

Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: Daugavpils Medical College of University of Daugavpils

Study field: Health Care

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Summary of the Assessment of the Study Field and the Relevant Study Programmes

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The expert panel had a good opportunity to meet the enthusiastic and caring academic staff working in the study programme, motivated students and various graduates of college, demonstrating impressive career achievements. DU DMC is the largest educational institution in the Latgale region that trains specialists (physician assistants, beauty specialists in cosmetology and massage therapists) in the field of healthcare according to the needs of the labour market. Information about labour market needs are collected from local municipalities and based on the Ministry of Health. The long-term development strategy of DU DMC is related to the mission of the college: to prepare the qualified and competitive specialists required for the healthcare industry who have acquired the first level professional higher education, ensuring the targeted implementation of the national health care strategy in health care institutions. DU DMC has shown good indications about the development perspectives of the college when creating new study programmes. DU DMC is definitely a good working relationship between the management of the study field, study programme and social partners. The group of experts got acquainted with the quality of the offered materials and resources, staff motivation and development opportunities. All resources are available to all parties involved in achieving the successful goals of individual study programmes, only small shortcomings were identified. Systemic problems Latvian in first level professional higher education, funding has an impact on attracting highly qualified professionals to the college. DU DMC cooperates with institutions from Latvia and abroad. Biggest support to the college is from Daugavpils university, Daugavpils Hospital, municipality and Erasmus programme. Erasmus provides students and staff members with broad mobility opportunities. College internationalisation is taking seriously and has set strategic goals to become more recognized in the international environment. Unfortunately, since all study programmes are held only in Latvian language, incoming mobility of academic staff and students is very limited. One of the biggest concerns in DU DMC was that the expert group noticed some shortcomings for the Quality Assurance system, in general experts could not see a systematic approach to internal processes (surveying, survey analysis, resolving complaints, study course and study programme development processes etc.).

I - Assessment of the Study Field

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1.1 Management of the Study Field

Analysis

1.1.1. Five (5) general goals of DU DMC - 1. to provide the first-level higher education in the field of health care and beauty care; 2. to prepare professional specialists who are able to satisfy public needs in health care and beauty care; 3. to promote professional growth and provide possibilities to gain the second-level professional higher education; 4. to inform the public about activity, to promote scientific reviews and practical recommendations in field of health care and beauty care, to organize other kind events in order to promote introduction of modern health care methods and technologies in the college; 5. to work out and implement programme "Health care" for further and professional improvement courses in education thematic groups - have been defined for the DU DMC study field "Health Care", for the implementation of these goals the College has set clearly defined thirteen (13) tasks, for example, 1. to offer modern qualitative study programmes highly evaluated in labour market; 2. to license and implement new study programmes under the conditions of changable labour market., 3. to improve quality of the offered programmes keeping up strategic cooperation with representatives of economy; 4. to improve the selection system of

academic staff in order to promote qualified, involving excellence oriented staff, to provide appropriate working conditions and payment for academic staff; which are described in the Self-assessment report on page 19 and partial information can be found in the document "Development Strategy 2021-2027". (Development Strategy 2021-2027) - see <http://www.dmk.lv/dokumenti/as.pdf>. DU DMC study field "Health Care" and study programme "Medicine" (41721) with the qualification of a "physician assistant (paramedic)", "Medical massage" (41722) with the qualification of a "massage therapist", "Aesthetic cosmetology" (41722) with the qualification of a "beauty care specialist in cosmetology" corresponds to the main directions of the College's strategic development and corresponds to the needs and development trends of the society and national economy, which is based on the data mentioned in the informative report of the Ministry of Economics and the 2016 conceptual report of the Ministry of Health. Medical personnel prepared by DU DMC make a significant contribution to the provision of human resources and health care services in the Latgale region. Two new study programmes ("Medical massage" (41722) with the qualification of a "massage therapist" and "Aesthetic cosmetology" (41722) with the qualification of a "beauty care specialist in cosmetology") were opened for the development of the study field "Health Care" during the reporting period. DU DMC has shown good indications about development prospects of this college, creating new study programmes.

1.1.2. DU DMC has identified the study direction "Health Care: Strengths and Weaknesses, Opportunities and Threats, information can be found in the SAR in Section 2.1.2, page 27 -30. and in the document "Development Strategy 2021-2027.g" in Table 5 of Section 2.3. (Development Strategy 2021-2027)- see <http://www.dmk.lv/dokumenti/as.pdf>. During the SWOT analysis, the advantages and problems provided by internal and external factors are evaluated, the strengths and weaknesses, opportunities and threats of the DU DMC study field "Health Care" are superficially analysed, with little integration into the College's development planning documents, For example, opening programs in demand in the labor market or developing internships.

Weaknesses of the DU DMC study field "Health Care" - Badly predictable state budget and insufficient financing for students., Due to health care system budget cutting the number of budget places for students has been shortened up to 92 and "Nursing" was stopped., Foreign languages knowledge of students and academic staff is insufficient., Low motivation of foreign students to study due to economical, political and epidemiological situation in the state., The lack of succession of Bologna principles in the study programme "Treatment" (with the qualification of a "physician assistant (paramedic)"). Low promotion activity of academic staff., In-person practical activities and practice is limited under the conditions of Covid-19 pandemic. In a conversation with the management of DU and DU DMC, the management of DU DMC convincingly pointed out that DU DMC is the largest educational institution in the Latgale region that trains specialists in the field of health care according to the needs of the labour market. Strong Points of the DU DMC study field "Health Care" - The biggest education institution in Latgale region which educates specialists in the field of health and social care., Correspondence of the study programmes to Latvian and EU regulatory documents., Persistent and general attraction of different generations and all levels human resources in health care to the process of education. Stable and positive reputation in public and international space., Graduates' good competitiveness within the international scale., Development direction - satisfaction of real labour market needs and implementation of economic positions of the state., Highly qualified, competent and aimed at excellence teachers and academic staff., Wide net of health and social care institutions with the licence for provision with practical studies., Strategic and efficient college management., Modern educational and medical equipment, the newest technologies for getting information and quality increasing., Study process focused on students., High quality of study programmes.

1.1.3. The management structure of the study field "Health Care" is included in the general

management framework of DU DMC, the information can be found in Annex 6 of the SAR Section 2.1.3 of the SAR states that the management structure of the study field "Health Care" carries out work in various directions that help to successfully implement three first-level professional higher education programmes - "Medicine", "Medical Massage" and "Aesthetic Cosmetology", but there is no description of the study field council and its functions. There is general description of the Study Direction Council and its functions.

Study programme managers are experienced specialists in the field who are successful in the field of health care, this can be found in Annex 12 of the SAR (CV), but there is no description of study programme managers' functions or examples of programme managers' work to make sure that decisions are directed at development and effective adaptation. During the meeting with the study programme managers, the head of the study programme "Aesthetic Cosmetology", convincingly told about her study programme, perfectly answering all the questions with examples and confidence in development. In the conversation, the heads of the study programmes "Medical Massage" and "Medicine" only agreed with the head of the study programme "Aesthetic Cosmetology", but they could not tell experts about the development of their study programmes. The support provided by the administrative and technical staff ensures the needs of the study programmes corresponding to the studies. For example, the study programme managers together with the lecturers participate in the review of the content of the study courses, the issue of practice in discussing the topics of qualification papers, as well as in conducting qualification examinations.

1.1.4. DU DMC has established and described the procedure for admitting students. "DU DMC Admission Regulations" sets requirements for persons wishing to study at the College, mutual rights and obligations of the College and person in the admission process, contains information about the study programmes of a particular academic year, additional requirements for applicants' previous education, training, competition evaluation criteria. Daugavpils University Agency "Daugavpils University Daugavpils Medical College" Admission Regulations 2022/2023. published on the College's website <http://www.dmk.lv/dokumenti/imatrikulacija.pdf> and available to any interested person.

The commencement of studies at later stages of studies at the DU DMC is determined by the "Regulations on the Assessment and Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education" is described in Section 2.1.4 of the SAR. During the meeting with students, one of the students mentioned their experience of studying again in another study programme.

The procedures regarding students admission (incli. for the recognition of the study period, professional experience, prior formal and non-formal education) are logical and effective.

1.1.5. DU DMC has been developed Regulations on study examination procedures, available on the website <http://www.dmk.lv/dokumenti/10d.pdf>, where point 5 "Tests and evaluation" specifies the basic principles of evaluation and develops guidelines for evaluation, available on the website <http://www.dmk.lv/dokumenti/16d.pdf>. In addition to formative assessment, lecturers also use summative assessment. Summative assessment is formed in the process of posting intermediate examinations. At the end of the study course there is a test with a mark or an exam. The final test is mostly oral, written, demonstrated, and assessed in the form of a test with closed and open questions. Students can get acquainted with the criteria, conditions and binding procedures for evaluating success in the course descriptions of the study programme, as well as starting the course, where the lecturer defines the goals, knowledge, skills, competence and the course of their evaluation. During the meeting with the programme directors and lecturers, while addressing the evaluation system, everyone indicated that the evaluation takes place in a 10-point system and each lecturer talked only about his / her study course. The SAR does not contain an analysis of the adequacy of assessment methods and procedures to achieve the objectives of the study

programmes. The assessment of students' of study programme "Medicine", "Medical Massage" and "Aesthetic Cosmetology" achievements and learning outcomes are logical, but there is a lack of evaluation of effectiveness. There is a lack of analysis of the adequacy of assessment methods and procedures to achieve the goals of the study programme.

1.1.6. The DU DMC has developed a Code of Ethics, which sets out guidelines for the ethical conduct of DU DMC staff and students, and a "Regulations on Academic Integrity", which provides for the mandatory submission of electronic versions of graduation theses. Thus, at DU DMC there is an opportunity to compare students' final theses with the set of theses defended in previous years. Both previously mentioned documents are attached to the website <https://dmk.lv/dokumenti/doc.zip>. DU DMC anti-plagiarism tools are used in connection with the final theses and all involved parties are informed about it.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The long-term development strategy of DU DMC is related to the mission of the college: to prepare the qualified and competitive specialists required for the healthcare industry who have acquired the first level professional higher education, ensuring the targeted implementation of the national health care strategy in health care institutions. DU DMC study field "Health Care" and study programme "Medicine" (41721) with the qualification of a "physician assistant (paramedic)", "Medical massage" (41722) with the qualification of a "massage therapist", "Aesthetic cosmetology" (41722) with the qualification of a "beauty care specialist in cosmetology" corresponds to the main directions of the College's strategic development and corresponds to the needs and development trends of the society and national economy.

Strengths

1. DU DMC has shown good indications about the development perspectives of the college when creating new study programmes.
2. DU DMC is the largest educational institution in the Latgale region that trains specialists in the field of healthcare according to the needs of the labour market.
3. Procedures for admission of students have been established and described at the College's website.
4. Methodological guidelines for evaluation of students' performance (formative and summative evaluation) have been developed in the college.

