economic, health-related, gender, or other grounds and guarantees equal access to studies. Students with disabilities or special educational needs may receive individual study arrangements, including adjusted assessment conditions, extended deadlines, adapted learning materials, and flexible attendance solutions, coordinated through designated university units and faculty-level coordinators. Socially vulnerable students may access state-funded study places, social scholarships, targeted financial aid, and emergency support funds, reducing barriers related to socio-economic status.

KTU provides professional counselling, psychological support, academic mentoring, and social integration services, which are available throughout the study period. Additionally, the extensive use of digital learning environments (AIS, Moodle, remote access tools) supports students with mobility, health, or family-related constraints and enables flexible participation in studies.

Measures mentioned above create a solid internal support structure. However, engagement with external organizations that work with people with disabilities and special needs remains limited. However, there is little direct or systematic cooperation aimed at motivating and encouraging potential candidates from this group to consider enrolling in study programmes

While policies and services are well developed, the documentation and the onsite visit exchange provided limited quantitative data on participation, retention, or completion rates specifically for socially vulnerable or special-needs students.

Preventive awareness-raising activities (e.g., mandatory inclusivity training for all staff and students) are mentioned indirectly rather than systematically documented.

ANALYSIS AND CONCLUSION (regarding 4.1.)

The HEI is a strong national player and one of the cornerstones of the national industry development. KTU ensures access to higher education for socially vulnerable groups and students with individual needs is very well ensured through coherent policies, services, and practical arrangements. While the internal support system for people with special needs is well developed, the lack of active outreach and cooperation with relevant organizations reduces the institution's ability to attract prospective students with special needs. As a result, individuals who could benefit from higher education opportunities may not receive sufficient information or encouragement to apply.

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

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

Annual academic performance monitoring report prepared centrally (in September), disaggregated by faculty includes indicators on progress, interruptions, attendance, ethics violations. Faculty-level continuous monitoring via AIS; mid-semester roundtables; structured feedback model, which includes: collect, discuss, vote, filter, forward to teachers, teachers respond. Early Warning System uses attendance and assessment indicators to identify at-risk students and implement supportive measures, including mentors. Feedback is emphasized as a key academic success factor and is tied to criteria accessible to students for self-assessment and planning. Thereby the KTU implements a Multi-level monitoring, starting from course, programme and goes up to faculty or even institution. The SER shows a robust system, where some minor improvements might be introduced through measured impact i.e. reductions in failure attributable to interventions, feedback quality metrics.

4.2.2. Graduate employability and career are monitored

KTU uses public/benchmark sources, for instance, QS Graduate Employability ranking reference, plus the national platform **karjera.lt** for employment/salary indicators. Some others like Career Management Information System and external strategic analysis data, are employed for additional information sources. For deeper insights, KTU conducts annual graduate surveys (Oct–Jan) to capture career trajectories and programme contribution to employability. It also provides specific employment rates and “employment in-field” proportions for the programmes (for 2021 data). Multiple data sources (objective indicators + surveys + services for alumni) and an annual feedback loop for improvement.

Reliance on external sources, where some years are missing, and lack of programme-granularity are transparently acknowledged by KTU as well.

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

Academic integrity is governed through statute/regulations and enforced via the Academic Ethics Committee, including reporting channels (including in AIS). Integrity support measures include plagiarism detection via Turnitin integrated into Moodle and structured originality reporting. Tolerance implemented via Equal Opportunities, Diversity, and Violence Prevention Policy, with mechanisms for complaints and review by the Equal Opportunities Commission, including confidential and anonymous reporting via a dedicated system (“Pranešk”). KTU has implemented clear governance bodies, a formal policy framework, and accessible reporting routes (including

anonymous), which correspond to a modern approach to transparency and open environment concepts.

Unfortunately, from the documentation made available to the panel and the onsite exchange, it is not evident what the actual outcome is, including training completion rates, case statistics over time, and awareness survey results and alike.

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

A formal procedure for submitting and examining student appeals and complaints is applied, distinguishing appeal vs complaint scope and allowing individual/group complaints. Processing includes forwarding to responsible heads and establishing a temporary committee (≥ 3 members, including a student representative), defined timelines (10 working days), and escalation to the Dispute Resolution Committee if needed. The SER reports actual usage: two appeals seeking a higher grade were submitted and rejected due to a lack of evidence of procedural/ethics/technical errors. Clear procedural safeguards (student representation, timelines, escalation route) and evidence of operation in practice.