Weaknesses

1. There is no description of the functions of the study programme managers and cooperation with the study field council.
2. There is a lack of analysis of the adequacy of assessment methods and procedures to achieve the goals of the study programme.
3. The strengths and weaknesses, opportunities and threats of the DU DMC study field "Health Care" are superficially analyzed, with little integration into the College's development planning documents

1.2. Efficiency of the Internal Quality Assurance System

Analysis

1.2.1. DU DMC has created the Internal Quality Assurance System (f.n.o. - IQAS) - see annexes 4, 4.1 and 4.2. There is no other document provided dedicated solely to the description of the Internal Quality Assurance policy - the structure described in these annexes (4 and 4.1) contains all the information that could be seen as a policy. These documents have not been published in the DU

DMC webpage. Similar, partial information can be found in document "Attīstības stratēģija 2021.-2027.g." (Development strategy 2021.-2027.) - see <http://www.dmk.lv/dokumenti/as.pdf>.

The IQAS has defined the quality criteria (see Annex 4, column 2 "Rādītāja nosaukums" in the table), identified developmental needs (see Annex 4, column 4 "Attīstības vajadzības" in the table) and quality indicators (see Annex 4, column 6 "Sagaidāmā rezultāta apraksts" in the table). The most prominent shortcomings of this IQAS are these indicators - in most cases indicators can not be measured in a reliable way. For example, one of the indicators for Criteria #1 (The development of positive image and strengthening of internal culture of the DU DMC) is "Prestige of the college in the society" - the indicator itself is more of criterion than indicator, because one cannot comprehend the clear signs of achievement. Similar situation is seen in all other indicators. The lack of clear metrics of indicators cast doubt on the potential of the IQAS to contribute to the achievement of the aims and learning outcomes of the study field and the relevant study programmes as well as possibility to ensure continuous improvement, development, and efficient performance of the study field and the relevant study programmes. The College has not provided a detailed data collection procedure description - from the onsite interviews it is clear that these procedures are being implemented in a tacit manner, relying on the initiative and conscientiousness of the college management and study programme leaders. A proof for this system implementation is the reports by College partners, academic staff and students of ongoing dialogue and regular distribution of feedback questionnaires. College Self-assessment reports (SAR) are available to everyone in the college webpage.

1.2.2. Reference to development of study programmes are found in "Regulations of Daugavpils University Agency "Daugavpils University Daugavpils Medical College", paragraph 7. The List of internal laws and regulations of DU DMC (see Annex 1L) does not contain any document dedicated specifically to defining procedures for the development and review of the relevant study programmes of the study field and the feedback mechanisms.

The procedures for the development and review of the relevant study programmes described in the SAR, paragraph 2.2.2., seems logical, and efficient. The only issue with the process of creating a new study programme described in paragraph 2.2.2. is the lack of description of the working group established by the Director of the College - it is not possible to assess the requirements for experts to participate in this working group.

The procedures for the review of the relevant study programmes includes the feedback mechanism that acknowledges the inclusion of feedback from students and teaching staff in the form of questionnaire (study programmes "Medicine", "Medical massage" and "Aesthetic cosmetology"), the feedback form employers and the supervisors of the study qualification internship in the form of dialogue (study programmes "Medicine", "Medical massage" and "Aesthetic cosmetology"), and the feedback from graduates in the form of survey (study programmes "Medicine" and "Medical massage"). The feedback to stakeholders has not been described.

During the interviews with the stakeholders it became clear that the feedback from students, internship supervisors and employers are being collected annually, but the feedback from graduates is being collected selectively - not all graduates have been participating in organized feedback provision.

It is clear that feedback mechanisms are available to the majority of stakeholders, but the procedures for the development of the relevant study programmes seems to be of limited availability - it is not clear whether stakeholders could initiate and participate in the development of completely new study programmes, unrelated to the existing ones. There is no internal policy document on this issue - no predefined way to effectively involve stakeholders in development of new study programmes while maintaining needed independence from industry to ensure an unbiased study process.

1.2.3. "DU DMC Regulations on study and examination procedures" clearly states that students have

rights to “Submit complaints, suggestions and submissions”. The List of internal laws and regulations of DU DMC (see Annex 1L) does not contain any document dedicated specifically to defining procedures for submission of student complaints and suggestions and organization of feedback provision. We as experts point to the lack of clear description of this complaint and suggestion submission and feedback procedure. The fact that internal regulations for students mention their rights to submit complaints, does not alter the absence of clear description of the procedure. We suggest this procedure should be regulated to protect all involved parties.

The procedures for the submission of student complaints and suggestions are described in the SAR, paragraph 2.2.3 - students can submit the information either orally or in written form (both in paper and via digital devices). This information is not publicly available in the DU DMC webpage.

According to interviews with students during the onsite visit, students have plenty of opportunities to submit complaints and suggestions in various ways. No examples were provided.

According to interviews with DU DMC management and academic staff, student suggestions are being acknowledged and implemented. Feedback is being provided in direct conversation. According to the Director of the College, the College has an Open Door policy - every student has an opportunity to access any member of the staff of DU DMC any time during the working hours either in person or through various communication channels.

It is not clear whether there is a separate procedure to inform students about the procedure to submit complaints and suggestions. Despite not having clear and rigid procedure for submission of complaints and suggestions, there are no signs that students would be deprived of these opportunities, even contrary.

1.2.4. The statistical data collection mechanism established by the college is described in the SAR, paragraph 2.2.4. According to this information, statistical data are being collected using the annual surveys of students, employers and graduates. The examples of the questionnaires (see annexes 10 and 10 ENG) suggests that meaningful data could be collected, at the same time the quality of these questionnaires in sometimes questionable - for example, the questionnaire made for collecting data from employers includes question #3 “Please rate the knowledge, skills and attitude of college graduates on a 5-point scale”. One can see that respondents are asked to evaluate 3 different concepts at the same time. There is a potential for demotivating dilemma for respondents in cases where one, for example, identifies lack of skills, rates the knowledge as sufficient, but finds the attitude of students catastrophic. Even in situations where we cannot take the respondents' understanding of the concepts of knowledge, skills and attitudes for granted, mixing all these concepts together is wrong.

Similarly there are some questionable practices on providing the answers for closed-end questions. For example, the “Questionnaire for students on the quality of internships” (see annexes 10 and 10 ENG), question #3 “Amount of practical skills acquired during studies” provides respondents with three options: “ a) satisfied; b) partially satisfied; and c) other answer _____”. By choosing neutral wording and avoiding wording of negative connotation, the College is denying the respondent the chance to quickly mark unsatisfactory options (instead proposing to give written assessment). This practice could lead to false positive results of these questionnaires.

DU DMC has not provided the example of questionnaires for the assessment of study programmes or study process by students or academic staff.

In conclusion, the data collection mechanism established by the college is questionable, despite ensuring regular execution.

The results of these surveys have not been made publicly available in the DU DMC webpage. The mechanism of providing the feedback on the results of statistical data analysis have not been described. From on site visits in the College it was not clear whether there are some systematic, organized forms of providing the feedback to all involved stakeholders. It was clear that the College maintains close relationships with employers and students and exchange of the information is being

executed through these relationships. This practice is not transparent.

It seems that the College is not collecting or including in analysis any other data (according to onsite visit, the data on demand for study opportunities (applications per study position) are being used as a quality indicator) that could provide useful information about study process and study programmes implementation. For example, the study course outcomes, the continuous education results of academic staff, the scientific work of academic staff, the continuous education results of supervisors of clinical internships, the employment data in relevant fields (besides the data provided by graduates).

1.2.5. Information about content of study programmes is not available in the VIIS system (<https://www.viis.gov.lv/en>) - available information concerns solely accreditation status. The information in the college webpage resembles the information in the web page of the Higher education quality agency. The information is published in Latvian. Besides information about study process regulations and other internal policy (see Annex 1L), the descriptions of study programmes "Medicine", "Medical massage" and "Aesthetic cosmetology" are being provided in the webpage, various in length and content. Only the very basic information is provided in the webpage for all three of the study programmes, e.g. for study programme "Medicine" (<https://dmk.lv/P2/>) there is a brief description of profession, information about length of the studies, amount of credit points (from now on - CP) and the form of the studies. For the study programme "Medical massage" (<https://dmk.lv/P7/>) there is information about length of the studies, amount of CP, study costs and the form of the studies, objective of the study programme and statement that study module to promote business management is included in into study programme. For the study programme "Aesthetic cosmetology" (<https://dmk.lv/P8/>) there is information about length of the studies, amount of CP, study costs and the form of the studies, as well as brief description of professional requirements according to cabinet rules and profession standard, also link to the profession standard pdf file. Future students need to exercise additional searching skills to gain more information. Information on study programme director, study programme content (general description of study courses), study programme related academic staff, distribution of study content (how much of study programme is dedicated to theoretical knowledge, how much to practical skills, how much to clinical internship, how much to scientific research), the study methods is not available for future students. This information is available in Cabinet regulations, but it takes an unreasonable amount of effort for students to access it, which extremely reduces the odds of it happening.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The DU DMC has built the Internal Quality Assurance System with predefined quality criteria and implementation responsibilities, at the same time there is a lack of clear data collection procedure description and the system relies mostly on subjective data (feedback from students, graduates and partners). The College has a strong tradition on collecting feedback data form all relevant stakeholders predominantly using survey methodology, at the same time there is no clear procedure on providing feedback to the stakeholders included in quality assurance. The College provides various opportunities to submit complaints and suggestions at the same time there is no clear policy describing this process and no clear procedure to introduce this procedure to the students. The statistical data analysis relies on surveys with sometimes limited quality. The information about study programmes and study process available to the public in College webpage is of limited detail.

Identified strengths:

1. Predefined quality assessment criteria and future prospects/needs
2. Predefined responsibilities for data analysis
3. Mechanism for study programme development and review

4. Openness for student complaints and suggestions
5. Established practice of annual data collection - obtaining survey results from various sources

Identified weaknesses:

1. Poor quality of the most of the quality indicators e.g. outcomes “Koledžas prestižs sabiedrībā” (Prestige of the college in the society) or “Darba vide atbilst mūsdienīgām prasībām” (Work environment meets contemporary needs) are impossible to measure due to ambiguity of the central concepts.
2. Lack of clear description of quantitative data collection and analysis
3. Lack of description of study programme development and review procedure available to relevant stakeholders
4. Lack of description of the mechanism of submission of complaints and suggestions available to students
5. The poor quality of the surveys used to collect feedback from the stakeholders
6. Lack of clear mechanism to collect and analyse other relevant data besides surveys
7. Lack of clear mechanism on provision of the feedback to the relevant stakeholders
8. Insufficient information available to the future students in the public domain of the College

Assessment of the requirement [1]

- 1 R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:

Assessment of compliance: Partially compliant

Formally all the necessary steps are being taken, at the same time not all the procedures ensure the optimal development and performance of the study field e.g. limited quality of IQAS quality indicators, limited quality data collection tools, lack of clear policy on the procedure of submission and provision of the feedback.

- 2 1.1 - The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.

Assessment of compliance: Partially compliant

DU DMC has established IQAS, at the same time there is a lack of clear procedure on issues like submission of students complaints and suggestions, involvement of relevant stakeholders in development of new study programmes, data collection for quality assurance.

- 3 1.2 - A mechanism for the development and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.

Assessment of compliance: Partially compliant

The mechanism for development and review process of relevant study process is established and is operational, at the same time the procedure of and the amount of impact of relevant stakeholders on study programme development and review process has not been specified.

- 4 1.3 - The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and published.

Assessment of compliance: Fully compliant

The criteria, conditions, and procedures for the evaluation of students' results have been developed and published (see Annex 1 L, point 9 to 12).

- 5 1.4 - Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.

Assessment of compliance: Partially compliant

Despite relevant criteria in IQAS, the very procedures and mechanisms are not transparent. The content and requirements of annual self assessment of academic staff is not available. Other predefined mechanisms to facilitate professional development are lacking.

- 6 1.5 - The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.

Assessment of compliance: Partially compliant

There are clear signs of collecting and analyzing only the survey data. The efficiency of the academic staff is evaluated only based on student reports (which are not available for inspection) and employers feedback. The quality of questionnaires used are questionable. The inclusion of economic data in IQAS is not visible.

- 7 1.6 - The higher education institution/ college ensures continuous improvement, development, and efficient performance of the study field whilst implementing its quality assurance systems.

Assessment of compliance: Partially compliant

There are clear signs of ongoing efforts to continuously improve the quality of the study programmes. The importance of the IQAS as a system in these efforts are not always visible.

1.3. Resources and Provision of the Study Field

Analysis

1.3.1. The DU DMC has established a system for determining and reallocating the financial support required for the implementation of the study field and the corresponding study programmes. DU DMC study field "Health Care" and study programme "Medicine" (41721) with the qualification of a "physician assistant (paramedic)", "Medical massage" (41722) with the qualification of a "massage therapist", "Aesthetic cosmetology" (41722) with the qualification of a "beauty care specialist in cosmetology" the system is equally effective.

The DU DMC has a budget approved in accordance with the procedures specified in the regulatory documents, the rational distribution and use of the funding required for the implementation of educational programmes has been ensured in accordance with the development needs. Secured college economic work planning according to the possibilities of the existing budget. Systematic professional development and further education of the college staff has not been provided, coordinated, with the financial support of the college. Funding for research and / or artistic creation is not foreseen at DU DMC, see SAR section 2.3.1.

1.3.2. DU DMC provides the study base necessary for the implementation of study programmes in the field of healthcare. The main components of the DU DMC infrastructure are study buildings with modernized auditoriums, specialized study rooms with appropriate equipment, and a library, which we also saw during our full-time visit to the College.

In order to ensure the acquisition of study courses in the field of study, a wide range of visual aids is

available - posters, mannequins, simulators, which allow students to actually see various healthcare and rehabilitation situations in a simulated environment. For the needs of practical classes, laboratories are available, which have the necessary equipment for the acquisition of procedural standards and patient (client) care skills. Laboratory equipment is regularly renewed, improved and supplemented.

The table in Annex 1 of the SAR lists the equipment required for the study needs of the study field: both specific to a particular study programme and common to all study programmes. The equipment planned in all study programmes promotes the development of knowledge, skills and professional competencies in study and training courses: Health care course, First aid and civil protection course, etc. Section 3.2.2 of the SAR states that the College implements the ERDF Operational Programme "Growth and Employment" 8.1.4. Within the framework of the project of the specific support objective "To improve the study environment of the first level professional higher education STEM, including medical and creative industries, in colleges" the following activities were carried out:

1. the infrastructure of the learning environment of DU DMC has been renovated, to ensure orderly and ethical environments;
2. purchased the necessary equipment and facilities to ensure a high quality educational process;
3. The college library fund has been supplemented.

DU DMC a unified system and procedures have been established for the improvement and purchase of material, methodological, informative, etc. provision. Within the framework of the STEM project, the infrastructure and equipment of the DU DMC learning environment have been renewed in accordance with the project procedures and project supervision. DU DMC regularly replenishes the library fund with the latest literature in Latvian. Study literature in English is provided by DU databases.

1.3.3. The library and its services are available to all students and academic staff. The variety of services offered, the layout of the premises and the working hours are closely related to the provision of prompt and high-quality library services to its users, which were told by the lecturers during the visit to the library and mentioned by the students during the conversation.

As indicated in section 2.3.3 of the SAR two - thirds of the library collection is attributable to the programs included in the Health Care field.

College students have the opportunity to use scientific literature from other libraries, for example, Latgale Central Library or Daugavpils University Library, the students themselves indicated in the conversation. During the visit, it was clarified exactly which DU databases can be used by college students and lecturers, examples EBSCO, Web of Science, Scopus.

1.3.4. As indicated in Section 2.3.4 of the SAR on basic online lesson management tools, DU DMC has chosen Microsoft Teams and Zoom, which allows to vary the amount and form of information provided according to the specifics of the study course. In order to ensure the accounting, monitoring, functionality and circulation of information in the electronic learning process in 2020/2021 the school management system "Mykoob" was used during the school year. The e-learning platform "Moodle" is used for the administration of the educational process (list of lectures), distribution of teaching and methodological materials and circulation of information. College lecturers also use Kahoot, which is mostly used to create personalised surveys. It allows users to test the level of knowledge (formative assessment), identify weaknesses and is suitable for feedback. Lecturers use Jamboard to organise group work. WhatsApp is used for the operative flow of information between the college administration, students and lecturers, where the information is disseminated to the respective groups (student council, course elders, lecturers, etc.). The information and communication technology solutions used to ensure the DU DMC study process are appropriate and effective.

1.3.5. In the academic positions of DU DMC, persons are elected in an open competition in accordance with the procedure specified in the College Regulations "Regulations on Academic and Administrative Positions". Candidates for academic staff need a professional degree or academic degree. Requirements for candidates on academic positions are determined by the Law on Higher Education Institutions. The academic staff ensures the implementation of the study programme is in accordance with the job responsibilities provided in the job descriptions, <https://dmk.lv/dokumenti/doc.zip>.

1.3.6. At DU DMC, representatives of the academic staff are given the opportunity to participate in various international and national level conferences, seminars and trainings, but in DU DMC study field "Health Care" and study programmes "Medicine" (41721) with the qualification of a "physician assistant (paramedic) ", "Medical massage" (41722) with the qualification of a " massage therapist", "Aesthetic cosmetology" (41722) with the qualification of a "beauty care specialist in cosmetology" no plan for the professional development or further education of lecturers has been developed.

1.3.7. At DU DMC the academic, research and administrative workload of the teaching staff is balanced, in accordance with the Regulations on Academic and Administrative Positions, see <https://dmk.lv/dokumenti/doc.zip>, for example, it can be seen in the CVs of teachers.

1.3.8. As indicated in the SAR in section 2.3.8, DU DMC strives to adapt the environment and learning process for students with special needs who need special access and support and provides support measures at various stages of study, from the selection of a suitable study programme to the adaptation of study materials. The college has insufficient equipment / infrastructure for people with disabilities and special needs. This applies to study programmes "Medicine" (41721) with the qualification of a "physician assistant (paramedic) ", "Medical massage" (41722) with the qualification of a " massage therapist", "Aesthetic cosmetology" (41722) with the qualification of a "beauty care specialist in cosmetology" and also part-time students.

Conclusions on this set of criteria, by specifying strengths and weaknesses

DU DMC has provided the necessary resources for the study field "Health Care".

The DU DMC has a budget approved in accordance with the procedures specified in the regulatory documents, the rational distribution and use of the funding required for the implementation of educational programmes has been ensured in accordance with the development needs. Secured college economic work planning according to the possibilities of the existing budget. Systematic professional development and further education of the college staff has not been provided, coordinated, with the financial support of the college. The main components of the DU DMC infrastructure are study buildings with modernized auditoriums, specialized study rooms with appropriate equipment, and a library.

Strengths:

1. The rational distribution of the funding necessary for the implementation of educational programs is ensured.
2. A wide range of visual aids is available - posters, mannequins, simulators, which allow students to actually see various health care and rehabilitation situations in a simulated environment.
3. College students have the opportunity to use scientific literature, incl. databases from Daugavpils University Library.

4. The information and communication technology solutions used to ensure the study process of the college are appropriate and effective.

Weaknesses:

1. Coordinated financial support is not provided for the systematic professional development and further education of the staff of the College.
2. There is no plan for professional development or further education of lecturers.
3. The college has insufficient equipment / infrastructure for people with disabilities and special needs.

1.4. Scientific Research and Artistic Creation

Analysis

1.4.1. There is a person in DU DMC responsible for education matters in research (The education methodology in research matters).

There is a lack of predefined mechanisms (e.g. predefined procedure of evaluation of the research topics by study programme director based on achievable study programme results) to ensure that the research topics chosen by students or suggested by employers are relevant to the study field and are useful to reach the objectives of the College - to develop and implement high quality study programmes, to develop a competitive personality. All students are free to choose their own research topics. With an exception for the study programme "Medicine" where research topics are provided by College partner organisations - Emergency Service - students for study programmes "Medical massage" and "Aesthetic cosmetology" are not being systematically provided with relevant research topics by both academic staff or College partner organisations.

There are some options to improve this process, for example establishing partnership with various stakeholders and field experts with high quality assurances - to provide the College with up-to-date needs assessment of the professional field. The College has an opportunity to implement a quality assurance tool to assess the relevance of the research topic to the study field based on a predetermined criterion.

Students research topics for qualification work available during onsite visit correspond to study field, and seem to be relevant for the industry.

1.4.2. The provided information (SAR, section 2.4.2) gives superficial understanding of the role of the research in the study process. One can assume that all students are involved in some research activities at some point during their education, based on the presumption that every student has to submit qualification work. However it is not clear how much the academic staff is involved in research relevant to the study field. During the onsite visits, it became clear that the majority of the academic staff are not involved in research activities as first authors. Therefore there is no guarantee of automatic knowledge transfer from academic staff to students through every study course.

Situation that students have a possibility to become part of the research process based on their own initiative is promising.

It is hard to evaluate the connection of the research of the study field to the study process due to the lack of details. Based on provided information (SAR, section 2.4.2) it is not possible to make a sound conclusion on exactly which study outcomes are being covered by research activities and which competencies are being developed.

Based on study programme descriptions and onsite visit, it is clear that students learn some research skills through one study course dedicated to research methodology and through working on the qualification report. At the same time, based on interviews with students i.e. "every task we

do here is a small research”, there is a quite large possibility that students' understanding of the concept of research is incomplete and oversimplified.

1.4.3. According to the information provided (SAR, section 2.4.3.) mechanisms to promote research are being executed through ERASMUS+ and international cooperation with various universities (Utena University of Applied Sciences, Ankara University, Meghrabyan Medical Institute, Adana University, Nisa Higher Medical School, etc.) This information is superficial and does not explain the content of this cooperation. The confidence in the statement that student involvement in research is promoted through ERASMUS+ is vague at best. There is a proclamation of intentions to expand international cooperation.

Supplemental materials provided by the College after the request from expert team shows that in two occasions two unidentified foreign academics has arrived in DU DMC to work on tasks related to research (academical years 2017/2018 and 2018/2019 colleagues from University of Ankara, Turkey was involved in Nursing study programme with topics Research in study process, Peculiarities of research in healthcare programmes). So far there is no indication of foreign academics had been involved in research projects related to the study field (Healthcare) and study programmes under accreditation (study programmes “Medicine”, “Medical massage” and “Aesthetic cosmetology”).

No example of involvement of students in international research projects has been provided.

According to the biographies of academic staff provided by the DU DMC (see annexes 12_CV_LV and 12_CV_eng), less than a half of the academics have actively done or participated in research during the accreditation period (have published or presented more than once during the past 5 years) (E.Černova, J.Buiko, I.Briža, R.Bespjatijs, V.Baranovska, E.Grāvele, I. Kaminska, I. Kuņicka, J.Radionovs, N. Riņģe, E. Romanovska-Dzalbe, I. Skrinda, I. Stalidzāne), but not all of their scientific work is relevant to the study field.