Low volume of cases, while not inherently negative, limits evaluative evidence about throughput, user satisfaction, or systemic issues.

ANALYSIS AND CONCLUSION (regarding 4.2.)

The institution has established a robust and well-functioning student support and quality monitoring system. Early warning and mentoring systems contribute to the timely identification and support of students at risk. Graduate employability is monitored using multiple data sources, including national statistics, graduate surveys, and institutional career management systems. The evidence indicates strong labour market relevance of the programmes and effective use of employability data for study improvement. Policies ensuring academic integrity, tolerance, and non-discrimination are clearly defined, widely communicated, and consistently implemented.

Graduate tracking would benefit from more programme-granular and longitudinal KPIs reported consistently for both cycles.

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. Strong professional orientation of learning outcomes, ensuring that graduates are well prepared for independent professional activity in the field of Informatics Engineering.
2. Effective integration of practice-based learning, including project work, laboratory activities, and real-life problem solving, supported by modern infrastructure.

3. Well-developed systems for monitoring student progress and providing feedback, including early warning and mentoring mechanisms.

RECOMMENDATIONS

For further improvement

1. Expand and formalise opportunities for early professional and practical exposure, such as longer or more structured internships, particularly at the first-cycle level.
2. Enhance monitoring of graduate careers, extending beyond initial employment to capture long-term professional development and leadership trajectories.
3. Systematically document inclusiveness outcomes, including participation and completion indicators for socially vulnerable groups and students with individual needs, to complement existing policy frameworks.
4. Strengthen collaboration with organizations and associations that support people with disabilities and special needs. More direct communication, joint initiatives, and targeted information activities could help motivate potential applicants and raise awareness about available study opportunities. A more proactive approach in this area would contribute to wider access and more inclusive participation in higher education.

AREA 5: TEACHING STAFF

5.1.	Teaching staff is adequate to achieve learning outcomes
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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), approximately 90% of teaching staff are employed on at least a 0.5 full-time equivalent basis and have been working at the University for a minimum of three years. The institution supports the integration of practical experience into teaching, with at least 10% of teaching staff being practitioners from industry, including practice-based professors with professional experience in companies.

Teaching workload is regulated at the institutional level. The typical annual workload of a full-time academic staff member is approximately 1,520 hours, including around 720 hours allocated to teaching activities and approximately 530 hours to research activities. Teaching staff competences are evaluated and certified in accordance with qualification requirements established by Lithuanian legislation.

Student–teacher ratios are clearly defined: in the first cycle, the ratio is approximately 1:100 for theoretical lectures, 1:20 for practical classes, and 1:10 for laboratory work. Teaching staff are appointed through open competitive procedures for fixed five-year terms. The average age of teaching staff ranges from 47 to 51 years. In 2022, 77% of teachers held a doctoral degree, meeting the national requirement that at least 50% of courses be delivered by research-active academic staff. Social partners, particularly representatives of IT companies, are actively involved in the study process as guest lecturers, leaders of laboratory sessions, and members of final thesis defence committees, strengthening the practical orientation of the programmes.

Two main categories of academic positions are distinguished: lecturers and academics. An incentive system is in place to support academic staff, including financial rewards and salary increases linked to research performance and publications in peer-reviewed journals. Salary categories are determined based on performance evaluation against key performance indicators over a five-year period. In addition, there is a formal requirement to update at least 20% of course module content annually.

Teacher workload balancing is actively managed by the University. During the site visit, however, it was noted that the number of professional performance requirements for teaching staff—particularly at the associate professor level and above—is relatively high.

The site visit also identified challenges related to the high number of first-semester students in the first cycle who demonstrate low motivation to study. A significant proportion of these students do not continue their studies, which temporarily occupies teaching capacity and conflicts with institutional KPIs aimed at maximising teaching efficiency (as many students as possible).

The University uses an internally developed information system that supports teaching timetable planning and performance monitoring, including Power BI–based analytical reports.

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

ANALYSIS AND CONCLUSION (regarding 5.1.)

The teaching staff at KTU is sufficient in number, appropriately qualified, and supported by clear employment, workload, and evaluation procedures. The high proportion of long-term staff, compliance with national qualification requirements, and strong involvement of research-active academics ensure stability and academic quality. The inclusion of industry practitioners and active

participation of social partners in teaching and thesis supervision enhance the practical relevance of the study programmes.