Except for E. Grāvele, I Skrinda and I. Kaminska, none of the publications by academic staff (see Annex 15 and Annex 12) have been made in international cooperation.

According to the biographies of academic staff provided by the DU DMC (see annexes 12_CV_LV and 12_CV_eng), only few academics are actively exploiting the opportunities to participate in international exchange projects through ERASMUS+ or other initiatives (J.Buiko, I. Peipiņš, A.Truskovska, I. Kuņickam, N.Riņģe, E. Romanovska-Dzalbe), but there are no signs of these activities being research related.

Based on documents provided by DU DMC and onsite visit interviews, no signs of purposeful development of international cooperation in applied research are detected. So far international cooperation has been circumstantial.

1.4.4. The annual report of academic staff, containing information on achievements in scientific and creative work, work projects, participation in scientific seminars and conferences, as well as on publications, so far is the only organised tool reported working as a mechanism to facilitate research activities (SAR, section 2.4.4.). All other statements provided in section 2.4.4. does not have a strong basis. E.g. statement “The involvement of academic staff in scientific and applied research is justified by the need to identify and implement innovations in the direction of their individual scientific and applied research, as well as in the implementation of this research together with students.” seems logical but it does not show any signs of being a mechanism systemically promoting involvement of academic staff in research activities.

During the interviews at the onsite visit, members of academic staff expressed their gratitude towards the management of the College regarding accessibility of support for their initiatives, but none of the staff could provide clear evidence of operational mechanism that would facilitate the pick up of the research projects. During the site visit academic staff members could not mention any self-assessment procedures besides maybe some informal talk among the colleagues. According to

information provided in the SAR and during interviews, scientific research activities are based on staff initiative.

Data provided does not allow to make sound conclusions on effectiveness of measures to facilitate scientific research.

1.4.5. The only clear mechanism to promote student involvement in research activities is the necessity to submit qualification work. All other measures described in SAR can not be interpreted as a mechanism or system (see SAR, section 2.4.5.).

Local Emergency Medical Service provides topics to be researched that way making some decisions easier for students. There are no signs that similar mechanisms would be established for students in other study programmes (Medical massage and Aesthetic cosmetology). It is not clear how invitation to publish study results promotes participation in research and what is the extent of the offer. No statistical data are provided. The Annex 14 is unintelligible - it contains records of minimal value e.g, "2021 - Digital Forum "Education System and Labour Market", 1 participant." Following these records it is not possible to come to any meaningful conclusions of exact scientific activity executed - the identity and the role of the participants in the event is not disclosed. One must heavily rely on optimism that listening to scientific reports automatically translates into further scientific actions. There is no guarantee that participation in the event means presenting scientific work.

It is said that "students are also offered to create joint publications with lecturers", but no further evidence is provided of the meaning of this statement (see Study field SAR, section 2.4.5.).

As far as qualification work requirements stands, every student is involved in some sort of research activities during their study process.

A peculiar colateral observation during the onsite visit was the lack of recognition and understanding of the concept of Evidence Based Medicine by students and graduates. One possible way to promote research activities and scientific curiosity and practice is to introduce and heavily involve the principle of Evidence Based Medicine and Science literacy into the study process.

1.4.6. During the onsite visit the new emergency and medical procedure simulation room was demonstrated, which allows the students of Medicine study programme to learn different professional skills in real life alike situations. This innovation is very promising and should have a significant positive impact on the study process.

Similar options were not presented regarding other study programmes - "Medical massage" and "Aesthetic cosmetology".

At the onsite interviews students and academic staff reported availability of innovations in the field of healthcare in the clinical internship placements as well as possibilities to learn innovative solutions during ERASMUS+ exchange programmes.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The DU DMC has attracted very promising academic staff with scientific ambitions. The College has founded a lot of international partnerships with institutions all around Europe. The College has shown the capability to introduce up to date technologies into the study process. At the same time there seems to be a lack of clear policy on facilitating research both in academic staff level and in student level. So far there is not much evidence for using international cooperation to promote uptake of the research process.

Identified strengths:

1. Innovative teaching solutions in separate areas.
2. Academic staff with research experience and practice.
3. Learning and research opportunities through international exchange programmes.

4. Strong ties with the Daugavpils University.

Identified weaknesses:

1. Lack of clear policy on promoting and supporting research activities of academic staff.
2. Lack of clear policy on promoting and supporting international research partnership.
3. Lack of Evidence Based Medicine practice.

Assessment of the requirement [2]

- 1 R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)

Assessment of compliance: Partially compliant

A lack of unambiguous mechanism and policy to promote local and internationally cooperative research activities of academic staff.

1.5. Cooperation and Internationalisation

Analysis

1.5.1. DU DMC has created an agreement with Daugavpils university for cooperation and using university resources. This cooperation has already proved to be very beneficial for the college for example, by using University chemistry laboratory Aesthetic cosmetology students have the possibility to experiment with different cosmetic ingredients, or students have access to the universities library resources, information and examples provided during the site visit. Another example how College could use universities help and yet has not used opportunities provided by Nordplus project. Since the project aims to build connections and ensure knowledge exchange joining this network could be beneficial for achieving college strategic goals regarding internationalisation. College has cooperation agreements with other HEI as well for implementation of the internships or continuing study process in case of study programme termination which demonstrate that other HEI also acknowledges DU DMC education level. Another good partner of the college is the Daugavpils hospital, which also provides students both in study programme Medicine and Medical massage with internship places and during the onsite meeting indicated that students, especially physician assistants are needed in the hospital in direct health care processes and masseuse are needed in rehabilitation. Very important aspect of the college is that they have a unique position in preparing health care specialists. College also has agreements with other regional hospitals. As one of the strategic goals DU DMC has set cooperation and integration of employers into the study process. During the site visit stakeholders confirmed that students have sufficient theoretical knowledge base, and they also have good practical skill training obtained in college. With the suggestions from regional hospitals and stakeholders and international colleagues DU DMC receives input on what new technologies or manipulation they may introduce into the study process. DU DMC also has a good cooperation with Daugavpils municipality. Municipality has provided information about labour market needs in the region, helps to advertise College and connect alumni with potential workplaces, for example with help of hospitals and Municipality citizens have the possibility to attend college premises so students could perform manipulations on them (in cosmetology and massage). Certified Aesthetic cosmetology specialists in the Latgale region are demanded. During the site visit, cosmetology representatives indicated that in Daugavpils there are beauty salons in which some of the newest industry equipment is available, but there are no certified specialists who can operate on the machines. DU DMC also in cooperation with the municipality is working on opening a clinical base centre on the premises of the college, which will allow the students to train directly on the patients during the study process. All these connections

help the college to develop further and reduce loss of finances due to the nursery programme taken by the Daugavpils university. These DU DMC partners are relevant to the study field and to the industry. List of local partners can be found in annex 16. All of the local partners are chosen based on their specific working profile in health care and are relevant to the study programmes. Physician assistants can undergo internships in regional hospitals (Krāslavas, Jēkabpils, Preiļu hospitals) and other healthcare centres. Almost in the same places therapeutic massage programme students can work in rehabilitation wings helping patients to recover faster from the illness. Aesthetic cosmetology partners are regional SPA centres, for example "Silene", with the help of Daugavpils municipality beauty salons located in Daugavpils are connected with potential students and provide internship places for the students. This is new area of collaboration and during the site visit College administration representatives and academic staff from study programme claimed that certified beauty specialists are in great demand in Latgale region, so all involved parties are keen on good collaboration. As mentioned in SAR 2.1.1. section Healthcare study field aims to provide the first-level higher education in the field of health care and beauty care and satisfy public needs in these areas. Another direction is to inform the public about activity, to promote scientific reviews and practical recommendations in field of health care and beauty care, to organise other kind events in order to promote introduction of modern health care methods and technologies in the college. With the help of partners (municipality, hospitals, stakeholders), college have the possibility to achieve these study field aims. College also has promoted open door days where people from the street could come into college and undergo certain manipulations that they have learned during the study process, these persons also provided feedback about the student performance, information obtained from material-technical base visit.

1.5.2. DU DMC also cooperates with institutions from abroad including colleges, universities and institutes. All of the international partners are listed in (SAR section 2.5.1. p. 56-58). Biggest international cooperation network is utilised via ERASMUS possibilities, students have the possibility to go to Lithuania, Germany, Poland, Italy, Netherlands, Bulgaria, Turkey, which mainly is used for staff development and mobilities, but for internships DU DMC have additional agreements also listed in the same paragraph in SAR as mentioned before. Students additionally to ERASMUS possibilities can go to Georgia, Turkey, Armenia for the internships. These international partners are in close contact with the college, this also is supported by outgoing student and staff statistics Annex: Izejošā mobilitāte. During the previous reporting period academic staff has gone to Lithuania, Germany, Italy, Poland, Netherlands for the exchange of the experience, similar with students. If we don't take into account mobility that has happened in the nursery study programme, then each year at least 5 students have been into mobility from current study field programmes. To raise international recognisability of the college and possibly gain new partners DU DMC should promote more mobility among staff members and students. With the help of the Daugavpils University college can start to consider joining the Nordplus network to allow students to travel to other destinations and gain new partner HEI. This network has been used by other colleges in Latvia as well. During the site visit students confirmed that they have been informed about possible mobilities and they are keen on trying them out. Unfortunately, for some students due to language barrier it is impossible to attend the mobility, same goes for the incoming student and staff mobility, since study programmes are held only in Latvian it is almost impossible to have incoming mobility. All international partners (institutions, persons, enterprises) are chosen and evaluated based on their connection to the relevant healthcare field and professional background. Since the College also has indicated international cooperation as one of the strategic goals for the next strategy planning period, they still have a lot of room for improvements. For example, they could start to utilise the Nordplus programme. Since college is working on developing new study programmes they have to re-orient current partners hence not all of them can provide mobility for aesthetic cosmetology, medical massage students, or in near future for the new podology students that will be enrolled in

case of successful licensing of this programme. Fruitful incoming and outgoing mobility will not be possible if College will stay at current English language level. Overall staff English language competencies have to be raised, separate study courses have to be held in English in order to attract guest lectures. There is no use of great deal of international partners if almost no one can use these connections.

1.5.3. Since all study programmes are held in Latvian language, the college has not developed a well functioning system for attracting international experts or students, hence they would have additional challenges for them to teach. Students and academic staff members participate in outgoing mobility, which also is shown in Annex: Izejošā mobilitāte. In case of students the mobility mostly is held as an internship or experience exchange. These mobilities provide benefits for the study field, for example Daugavpils hospital representatives named examples how students have provided suggestions for new equipment. All learned manipulations students can bring back to Latvia, to college and demonstrate to others and use during their internship placements or practical work.

Conclusions on this set of criteria, by specifying strengths and weaknesses

DU DMC cooperates with institutions from Latvia and abroad. Biggest support to the college is from Daugavpils university, Daugavpils Hospital, municipality and Erasmus programme. Erasmus provides students and staff members with broad mobility opportunities. College internationalization is taking seriously and has set strategic goals to become more recognised in the international environment. Unfortunately, since all study programmes are held only in Latvian language incoming mobility of academic staff and students is very limited.

Strengths.

1. Taking into account College size and the number of students they have a lot of international cooperation agreements.
2. College has a very good connection with local stakeholders and Daugavpils municipality.

Weaknesses.

1. Fruitful incoming mobility is impossible for both - students and academic staff members.
2. Biggest input on outgoing mobility statistics are mostly from nursery study programme, college will have to reassess cooperation agreements so they could fit current study programmes.

Assessment of the requirement [3]

- 1 R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.

Assessment of compliance: Fully compliant

College has very good connections with local organisations, they are trying to maintain already existing international contacts and have set a strategic goal to create new international connections. College already in their strategy has included to improve internationalisation, they need to focus a little bit more on English level usage in their everyday life to actually attract more international specialists and students. Only during the next accreditation period will it be possible to distinguish how good outgoing mobility of students and staff members will be. But this matter also has been addressed in DU DMC strategy.

1.6. Implementation of the Recommendations Received During the Previous Assessment

Procedures

Analysis

1.6.1. During the previous accreditation assessment the study field "Healthcare" and relevant study programmes has obtained number of the recommendations, which include the following:

1. Further develop a modern learning environment by introducing modern teaching methods (e-learning) and problem-based learning.
2. Increase the number of cooperation agreements on internships, student exchange, academic and research cooperation among teachers and students.
3. Promote the personal development and lifelong learning of graduates in the context of ideas in the context of modern medicine, promote retraining. Scientific literature t.sk required. in English. Scientific work, feedback, student achievements, student and teacher publications, databases, periodicals, guest lecturers, quality system management and evaluation (administration, lecturers, students and partners). Continuation of studies in the higher education stages.
4. Increase the research potential of academic staff and students by stimulating applied research both within and outside the college.
5. The Library Foundation should be supplemented with books in English, with the possibility to use scientific databases.
6. Improve the Administration of English and Other Foreign Languages among lecturers and students.
7. Optimise the work of the student union.
8. Improve quality system management.

The review of the implementation of the aforementioned recommendations during the period of 2014 - 2021, respective to aforementioned recommendations:

1. The modern study environment, including the computerisation of the library, the modern equipment of the simulation centres and related offices, the diverse teaching and assessment methods implementation, and the updated access to electronic resources, has been created and developed. The e-learning platform (e.g. MOODLE) was integrated into the study process.
2. The college has a close collaboration with Daugavpils University in which college students have an opportunity to use the University Chemistry Lab, as well as the paid e-resources and materials. The cooperation with the Daugavpils Hospital is beneficial for the students in the perspective of the internships placements provided. The international agreement and collaboration was established in the period of 2014-2021, particularly in the frame of the ERASMUS+ used both for staff and student mobility opportunities.
3. The ongoing process of recommendation implementation, particularly preparing a professional development program "Emergency Physician Assistant" for licensing.
4. There is the ongoing process of recommendation implementation, including through the Erasmus+ agreements. In the period of 2014-2021 the Academic staff increased the amount of Publications in the different scientific journals, although with the different citation indices.
5. The college library is supplemented with literature in a foreign language, e.g. English language material, as well as the e-resources are in complete access for the students and staff.
6. The Erasmus+ represents the main source of the students and staff mobility. Majority of the academic staff has language proficiency at different levels, particularly in English.
7. College students have the opportunity of counselling and support in all areas of college life. The systematic feedback is provided when assessing students' achievements.
8. The quality assurance tools used now as part of the QA mechanisms include strategic planning of the study process, examination of issues related to the study process, different surveys for

academic staff and students, self-assessment of the study field and preparation of a self-assessment report (See the SAR; Annex 16, Annex 18, Annex 25, Annex 12_CV_ENG).

DU DMC is implementing the recommendations received during the previous licensing:

1. It developed cooperation with beauty care institutions during the implementation of the study program. DU DMC ensures involvement of certified beauty industry professionals for the acquisition of specialization courses and implementation of practice.
2. Due to the limited availability of quality internships in the region DU DMC provides for students introductory practice in the specialty and qualification practice to strengthen theoretical knowledge and an open training salon for the acquisition of practical professional skills;
3. The institution provides quality assessment at the end of the semester for each offered study course by offering to fill a survey even for each study course they have completed;
4. In cooperation with DU databases, DU DMC promotes the usage of scientific literature in study courses, instructing students to read and to analyze current and latest published scientific research.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The college implemented most of the recommendations, including the e-learning methods and computerization of study process, as well as increased international cooperation with staff and student mobility. The recommendations which are in the ongoing process of implementation are represented by the promotion of the personal development and lifelong learning of graduates in the context of ideas. It can be concluded that many of the approaches became more systematic as the result of the implementation of aforementioned recommendations.

Strengths:

1. Local and International collaboration, beneficial for students internship placements, mobility purposes, as well as for the mobility purposes of the academic staff.
2. Digitalization of study process, using MOODLE platform.
3. The access to the paid e-resources for students and staff.

Weaknesses:

1. The QA mechanisms lack peer-reviewing processes.

Assessment of the requirement [4]

- 1 R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.

Assessment of compliance: Fully compliant

Of the 8 recommendations of the previous accreditation assessment, 6 have already been fulfilled, 2 - the growth of graduates' personalities and the promotion of lifelong learning in the process execution.

1.7. Recommendations for the Study Field

Short-term recommendations

1. The College should make the description of study programme development and review procedure available to relevant stakeholders.

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| 2. The College should develop the description of the mechanism of submission of complaints and suggestions and make it available to students. |
| 3. The College should improve the quality of the surveys used to collect feedback from the stakeholders, eliminate chances of collecting unreliable and biased data, improve quality of questionnaire items, making them unambiguous. |
| 4. The College should develop a clear mechanism on provision of the feedback to the relevant stakeholders. |
| 5. The College should make all the necessary information available to the future students in the public domain of the College, e.g. study outcomes of the study programmes. |

Long-term recommendations

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| 1. The College should improve the indicators of the Internal Quality Assurance System so they would be measurable in a quantitative way. |
| 2. The College should develop clear description of quantitative data collection and analysis. |
| 3. The College should develop mechanism to collect and analyse other relevant data besides surveys as a part of its Internal Quality Assurance System. |
| 4. The College should develop a clear policy on promoting and supporting research activities of academic staff. |
| 5. The College should develop a clear policy on promoting and supporting international research partnership. |
| 6. Develop systematic approach on how to inform and encourage students, especially from newest study programmes to attend outgoing mobility. |
| 7. Implement some part of study courses or internships in English language, to open possibilities for incoming guest lecturers and students. |
| 8. The College should develop a policy and a mechanism of implementation and promotion of Evidence Based Medicine practice into the study field. |

II - "Medicine" ASSESSMENT

II - "Medicine" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. Study programme "Medicine" meets the requirements of the study field "Healthcare" (See study field SAR, section 2.1.1.). The study programme aims and objectives (see study programme "Medicine" parameters) complies with study field aims (1. to provide the first-level higher education in the field of health care and beauty care; 2. to prepare professional specialists who are able to satisfy public needs in health care and beauty care; 3. to promote professional growth and provide possibilities to gain the second-level professional higher education;). Study programme clearly matches the description of the healthcare field and is organised to promote development of professionals competent in health care procedures (see study programme "Medicine" Annex 26EK,

Annex 23EK and Annex_Compliance of the programme). The descriptions of study courses included in the study programme (see Annex 25 Medicine corrected) indicates that students should be able to reach the goals of the study programme that, as mentioned previously, complies with the study field.

2.1.2. The title (Medicine), code (41721), and professional qualification to be obtained - "physician assistant (paramedic)" - (see study programme "Medicine" SAR section 3.1.1.) are interrelated with the study programme aims, objectives, learning outcomes and admission requirements (see study programme "Medicine" parameters). Additional confirmation was gained after receiving an expert team requested information about Diploma and Diploma supplement (see Annex 5 Diploma_pielikums). The title and professional qualification to be obtained matches the content of the professional standard of the physician assistant (see <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0262.pdf>). Study programme complies with the profession standard (see Annex 23 Medicine).

The duration and scope of the study programme implementation (study programme is implemented as 3 years long full time studies, accumulating a total of 120 CP) meets the requirements of Law on Higher Education institutions. Implementation language (Latvian) is justified by local workforce demands.

Based on study course descriptions and study process descriptions (internship included) provided, students should be able to reach study outcomes if enrolled in the study process after completing secondary education.

At the same time it is important to emphasize the unnecessary excessive number of study outcomes (see study programme "Medicine" parameters) there are 12 different knowledge outcomes, 19 different skills outcomes and 18 different competences mentioned. The College should decrease the number of study outcomes to no more than 10 most important and comprehensive. The suggestion here would be to choose competencies as study programme outcomes, assuming that competencies are a combination of knowledge, skills and attitudes, and to combine conceptually similar competencies e.g. combine "Use medical terminology in the official language and at least two foreign languages" with "Communicate in the official language and at least two foreign languages". Another option is to choose competences defined at Cabinet Regulations #268, paragraph 569. as a study outcomes (see Ministru kabineta 2009. gada 24. marta noteikumi Nr. 268 "Noteikumi par ārstniecības personu un studējošo, kuri apgūst pirmā vai otrā līmeņa profesionālās augstākās medicīniskās izglītības programmas, kompetenci ārstniecībā un šo personu teorētisko un praktisko zināšanu apjomu". <https://likumi.lv/ta/id/190610>)

Additional information about study programme results can be gained from "KENNEDY, D. 2006. Writing and using learning outcomes: a practical guide, Cork, University College", available in Latvian:

https://www.aika.lv/wp-content/uploads/2020/05/Studiju-rezult%C4%81tu-formul%C4%93%C5%A1ana-un-izmanto%C5%A1ana_praktisk%C4%81-rokasgr%C4%81mata.pdf

2.1.3. According to the Study programme SAR, the only changes made in study programme parameters are related to specification of the qualification to be obtained according to professional standard (see study programme "Medicine" SAR section 3.1.1.). These changes seem to be justified and there is no reason for objection.

2.1.4. The existence of the study programme is justified by high demand for qualified medical personnel in Latvia, the employment success rate of the graduates and the prognosis of future demand (see study programme "Medicine" SAR section 3.1.3.). The dynamics of student flow is provided (see study programme "Medicine" SAR section 3.1.4. and Annex 21). The justification of the implementation can be based on evergrowing number of students, relatively high graduation

numbers and steady dropout rates.

2.1.5. Not applicable - study programme is not implemented on a joint cooperation basis.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Study programme “Medicine” meets the requirements of the study field and normative regulations, is justified by high demand of qualified workforce and evergrowing number of students, as well as after graduation employment success rates.

Identified strengths:

1. Highly demanded profession.
2. Compliance with normative regulations.
3. Appropriate employment rate for graduates.

Identified weaknesses:

1. Unreasonably excessive number of study outcomes.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The study programme “Medicine” courses contain the aims and learning outcomes structured through the knowledge, skills and competencies to be acquired by the students (See Study programme “Medicine” SAR, Study Programme “Medicine”, Study Programme “Medicine” Annex 25). The learning outcomes of each course of the study programme correspond to the undergraduate level. The learning outcomes of each compulsory and optional course are consistent with the Program Learning outcomes, which are presented in the Study course mapping document (See Study program “Medicine” Annex 25 and Annex 26).