At the same time, challenges were identified related to the high-performance requirements for senior academic staff and the impact of low-motivation students in the first semester on teaching capacity. While workload management and digital support systems are well developed, the absence of fully formalised procedures for substituting staff in cases of long-term absence represents an area for improvement. Overall, the teaching staff arrangements provide a solid basis for programme delivery, with scope for refinement in workload sustainability and student intake management.

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

5.2.1. Opportunities for academic mobility of teaching staff are ensured

Kaunas Technical University supports the academic mobility of teaching staff through Erasmus+ grants for both teaching and training visits, covering programme countries within the European Union as well as partner countries worldwide since 2015. Detailed information on eligibility conditions, mobility formats, and application procedures is available on the KTU website and in the Erasmus+ Programme Guide. The minimum duration of physical mobility is two days for programme countries and five days for partner countries, with a maximum duration of up to two months. For teaching mobility, a minimum of eight teaching hours per week is required. Similar duration requirements apply to staff mobility for training. Blended mobility formats are also supported.

Teaching staff further develop their scientific and pedagogical competences through participation in national and international projects, academic and professional partnerships, conferences, and seminars. According to the SER, during the period 2021–2023, a total of 110 outgoing visits to foreign institutions were completed by teachers of the field study programmes, while 18 incoming foreign teachers participated in mobility activities. Overall, 22% of teaching staff took part in international mobility during the monitored period. During the COVID-19 pandemic in 2020–2021, guest lectures were delivered remotely.

In addition, KTU invites professionals from enterprises to participate in teaching activities through short-term teaching visits of at least one day, further strengthening links with industry.

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

The SER indicates that KTU has established procedures for the systematic development of teaching staff competences in accordance with guidelines approved by the Ministry of Education. Teaching staff are provided with opportunities to enhance their didactic competences through participation in structured pedagogical training programmes.

The KTU Study Department organises an annual competition recognising innovation and excellence in teaching. From 2022 to 2024, KTU participated in the *Digital Education Transformation (EdTech)* project, which promoted digital innovation in education. Within this project, 19 teachers improved their qualifications through the development of 12 digitalised study modules. Teaching staff also participate in professional training seminars organised by industry partners; for example, annual courses delivered by Cognizant Softvision are highlighted in the SER.

KTU's language policy requires academic staff to hold at least B2-level proficiency in English, while staff delivering courses in English are expected to demonstrate C1-level proficiency. The University offers English language training courses, with course fees typically covered by the faculty. In addition, staff members may study one module per semester at the University's expense, in accordance with the *KTU Procedure for Organisation of Additional Staff Training*.

KTU has implemented several measures in response to recommendations from previous evaluations. These include limiting the number of bachelor final projects supervised by one teacher to five, providing salary bonuses for participation in national and international scientific or pedagogical conferences, and introducing a didactic support subsystem within the University's information system. The EDU_Lab Centre organises monthly "Teacher Café" events, providing a platform for discussion of topics relevant to the academic community.

Teaching staff may request the acquisition of new library resources; the library evaluates requests in relation to course relevance, and the University allocates dedicated funding for resource acquisition.

During the site visit, teaching staff identified limited timetable flexibility as a challenge and suggested that the introduction of additional remote or hybrid teaching options could help address this issue.

ANALYSIS AND CONCLUSION (regarding 5.2.)

The analysis shows that Kaunas Technical University provides comprehensive and well-structured opportunities for the academic mobility and professional development of teaching staff. Mobility is systematically supported through Erasmus+ and other international frameworks, with clear procedures, transparent information, and a variety of formats, including blended mobility. Despite the temporary limitations during the COVID-19 period, staff mobility has been actively resumed, and the involvement of incoming international teachers and industry professionals contributes positively to the international and practice-oriented dimension of teaching.

The University has established a solid framework for teaching staff development, encompassing pedagogical training, digital competence enhancement, language development, and recognition of teaching excellence. Participation in national and international projects, industry-led training, and institutional initiatives such as the EdTech project and the "Teacher Café" demonstrates a strong commitment to continuous professional improvement. Measures implemented in response to previous evaluations further indicate an effective quality enhancement culture.

At the same time, the site visit revealed challenges related to timetable flexibility, which may limit staff capacity to balance teaching, research, and mobility activities. While many supportive mechanisms are in place, addressing this issue—potentially through expanded use of remote or hybrid teaching formats—would further strengthen the effectiveness and sustainability of teaching staff mobility and development. Overall, the factual situation reflects a well-developed system that supports staff internationalisation and professional growth, with scope for targeted improvements.