The study programme “Medicine” content and CP distribution mostly complies with the State 1st level professional Higher Education standard (Regulations Regarding the State Standard of 1st Level Vocational Higher Education, Cabinet Regulation No. 141 of 20 March 2001) and includes Compulsory choice courses (General education study courses - 24 CP; Industry study courses - 66 CP; Practice- 22 CP; Qualification paper- 8 CP) and Free choice courses (Professional development course - 4 CP) (See Study Programme “Medicine” SAR, section 3.2.1; Study Programme “Medicine” Annex 22). The Industry study courses include Basic Theoretical courses in the sector (19 CP), professional specialisation courses in the field (32 CP) and Professional specialisation courses in the field (17 CP) (See Study Programme “Medicine” Annex 24). Some study course descriptions (Introduction into speciality and professional ethics; Basic principles in pedagogy) indicate that the maximum grade students can obtain is 9. This issue casts doubt on how student work is evaluated and immediately should be revised.

The study programme “Medicine” content complies with the standard of the profession of physician assistant (paramedic) (2240 01) (approved minutes No. 7 of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on 14 September 2011), containing the courses relevant for acquiring the profession-related knowledge, skills and competences through the relevant study courses (See Study Programme “Medicine” SAR, section 3.2.1; Study Programme “Medicine” Annex 23). Although it should be mentioned that the professional standard of the physician assistant (paramedic) has not been updated.

During the onsite visit, it was found that the academic staff, as well as students, alumni and employers were to some extent involved throughout the programme development process. Periodic surveys are conducted among students for assessment and expression of their views and opinions

on how to improve the programme. Although it should be noted that not all the parties were systematically contributing to the aforementioned process, which could prevent them from seeing the whole picture, particularly the stakeholders being involved to a limited extent. Study course descriptions are prepared in both Latvian and English languages, they cover almost all information except - indication about the study course calendar plan and personnel that are involved in implementation of the specific study course. Besides this study course descriptions are too detailed, they lose their purpose - to briefly inform students about study course organisation. There is very detailed information about study course aims, learning outcomes, but during the site visit none of students could comment on what learning outcomes they have achieved, how to evaluate which outcomes are achieved etc. This indicates that they most likely have not read these descriptions. College should optimise study course descriptions and make them shorter.

Study course descriptions are prepared in Latvian and English languages. There is significant variability in study course descriptions - both in content and in form, ranging from laconic to extensive. Study course descriptions can be improved, for example, knowledge, skills and competencies defined in each study course can be optimised, made shorter, otherwise they seem filled with too detailed information. Study course description is mainly made for students to provide basic information about study courses. At the same time none of the study course descriptions contain information about the study course calendar plan (in which semester it will be implemented, for how long period), personnel that are involved in implementation of the study course, only the responsible person (the creator is indicated). At some study courses mandatory literature can be updated, it is dated 20 years back. Evaluation of students has to be held in 10 mark system, some study course descriptions (Introduction into speciality and professional ethics; Basic principles in pedagogy); indicate that maximum grade than can be obtained in seminars is 9, this issue has to be resolved since students have the rights to acquire mark 10 in any given task. Annex: 25.pielikums. Studiju kursa apraksts Ārstniecība LV.

The College could follow the recommendations provided by AIKA ("Ieteikumi studiju kursu aprakstu atbilstības Augstskolu likuma 56.1 panta otrās daļas prasībām nodrošināšanai" https://www.aika.lv/wp-content/uploads/2020/01/Ieteikumi_studiju_kursu_aprakstu_veidosanai.pdf).

2.2.2. NA

2.2.3. Teaching methods are selected by the study programme component (course) implementer (syllabi author) in accordance with the study programme objectives and the specifics of the study programme courses, which ensures the achievement of learning outcomes at the level of the study programme course, as well as the study programme itself. The relevant activities of teaching/learning methods are reflected in each of the syllabi of the relevant study programme and include lectures (mostly with PowerPoint presentations), seminar classes, practical classes, group training, demonstrations, discussions, situational task modelling. It should be noted that the teaching methods are diverse and flexible, which takes into account the students' individual needs (See Study programme "Medicine" SAR, Study Programme "Medicine" and Study Programme "Medicine" Annex 25).

The forms and methods of student evaluation/assessment are transparent and well-known to students from the start of the course. The evaluation/assessment methods are selected by the course implementer in accordance with the specifics of the study course and its content and is correspondent to evaluate the achieved learning outcomes, e.g. Paediatrics I, the clinical, industry professional specialisation, course, dealing with the aims of acquiring the knowledge about the causes of the development of diseases of the newborn and infant child and the relevant changes caused in the organism, as well as with the ability to assess the state of health of the sick child according to clinical symptoms, vital causes, and as a result knowing possible problems and measures to solve them, has the corresponding evaluation/assessment methods of tests in practical classes on the given topic- 20%; intermediate tests -20%; development and defending of

independent work- 10%, as well as at the end of the course - test - 50%. The aforementioned example shows that the knowledge, skills and competences are evaluated through and at the end of the course (See Study programme "Medicine" SAR, Study Programme "Medicine" and Study Programme "Medicine" Annex 25, particularly the syllabus of "Paediatrics I" course). According to the interviews the student-centred approach is present, which can be also confirmed through the small working groups during the clinical practice, which ensures the individual approach.

2.2.4 The study programme "Medicine" contains the three parts of internship: Introductory practice in the profession (2 CP), Internship in specialty (6 CP) and Qualification practice (12 CP). Each internship has a detailed description, which includes the information on CP amount, purpose and tasks of internship, results obtained through knowledge, skills and competences. The internship is the supervised placement in the clinical setting. The internship is structured in accordance to several standards and regulations:

Cabinet Regulation No. 141 "Regulations on the State First Level Professional Higher Education Standard" (amended by Cabinet Regulation No. 347 of 29 May 2007); Daugavpils University Agency "DU Daugavpils Medical College" study programme plan; Daugavpils University agency "DU Daugavpils Medical College" internship programme and Professional standards (See Study Programme "Medicine" SAR, See Study Programme "Medicine" Annex 27).

Introductory practice in the profession (2 CP) is implemented during the first year of the study programme, where the internship tasks are directly related to the learning outcomes of knowledge, skills and competences, e.g. the tasks of getting acquainted with the structure of the medical treatment institution, internal rules of procedure, occupational safety, hygiene requirements, as well as with the documentation of the clinic and filling it in accordance with the requirements of the medical treatment institution, are directly related to the learning outcomes, such as knowing of the structure of a medical treatment institution, internal rules of procedure, occupational safety and hygiene requirements of a medical treatment institution and application professional terminology (knowledge), as well as ability to fill in the documentation of the clinic in accordance with the requirements of the medical treatment institution (skills) (See Study Programme "Medicine" SAR, See Study Programme "Medicine" Annex 24 and Annex 25).

Internship in Specialty (6 CP) is implemented during the second year of the study programme, where the internship tasks are directly related to the learning outcomes, e.g. the task of administration and documentation of the prescribed medications under the control of the head of practice and evaluation of the patient's response after administration of medications is directly related to the knowing of indications, complications and contraindications of therapeutic manipulation, as well as knowing the basic needs of a sick and healthy person in working with patients of different profiles and ages (Knowledge) and ability to prepare the patient for medical manipulations (administration, diagnosis, laboratory examinations) (Skills) (See Study Programme "Medicine" SAR, See Study Programme "Medicine" Annex 24 and Annex 25).

Qualification practice (12 CP) is implemented during the third year of the study programme. The tasks presented in Qualification practice are completely related to the achievable learning outcomes (See Study Programme "Medicine" SAR, See Study Programme "Medicine" Annex 24 and Annex 25). Daugavpils University Agency "DAUGAVPILS UNIVERSITY DAUGAVPILS MEDICAL COLLEGE" has structured Internship regulation, which contains the detailed information on the rules of internship organisation, including the providing of the internship placement, the assessment criteria and standards and point distribution (See Study Programme "Medicine" SAR, See Study Programme "Medicine" Annex 27).

It should be mentioned that the students have supervisors during their internship, who are appointed by the DU DMC in coordination with the internship places. The internship supervisors provide students with the detailed information on the internal regulations, occupational hygiene requirements, labour protection and safety. The management and monitoring of the student's

internship, as well as a description and the evaluation of the student's internship is provided by the supervisor. The students are obliged to have the logbook, known as Internship Diary, during the placement period, which is assessed by the internship supervisor.

2.2.5 NA

2.2.6. The Study program "Medicine" foresees the final thesis, Qualification Paper (8 CP), which is based on the previously acquired knowledge and professional skills, as well as the existing work experience. It should be noted that students have the opportunity to offer their qualification work topic. The topic of the Qualification Paper should be relevant to the professional field and relevant to current global issues. It is mentioned that all Qualification papers should be in accordance with the practical environment. The examples of the Qualification Paper topic for 2021 are relevant to the study programme and current global issues, e.g. Changes in the structure of calls from the Emergency Medical Service during the COVID-19 pandemic.(See Study Programme "Medicine" SAR)

Conclusions on this set of criteria, by specifying strengths and weaknesses

The content of the study courses / modules of the study programme "Medicine" is interrelated and complementary, corresponds to the goals of the programme and ensures the achievement of study results. The content of the study programme "Medicine" meets the needs of the labour market and the industry as a whole. The working groups are small ensuring the student-centred learning approach. The study programme foresees both theoretical and practical courses and provides students with internships.

Strengths:

1. The content corresponds to the goals of the programme and ensures the achievement of study results.
2. Content meets the needs of the labour market and the industry.
3. Practices are organised in various inpatient, emergency medical help centres and GP practices.
4. Qualification works are practical and practically applicable in the research environments and organisations.

Weaknesses:

1. The lack of continuous involvement to programme development from different parties. Employers and alumni could not name examples how they have improved the programme.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Not relevant

N/A

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. Several offices and simulation centres are available for the students of Study programme "Medicine": College Patient Care Process Simulation Centre, the Emergency Medical Assistance Simulation Centre and the Emergency Room. The aforementioned simulation centres have been provided for the implementation of the study process. The Emergency Medical Simulation Centre (18 m2) has a list of fourteen (14) different components/simulators, needed for the implementation of

practical components, e.g. SimMan Essential Bleeding Simulator, which represents a patient simulation system that complements basic and improved life support skills training. This simulator is useful to obtain the individual and team skills in realistic clinical situations. The Patient Care Process Simulation Centre (36 m²) is composed of Part 1: Treatment room, which contains up to seven (7) different units (e.g. patient care process simulator, treatment table with drawers (shelves), steriliser and etc) and Part 2: Manipulation room, which contains six (6) different units, including electrically operated functional patient bed (preferably a bed with stand), high-elasticity mattress with waterproof casing and ect. The Emergency cabinet equipment and equipment contains ten (10) different units, which includes both infant and adult models for resuscitation (including the intubation) (See Study Programme “Medicine” SAR).

Although the college has demonstrated impressive technical resources, it should be mentioned that there is a limited array of safe patient transfer equipment/tools in medical facilities. The aforementioned modern tools are crucial for the future medical professionals - to be able to learn up-to-date practices, to be ready to demand necessary changes in the workplace when confronted with real life experience. Part of the equipment demonstrated during the onsite visit was out of date. Only equipment used by paramedics in ambulance cars is up to date. There were no any up to date equipment to be used in a hospital setting. No individual electrical patient lifts. Just pure manual lifting tools. Electrical patient lifts have been used in hospitals for at least past 30 years. It is nothing new.

The study programme “Medicine” is supported by the material resources, particularly the College library, as well as the free and paid electronic database (which are provided by Du DMK). The following free electronic resources are at the disposal of students and faculty: Bartleby.com (<https://www.bartleby.com>), Bookshelf (<https://bookshelf.vitalsource.com>), The Library of Congress (https://archive.org/details/library_of_congress) and others. The paid ebook databases, used by students and faculty, are Medlinks, Книги и руководства (<http://www.medlinks.ru/sections.php>), Digital Book Index (<http://www.digitalbookindex.org>) (See Study Programme “Medicine” SAR; the additional annexes sent after the visit). During the onsite visit the college library contained major part of the literature used in the syllabi, the rest is provided by the Du DMK administration. It should be noted that the foreign (e.g. Russian and English) literature are used as a mandatory literature, which can be an obstacle for the comprehension of the material (See Study Programme “Medicine” SAR, See Study Programme “Medicine” Annex 25).

2.3.2. N/A

2.3.3. The financial support of the study programme “Medicine” is based on the several components: the public funding and the tuition fees of the students. The public funding for the last five (5) years shows a steady trend of getting the grants for up to 75 students. The twelve (12) students were enrolled on the basis of the fee payment, which represents the additional funding (See Study Programme “Medicine” SAR).

The expenditure consideration includes the funds required for the implementation of the study programme “Medicine”, which covers all programme costs, including the academic staff and students internationalization, as well as literature renewal costs and others. The trend of steady financial support is shown, which can be confirming the financial sustainability of the study programme.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The study program “Medicine” is provided by sufficient basic equipment, which ensures the coverage of the study program, however there is a limitation of safe patient transfer equipment/tools. The study programme “Medicine” is supported by the material resources, which

includes the College library, as well as the free and paid electronic databases. It should be noted that there is a lack of handouts/readers of the extracts from the mandatory literature presented in other than the instruction language. The financial support includes the study positive dynamics, which confirms the sustainability of the study program.

Strengths:

1. The diversity of simulation centres and offices for study programme implementation.
2. Students have the opportunity to participate in internships at the Daugavpils Hospital and acquire real-life practical experience.
3. The electronic bases provided by the Du DMC for students and faculty.
4. Steady trend of financial support for the last 5 years.

Weaknesses:

1. Lack of the modern type of equipment/tools for the safe patient transfer.
2. The lack of the handouts/readers of the extracts from the foreign mandatory literature.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

The college provides the necessary resources for the study programme "Medicine" implementation. The handouts/readers should be prepared as an extracts of the foreign mandatory literature. The budget has been steady for the past 5 years.

2.4. Teaching Staff

Analysis

2.4.1. The study programme "Medicine" is implemented by the academic staff of 31 members, out of which there are five (5) members of faculty with Doctoral degree in sciences, thirteen (13) possess the Master's degree in relevant fields, as well as the members having the higher professional education and a doctor's degree, as well as the nurse's education and extensive work experience in the field of medicine. The Curriculum vitae documentation has revealed that academic staff have language proficiency in more than one language (See Study programme "Medicine" SAR and Annex 12_CV_ENG.pdf). It should be mentioned that most of the Academic staff possess knowledge of English at different levels, including B1, B2 and C1 levels. This is important as all the up to date scientific and clinical material is published in English language, which provides the possibility of providing the students with handouts and extracts of the modern material, as a result enables the achievement of learning outcomes of the programme.

2.4.2. The Study programme "Medicine" SAR states and underlines the stability of the academic staff composition in the period of past ten (10) years. It is mentioned that the majority has collaborated with the college for 10 or more years, as well as the 12 of them who were elected, including one assistant professor, two assistants and 9 lecturers. Including the stability of the academic staff, it should be mentioned that there is a gradual refreshment, e.g. one new lecturer was admitted during the last year (See Study programme "Medicine" SAR). The aforementioned gradual refreshment of the academic staff ensures the smooth implementation of the study programme.

2.4.3. N/A

2.4.4. The Academic staff is engaged in scientific activities through participation in scientific conferences or publication of articles, although it should be mentioned that more publications can be provided in the field of medicine, which represents the field of improvement. Here it should be noted that the recommendations provided to the study field during the previous evaluation period includes the similar topics, which are in the ongoing process of the implementation.

2.4.5. The study programme "Medicine" is implemented by highly qualified and diverse (from the perspective of the background experience) academic staff, professional in both their fields of experience, as well as the educational aspects. (See Study programme "Medicine" SAR and Annex 12_CV_ENG.pdf). The Academic staff respects and foresees the diversity of the student body and promotes the flexible approach in the study process. The syllabi contain a diversity of teaching and evaluation methods. The Academic staff provides extra consultations to students in case of need (See Study programme "Medicine" SAR). It is important to mention that during the onsite visit the faculty members expressed the understanding and implementation of the teaching methodology relevant to the aims and learning outcomes of the courses, although it should be noted that there was some lack of synergistic approach (cooperation and peer-review), which can be the obstacle for the elimination of the overlappings of the content and the connection of the learning outcomes and aims of the courses to the aims and learning outcomes of the Study programme "Medicine". It would be useful to establish the peer-review regulation on a regular basis.

Conclusions on this set of criteria, by indicating strengths and weaknesses

The study programme "Medicine" is implemented by the qualified academic staff with at least one foreign language knowledge, the scientific experience. Although here it should be mentioned that more publications should be done in the study field. The academic staff represents diverse experience backgrounds.

It should be noted that students have an opportunity of having extra consultations with each representative of academic staff.

Strengths:

1. The diversity of Academic staff from the perspective of different experience backgrounds.
2. The extra consultations for the students.

Weaknesses:

1. The lack of the peer-review process among academic staff.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

The Academic staff and visiting lecturers are highly qualified in the relevant fields and educational aspects.

2.5. Assessment of the Compliance

Requirements

- 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Partially compliant

Study programme mostly complies with the professional Higher Education standard regulated by Cabinet of Ministers No. 141. Total amount of CP in Study programme 120 CP length of implementation 3 years, CP are divided as follows: 24 CP allocated to overall educational study courses, 66 CP allocated to specific field study courses, internship 22 CP and 8 CP for qualification work. Standard also indicates that evaluation of students has to be held in a 10 mark system, some study course descriptions (Introduction into speciality and professional ethics; Basic principles in pedagogy; indicate that maximum grade than can be obtained in seminars is 9, which cast doubt on evaluation of other study courses as well). This issue has to be resolved, college has to indicate criteria how students can obtain mark 10. Annex: 22.pielikums_AP.

- 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

Study programme complies with a valid profession standard which can be found here : <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0262.pdf> . Standard for physician assistant was approved on 14th of September 2011. Each competence in standard has been coupled with appropriate study courses. See annex: 23.pielikums_Atbilstiba_profesijas_standartam_ĀP.

- 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Partially compliant

Study course descriptions are prepared in Latvian and English languages. Study course descriptions can be improved, for example, knowledge, skills and competencies defined in each study course can be optimised, made shorter, otherwise they seem filled with too detailed information. Study course description is mainly made for students to provide basic information about study courses. At the same time none of the study course descriptions contain information about the study course calendar plan (in which semester it will be implemented, for how long period), personnel that are involved in implementation of the study course, only the responsible person (the creator is indicated). At some study courses mandatory literature can be updated, it is dated 20 years back. Evaluation of students has to be held in 10 mark system, some study course descriptions (Introduction into speciality and professional ethics; Basic principles in pedagogy); indicate that maximum grade than can be obtained in seminars is 9, this issue has to be resolved since students have the rights to acquire mark 10 in any given task. Annex: 25.pielikums. Studiju kursa apraksts Ārstniecība LV.

- 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Diploma issued corresponds to Cabinet of ministers No. 202. Annex: Annex 5 Diploma_pielikums ĀP.

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

Not applicable.

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

Not applicable.

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

Not applicable.

- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

College director provided confirmation about Latvian language proficiency of academic staff members involved in study process. Annex : 13.pielikums_Apliecinājums_par_latviešu_valodu.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

Not applicable.

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

College has provided a study agreement that corresponds to the requirements set in Cabinet of Ministers No. 70. Annex : 9.pielikums.

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

DU DMC has provided an agreement with Riga 1st Medical College of the University of Latvia, that in case the study programme is terminated, that students will be provided with opportunity to continue studies in the other college. Annex: 3_COOPERATION AGREEMENT.

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The college has provided proof that students are guaranteed to get compensation if the study programme is not accredited or the programme's licence is revoked. Annex: Apliecinājums.pdf.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

Not applicable.

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Fully compliant

Study programme corresponds to the requirements set in Cabinet of Ministers No. 268. Annex : Programmas atbilstība AP.

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Partially compliant

Study course descriptions can be optimized to include all basic information about the study course, as well as some study courses indicates that maximum grade achievable is 9 which does not correspond to education standard. All other criteria are covered.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Study programme "Medicine" meets the requirements of the study field and normative regulations, is justified by high demand of qualified workforce and evergrowing number of students, as well as after graduation employment success rates.

The study programme "Medicine" content corresponds to the goals of the programme and ensures the achievement of study results, the content meets the needs of the labour market and the industry. It should be noted that practices are organised in various inpatient, emergency medical help centres and GP practices. Qualification works are practical and practically applicable in the research environments and organisations. The study programme "Medicine" practical implementation is reinforced by the diversity of simulation centres and offices. The students are provided with internships at the Daugavpils Hospital, which gives them the opportunity to acquire real-life practical experience. The study process contains the extra consultations provided by the academic staff, where students can acquire more explanation on the issue of interest.

Despite the aforementioned it should be noted that there is the lack of continuous involvement to programme development from different parties, as well as the lack of the handouts/readers of the

extracts from the foreign mandatory literature. The lack of the peer-review process among academic staff was mentioned during the onsite visit.

Identified strengths:

1. Highly demanded profession
2. Compliance with normative regulations
3. Appropriate employment rate for graduates

Identified weaknesses:

1. Unreasonably excessive number of study outcomes

Evaluation of the study programme "Medicine"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Medicine"

Short-term recommendations

1. The preparation of the handouts/readers of the extracts from the foreign mandatory literature indicated in the syllabi by academic staff.

2. Revise all study course descriptions, and add information on how students could obtain a maximum mark 10 in any type of knowledge test (seminar, colloquium etc.).

Long-term recommendations

1. The College should update its patient transfer equipment to electricity powered mechanical devices to ensure the latest standards in teaching safe patient transfer in hospital settings.

2. The improvement of continuous involvement of the different parties, particularly stakeholders and alumni, in the programme development.

3. Implementation of the peer-reviewing practice (e.g. through SWOT analysis, including the basic steps: Review of course materials, Preobservation consultations, Teaching observation, Post Observation consultation and feedback and etc.) to promote the program development, vertical/horizontal integration, as well as elimination of unnecessary material overlap.

4. Study course descriptions have to be optimized, made shorter in accordance to 3rd point in 2.5. Section.

5. Number of study programme outcomes should be limited to no more than 9 most essential.

6. In case, if new professional standard for study programmes "Medicine" will be approved, DU DMC have to review the compliance of the study programme with the professional standard and, if necessary, to specify it.