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. Strong and stable teaching staff profile, with a high proportion of long-term, well-qualified academics, clear workload regulation, and full compliance with national qualification requirements.
2. Effective integration of professional practice into teaching, demonstrated by the involvement of industry practitioners, active participation of social partners in teaching and thesis defence, and a strong link between academic content and labour market needs.
3. Well-developed system for staff development and internationalisation, including structured support for academic mobility, pedagogical and digital competence development, language training, and incentives for research and teaching excellence.

RECOMMENDATIONS

For further improvement

1. Explore increasing flexibility in teaching organisation by expanding the use of hybrid or remote teaching formats where appropriate, which could help address timetable rigidity and better support staff mobility, research activities, and work–life balance.
2. Consider 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).
3. Strengthen early-stage student engagement and motivation through closer cooperation between teaching staff and student support services, targeted mentoring, and early diagnostic measures, thereby reducing attrition and improving the efficient use of teaching capacity.
4. Reduce the administrative and performance burden on senior academic staff by reviewing the scope and balance of professional activity requirements, particularly for associate professors and professors, to ensure long-term sustainability and motivation.

AREA 6: LEARNING FACILITIES AND RESOURCES

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

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

While the SER does not explicitly compare capacity with the number of students enrolled in the field, the number of available workplaces, including lecture halls, computer laboratories, and specialised laboratories (e.g. networking, cybersecurity, and IoT-related equipment), supports both contact teaching and independent work. Teaching activities in the field are mainly conducted at the Faculty of Informatics buildings (Studentų g. 50 and 67, Kaunas), while larger lectures may also take place in amphitheatre halls at other faculties. In total, the study field uses 15 lecture rooms with 979 seats, as well as 26 computer classrooms and laboratories providing 516 computerised workplaces.

Equipment and the software environment align with the intended learning outcomes of the field, particularly those related to system design, implementation, testing, and security. Laboratories are equipped with specialised hardware and platforms used in programming, networking, cybersecurity, embedded systems, and IoT applications.

The availability of industry-relevant software supports employability and practical skill development. The main software necessary for the study process is provided to students free of charge through institutional licences or through open-source solutions.

It was noted that academic staff offices are fit for purpose, although some would benefit from upgrading. The university management confirmed that their renewal is planned as a next priority following the completion of classroom upgrades in the renovated buildings.

Accessibility is addressed through physically accessible buildings, elevators, adapted sanitary facilities, and technical solutions for students with special needs. These measures are complemented by academic and psychological support services, with a social welfare coordinator within the Department of Student Affairs responsible for supporting the implementation of individual accommodations and adaptations.

The university library provides resources relevant to Informatics Engineering, including textbooks, reference books, scientific monographs, and periodicals. The KTU Campus Library, opened in March 2022, serves as a multifunctional centre on the student campus, offering spaces for individual and silent study, group work rooms, and an amphitheatre used for university events and gatherings. The library holds more than 56,000 physical items and provides 892 workspaces for users. The premises are properly adapted for visitors with special needs, including height-adjustable furniture and specialised computer equipment. While the SER does not include specifics on the library collection in the field, the present material is relevant.

Students and staff have access to major international scientific databases, electronic journals, e-books, and digital repositories both on campus and remotely, ensuring continuous access to up-to-date academic and professional literature.

The creation of the Cyber Security Centre of Excellence was noted by the panel as an important step in consolidating expertise, research activity, and educational development in the area.

Cardio defibrillators and first aid boxes are installed at the main entrances to ensure prompt response in emergencies.

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

Resource needs are monitored through institutional and faculty-level processes that include student and staff feedback, regular reviews, and alignment with strategic planning, ensuring that equipment and software are updated in line with curriculum changes and technological developments.

The SER includes information on planned infrastructure improvements, funding sources, and alignment with institutional strategy. References are made to internal budgeting, external project funding (financial feasibility), and long-term investment planning.

During the panel visit KTU provided additional information that infrastructure development plans are prepared in accordance with "Regulations of the faculty study committee (FSC) of Kaunas university of technology", approved by Order no. A-135 by the Rector of Kaunas University of Technology of 24 March 2021, and if construction/repair work is required to update the infrastructure, it is carried out in accordance with the procedure approved by the university: "Construction works procedure description of Kaunas university of technology", approved by Order No. A-380 by the Rector of Kaunas University of Technology of 13 October 2025.

At the faculty, study infrastructure development plans are not prepared separately for each study program. General faculty infrastructure development plans are prepared, since the infrastructure is used jointly by all programs.

The development of strategic infrastructure, such as the Cyber Security Centre of Excellence, also demonstrates a forward-looking approach to strengthening the study and research environment in the field.

ANALYSIS AND CONCLUSION (regarding 6.1.)

Availability of modern computer equipment, specialised laboratory hardware, networking devices, servers, and cybersecurity-related tools indicates that resources are updated regularly and scaled according to student numbers. The number of available workplaces in lecture rooms and laboratories is sufficient to support both teaching and independent student work.

The range of external practice bases reflects the labour market orientation of the field and covers key areas such as software development, IT infrastructure, cybersecurity, and systems engineering. The involvement of long-term partners enhances continuity and quality of practical training.

Library resources adequately support both study and research needs of students and staff. Emphasis on up-to-date publications in rapidly evolving fields such as cybersecurity, cloud computing, and data technologies is particularly important and appears to be addressed.

The academic staff offices were found to be fit for purpose, even though some upgrading would be beneficial. The resource planning process is systematic and responsive rather than ad hoc. Clear links between study programme development, student numbers, and infrastructure decisions point to a well-established approach to quality management.

Although the SER does not provide detailed timelines or quantitative thresholds, the overall process is coherent and was confirmed as credible by additional information provided by KTU during the panel visit.

The presence of a forward-looking approach to infrastructure development demonstrates sustainability.

AREA 6: CONCLUSIONS

AREA 6	Unsatisfactory - 1 Does not meet the requirements	Satisfactory - 2 Meets the requirements, but there are substantial	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
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		shortcomings to be eliminated			without any shortcomings
First cycle				X	
Second cycle				X	

COMMENDATIONS

1. The university's library offers excellent conditions for study, collaboration, and leisure, with well-designed spaces for individual and group work, as well as an amphitheatre used for academic and community events, creating a welcoming and functional learning environment.
2. The establishment of the Cyber Security Centre of Excellence further strengthens the university's research and education profile in a strategically important field, serving as a hub for innovation, collaboration and advanced study in cybersecurity.

RECOMMENDATIONS

For further improvement

1. It is recommended to continue with the planned, gradual upgrading of academic staff workspaces, building on the progress already achieved through classroom and infrastructure renovations, as improved working conditions would further support teaching quality, staff well-being, and long-term staff retention.

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
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FACTUAL SITUATION

7.1.1. Internal quality assurance system for the programmes is effective

This section of the SER presents the quality principles underlying the institutional approach to quality assurance (QA) and outlines the main components of the Internal Study Quality Assurance System (ISQAS). It clearly describes the roles of internal stakeholders, including staff and students, in the QA process, and the structure of the text is generally coherent. The section also provides an overview of the main processes, indicating the responsible actors, the types of input considered, and, in some cases, the intended periodicity.

The structure of study field governance and decision-making is clearly defined and includes several levels of responsibility, ranging from the University Senate and the Vice-Rector for Studies to the Faculty Study Committees and Field Study Programme Committees. The periodicity of internal assessment is ensured through regular meetings of these bodies, annual activity and improvement plans, and periodic review of study modules and programmes.

While the information provided in the SER did not allow the panel to fully assess how the ISQAS is implemented in practice for this study programme or to evaluate its effectiveness, the onsite discussion and additional inputs provided enough evidence to demonstrate their concrete application at programme level, including:

- evidence of how the PDCA cycle is closed through indicators,
- program approach to student-centred learning, or
- the support to the development of teacher competencies through its academic professional development system.

The existence of annual funds for study programme development and the possibility to explore actions both in bottom-up and top-down approaches are very welcome. Multiple observations demonstrated the effectiveness of this measure in supporting systematic quality improvement.

The system also relies on appropriate human resources and infrastructure to support its functioning. Dedicated administrative units, such as the Department of Studies, together with programme coordinators, academic staff and support services, contribute to the effective implementation and continuous development of the study field. Learning resources, digital systems and institutional support structures provide the operational framework required for the quality assurance processes to function effectively.

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

The SER describes the involvement of various stakeholders (students, alumni, employers, etc.) in the evaluation, development, implementation, and quality assurance of the field of study through multiple instruments. The description is clear, and the mapping of relevant stakeholders is appropriate. The information available in the documentation is complemented with examples of its effectiveness from several stakeholders during the visit, for example through concrete cases where feedback led to the identification of issues or to measurable improvements. Nevertheless, it is observed room for improvement in the communication flows with social partners and alumni.

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

The SER describes the nature of the public information available through the website of the institution including programmes, outcomes of the accreditation results, as well as the feedback collected from different stakeholders.

The publicly available information includes details on study programmes, admission requirements, intended learning outcomes, programme structure and modules, awarded qualifications, accreditation results, and feedback from stakeholders. Information related to programme delivery, student feedback, and graduate employability is collected through institutional information systems and surveys and is disseminated through the university website and other national information platforms.

The collected information is used in programme monitoring and improvement processes. For example, feedback from student surveys and programme evaluations has led to concrete improvements in study modules, additional academic support measures, and adjustments in internship organisation, demonstrating how collected data contributes to the continuous development of the study field.

7.1.4. Student feedback is collected and analysed

The SER reports extensive use of surveys and provides specific examples of how survey results have been used to improve teaching and study quality, which is a positive element. Global indicators show generally positive results. Issues related to participation and data quality are tackled by means of complementary quality assurance instruments, such as training in survey completion, interviews and facilitation of informal discussions.

Multiple student surveys are in place, and student opinions on study quality are collected and analysed. Examples are provided where feedback has led to improvements, what is confirmed by students and alumni during the onsite visit.

The results of the SER and the onsite visit demonstrate that, systematically, feedback feeds into decision-making across the programme.

ANALYSIS AND CONCLUSION (regarding 7.1.)

The study field utilises a comprehensive quality assurance framework, supported by multiple instruments, surveys, and funding mechanisms. The system appears coherent at institutional level and includes key stakeholders. There is clear evidence to demonstrate effectiveness through indicators and closed feedback loops. Most critical priority areas are observed, and mitigation actions are activated and verified. The use of both bottom-up and top-down approaches for triggering actions is very positive.

Stakeholder involvement appears structurally embedded and well-conceived. Engagement with social partners show satisfaction with the quality of graduates. Main concerns related to a lack of graduates offer to satisfy the market demands.

Issues with quality assurance instruments like students' surveys are addressed, with mitigation actions to improve them. This is adopted as normal work, what is very positive.

The efforts and skill acquisition of the students' representatives could be further enhanced with recognitions meeting the criteria of a pedagogical framework that facilitates its integration in the study program.

Attention should be paid to polishing the communication channels between staff, students and social partners.

While there's a strong sense of quality culture in the community, the next step is to break a social barrier to appropriate open feedback as a form of caring.

The SER documentation should be made more self-contained for external evaluation by ensuring functional references, accessible supporting documents, clear explanations of acronyms, and fewer generic descriptions in favour of programme-specific practices.

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 study field demonstrates quality enhancement methods leading to more efficient internal quality assurance arrangements, such as surveys updates and complementary activities.
2. Bottom-up and top-down approaches ensure both community engagement and fostering quality culture and strategic orientation on priority areas.

RECOMMENDATIONS

For further improvement

1. The efforts and skill acquisition of the students' representatives could be further enhanced with recognitions meeting the criteria of a pedagogical framework that facilitates their integration as ECTS-bearing and learning outcomes-oriented outputs embedded into the study program.
2. Further improve the communication channels between staff, students and social partners.
3. Foster open feedback as a form of caring for the community and the institution.
4. Prepare more self-contained SERs for external evaluation by ensuring functional references, accessible supporting documents, clear explanations of acronyms, and fewer generic descriptions in favour of programme-specific practices.

V. SUMMARY

The review panel would like to express its appreciation to Kaunas University of Technology for the well-prepared self-evaluation report and the professional organisation of the site visit. The discussions with the university management, academic staff, students, alumni, and social partners were open, constructive, and reflective. The panel particularly valued the institution's willingness to engage critically with its own practices and to discuss future development perspectives.

Overall, the Informatics Engineering study field, comprising the Bachelor's programme in Informatics Engineering and the Master's programme in Information and Information Technology Security, demonstrates a high level of maturity and coherence. All evaluation areas were assessed as very good (4) in both cycles, reflecting strong performance across academic, organisational, and strategic dimensions.

In Area 1, the programmes show clear alignment with national, regional, and European priorities related to digital transformation and cybersecurity. The study aims and intended learning outcomes are well defined, coherent, and systematically linked to course units. The curriculum structure supports progressive competence development and integrates theoretical foundations with applied projects, internships, and real-world problem-solving. Extensive opportunities for personalisation and flexibility further strengthen the programmes. While alignment with labour market needs is strong, continued responsiveness to rapidly evolving ICT competences and further exploration of interdisciplinary and project-based approaches would enhance long-term adaptability.

In Area 2, the study field demonstrates strong integration of research and teaching. The university is a leading national actor in informatics-related research, with substantial competitive funding and high-quality international publications. Research outcomes are clearly embedded in teaching activities, and students are involved in research projects, particularly at the second cycle. The research culture is visible and contributes to academic depth and relevance. Further progress could be achieved by introducing more systematic international benchmarking and by expanding structured opportunities that foster creativity and innovation-oriented thinking.

In Area 3, student admission and recognition procedures are transparent, fair, and compliant with national and international standards. Competitive entry requirements, clear criteria, and flexible recognition of prior learning ensure both rigour and accessibility. The student support system is comprehensive and well functioning, including mentoring, psychological counselling, financial support schemes, and flexible study arrangements. Students reported that their feedback leads to visible improvements, which reflects a responsive academic environment. Continued enhancement of didactic competences for some teaching staff and further development of interactive learning methods would strengthen the overall student experience.

In Area 4, the programmes effectively prepare students for independent professional activity. Practice-based learning, project work, and cooperation with industry partners ensure strong labour market relevance. Systems for student progress monitoring, early warning, and academic integrity are well established. Graduate employability is high and systematically monitored. The panel encourages the institution to expand structured early professional exposure in the first cycle, strengthen long-term graduate tracking, and further document inclusiveness outcomes. More proactive outreach to organisations representing persons with disabilities would enhance inclusive access.

In Area 5, the teaching staff profile is strong and stable, with a high proportion of qualified and research-active academics. Clear workload regulation, professional development opportunities, and structured support for mobility contribute to sustainability and quality. The involvement of industry practitioners further enhances practice orientation. Areas for further development include greater timetable flexibility, formalised substitution mechanisms in cases of long-term absence, and measures to balance performance requirements for senior academic staff.

In Area 6, learning facilities and resources are modern, well maintained, and aligned with programme needs. Laboratories, specialised equipment, and cybersecurity-related infrastructure are appropriate and regularly updated. The resource planning process is systematic and forward-looking. Continued upgrading of academic staff workspaces would further support long-term quality and staff well-being. In Area 7, the internal quality assurance system is comprehensive and operationally mature. It combines bottom-up and top-down mechanisms, engages key stakeholders, and demonstrates closed feedback loops leading to concrete improvements. A strong quality culture is evident across the community. Further refinement could focus on strengthening open feedback practices, enhancing communication channels among stakeholders, and preparing more self-contained documentation for external evaluation processes.

In conclusion, the Informatics Engineering study field at Kaunas University of Technology demonstrates strong strategic alignment, high academic quality, research integration, and a well-developed support and quality assurance framework. The identified areas for improvement are developmental rather than structural and do not undermine the overall strong performance. Continued attention to international benchmarking, interdisciplinary innovation, inclusive outreach, and long-term sustainability will further strengthen the field's national and international position.

VI. EXAMPLES OF EXCELLENCE

Based on the evaluation, the panel identifies the following examples of excellence within the Informatics Engineering study field:

Strong Research Integration with High International Visibility

The study field demonstrates an exceptional level of research performance within the national context, including a high volume of competitive research funding and a significant proportion of publications in Q1 and Q2 journals. The systematic integration of this research activity into study processes - particularly in master's theses and project-based learning - creates a robust research-education nexus that is not universally achievable. This combination of strong scientific output and its consistent embedding in teaching represents a distinctive strength.

Cyber Security Centre of Excellence as a Strategic Hub

The establishment and active operation of the Cyber Security Centre of Excellence constitutes an outstanding institutional asset. The centre functions as a hub for advanced research, innovation, and collaboration with industry and public sector partners in a strategically critical field. Its integration into study activities, infrastructure development, and partnership networks significantly enhances both academic depth and societal impact, positioning the study field as a national leader in cybersecurity education and research.

These examples reflect characteristics that go beyond standard good practice and demonstrate distinctive institutional capacity within the Lithuanian higher education landscape.