7. The college would need to review the formulation of study results as well as review and arrange descriptions of study courses.

II - "Aesthetic Cosmetology" ASSESSMENT

II - "Aesthetic Cosmetology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. Study programme "Aesthetic Cosmetology" (see study programme "Aesthetic Cosmetology" parameters) (41722) meets the requirements of the study field "Health care" (see study field SAR, section 2.1.1.). The study programme aims and objectives complies with study field aims (1. to provide the first-level higher education in the field of health care and beauty care; 2. to prepare professional specialists who are able to satisfy public needs in health care and beauty care; 3. to promote professional growth and provide possibilities to gain the second-level professional higher education;). Study programme clearly matches the description of the healthcare field and is organised to promote development of professionals competent in health care procedures (see study programme "Aesthetic Cosmetology" Annex 26EK, Annex 23EK and Annex_Compliance of the programme). The study course descriptions (see Annex 25_EK) fits the study field of healthcare.

It is important to emphasise the fact that study programme outcomes (results) are being defined by mixing up knowledge (e.g. "anatomical structure and physiological functioning of the human body") and skills (e.g. "performance of cosmetic procedures and manipulations of the skin and body of the face"), but competences are not defined (see study programme "Aesthetic Cosmetology" parameters).

To improve the description of study programme outcomes by using competencies instead of knowledge and skills, the College have more than one option - either compile the competences defined in the existing (in the foreseeable future - updated profession standard) profession standard of beauty care specialist in cosmetology, or define the the competences based on the definition of the concept of competence available in VISC produced methodology (PROFESIJU STANDARTU/ PROFESIONĀLĀS KVALIFIKĀCIJAS PRASĪBU IZSTRĀDES METODIKA 2. redakcija; <https://www.visc.gov.lv/lv/media/2062/download>), that states that competence is "demonstrable ability to purposefully use knowledge, skills, personal, social and/or methodological capacity in working and learning situations, professional and personal development. The competence according to the European Qualifications Framework shall be described in terms of responsibility and autonomy".

As an example one could state that the competence of beauty specialists in cosmetology is ability to perform qualitative cosmetic treatment of the skin of the face and body, that is based on sound decision-making and comprehensive diagnostics.

In the end, a study programme should have no more than 10 most essential and comprehensive study outcomes.

Additional information about study programme results can be gained from "KENNEDY, D. 2006. Writing and using learning outcomes: a practical guide, Cork, University College", available in Latvian:

https://www.aika.lv/wp-content/uploads/2020/05/Studiju-rezult%C4%81tu-formul%C4%93%C5%A1ana-un-izmanto%C5%A1ana_praktisk%C4%81-rokasgr%C4%81mata.pdf

2.1.2. The title (Aesthetic Cosmetology), code (41722), and professional qualification to be obtained (Beauty care specialist in cosmetology) (see study programme "Aesthetic Cosmetology" SAR section 3.1.1. and study programme "Aesthetic Cosmetology" parameters) are interrelated with the study programme aims, objectives, learning outcomes.

There are 3 options for enrollment in this study programme - two full time studies (2 and 3 years long, (80 Cp and 120 CP, respectively) and one part time studies (2,5 years long). The admission requirements (see study programme "Aesthetic Cosmetology" parameters) for all three options are

reasonable - for study programme versions with fewer CP (80 CP - 2 year full time and 2.5 part time studies) applicants must have at least 1st level higher education diploma in the field of healthcare, to cover the basic knowledge in healthcare not provided during study process in these study programme variations. Applicants for a full study programme (3 years full time, 120 CP) must have at least a secondary education diploma. Additional confirmation was gained after an expert team requested information about the Diploma and Diploma supplement (see Annex 3 Diploma_pielikums).

One significant issue arises from comparing the content of the different documents. First of all, there are differences in the lists of Industry training courses between study programme variants of 120 CP and 80 CP provided in the Relevance of the study programme description (see Annex 22 (EK)) - while students of 120 CP study programme are taught various healthcare related study courses (from anatomy to toxicology), that resembles the content of the Nursing study programme, that could be justified by need to comply with the study field, it is not clear why do they lack the industry specific study courses provided to shorter study programme variations (full time and part time 80 CP variants), like basic facial or body procedures, make-up etc. Following only this document can lead to negative judgement of study programme relevance to the qualification to obtain.

At the same time, the study courses mentioned in the Relevance of the study programme description (see Annex 22 (EK)) can not be found in the document describing compliance of the study programme to the profession standard (see Annex 26 EK) - e.g. study courses "Neurology", "General propaedeutics", "Emergency electrocardiology" etc can not be found in the Annex 26 EK. At the same time some study courses mentioned in the Annex 26 EK, like "Basics of Dermatovenerology", "Ayurvedic foundations", "Taping" etc can not be found in Annex 22 (EK). In addition to this, not all descriptions of the study courses mentioned in Annex 26 EK are available (see Annex 25 EK), e.g. description of study courses "Ayurvedic foundations" and "Taping", and not all study courses mentioned in Annex 22 (EK) have their own separate course description available (see Annex 25 EK), e.g. there is a lack of study course descriptions for "Toxicology", "Psychiatry", "Basics of transfusiology" etc (see Annex 25 EK). Some study course titles do not match between different documents, e.g. "SPA and exclusive massage equipment" (see Annex 22 (EK)) and "SPA and exusative massage techniques" (see Annex 25 EK). In conclusion, there is a lack of unified content in various documents describing the study programme content of the Study programme "Aesthetic Cosmetology". This inconsistency casts doubts over compliance of the study programme content to professional qualification to be obtained (Beauty care specialist in cosmetology), especially in the case of 120 CP study programme variant.

The duration and scope of the study programme meets the requirements of Law of Higher Education institutions. Implementation language (Latvian) is justified by local workforce demands.

2.1.3. According to the Study programme SAR, no changes have been made in study programme parameters so far and experts are also taking into account that the study programme is new so it is difficult to implement changes. (see study programme "Aesthetic Cosmetology" SAR section 3.1.1.).

2.1.4. The existence of the study programme is justified by high demand for qualified medical personnel in beauty business in Latvia and locally - in Latgale region (this statement is made according to the opinions expressed by College partners from SPA and beauty care industry during the onsite visit - no official statistics on this issue is available. According to these partners, the recent COVID-19 pandemic related government issued restrictions on the beauty industry that severely limited the work of non-healthcare experts, has given additional motivation to these people to gain health care diploma.), as well on the Concept of higher education and development of higher education institutions of Latvia for 2013-2020 (see study programme "Aesthetic Cosmetology" SAR section 3.1.2.) and the education availability issues in Latgale region (see study programme "Aesthetic Cosmetology" SAR section 3.1.3.).

The data on student matriculation is provided (see study programme "Aesthetic Cosmetology" SAR section 3.1.4. and Annex 21). No data on dropouts are reported. So far the study programme has no graduates, consequently no data on employment of graduates could be provided.

2.1.5. Not applicable - study programme is not implemented on a joint cooperation basis.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Study programme "Aesthetic Cosmetology" meets the requirements of the study field and normative regulations, is justified by demand of a qualified workforce and opportunity to provide learning the profession locally - in the Latgale region, at the same time there are some technical shortcomings related to the description of the study outcomes and description of the study courses.

Identified strengths:

1. Compliance with normative regulations
2. Adjustment of professional education to changing needs of the society

Identified weaknesses:

1. Absence of competences as the study programme outcomes
2. Inconsistency between different documents describing content of the study programme (differences between list of study courses and study course descriptions), casting doubt on compliance of the study programme to the qualification to be obtained.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The aim of the study programme "Aesthetic Cosmetology" (41722) is to provide students with the opportunity to study in the System of the National Higher Education Qualifications Framework in the 1st level professional higher education study programme "Aesthetic Cosmetology". After obtaining secondary education, as a result of applied professional studies, acquire the qualification of the first cycle analogous to the European Higher Education Area framework (3 years -120 KP / 180 ECTS) or, after obtaining a 1st level professional higher (or higher) medical education, to acquire a short cycle study qualification analogous to the European Framework (2 years -80 KP/ 120 ECTS) in order to become a 5th qualification level for beauty care professionals in cosmetology that meets the requirements of European labour markets. The 3-year (full-time studies) (120 CP / 180 ECTS) study programme fulfils the requirements of a standard study programme and its credit distribution is as follows: 24 CP for general subjects, 66 CP for specific subjects, 22 CP for practical training and 8 CP for the qualification paper. The 2-year (full-time studies) and 2 year and 6 month (part-time studies) (80 CP / 120 ECTS) study programme fulfils the requirements of a standard study programme and its credit distribution is as follows: 20 CP for general subjects, 36 CP for specific subjects, 16 CP for practical training and 8 CP for the qualification paper. In any study programme, 30-50% of the subjects will be implemented in practice. 30-50% of the subjects in the study programme will be put into practice in any type of study (see Annex 22).

The development of the study programme "Aesthetic Cosmetology" is ensured by the conformity of the study content with the requirements of the labour market, the choice and variety of forms and methods of study work, placing emphasis on the development of knowledge, skills and competences necessary for beauty professionals in cosmetology, as well as allocating a greater proportion to the development of professional and personal development skills and targeted work of students. The study programme is included in the study field "Health Care". The study courses of the programme are designed to achieve the study results specified in the study programme, which correspond to the knowledge, skills and competences of the 5th level of the European Qualification Framework laid

down in the Classification of Education of Latvia.

SAR indicates that, in order to improve and update the study subjects, experts in the field are invited to DU DMK to ensure that the content of the study subject is developed in line with current trends in the field, the labour market and scientific developments. During the visit meetings with students, lecturers, programme directors, students and lecturers said that various seminars and guest lectures are organised for students, with the participation of other professionals in the field, as well as cosmetics and cosmetology traders and manufacturers, so that students are kept up to date with the latest developments in the field and with the latest scientific trends development trends. The visit found that academic staff, as well as students and employers, have been involved to some extent in the programme development process. Periodic student surveys are carried out to assess and express their views and opinions on how to improve the programme. However, it was noted that the lecturers (in the subject area) currently running the programme were not involved in the development of the programme or in the preparation of their own course descriptions (Annex 25 and Annex 24).

It should be noted that once the new professional standard is adopted, the study programme and its compliance with the new professional standard must be reviewed (See Annex 26).

2.2.2 NA

2.2.3. The organisation of the study process of the study programme "Aesthetic Cosmetology" (both full-time and part-time), as presented in SAR, takes into account the principles of student-centred learning and teaching and uses a variety of didactic and interactive methods – lectures (mostly with PowerPoint presentations), seminar classes, practical classes, group training, demonstrations, discussions, situational task modelling. Different methods encourage the material to be learned by understanding rather than "hammering" – for example, crossword puzzles, creative papers, situational tasks. Thus, students are encouraged to think creatively, analyse the obtained information, compare with previous experience and practice, develop critical thinking and a model of action. Students and faculty are actively using Moodle and Mykoob systems. The procedure for evaluation is determined by the regulation of the DU agency "Daugavpils University Daugavpils Medical College" on the procedures for study examinations. The basic principles of evaluation are determined by the Cabinet of Ministers Regulation No. 141 of 20 March 2001 "Regulations regarding the State Standard of First Level Professional Higher Education" and the methodological guidelines for the evaluation of the DU agency "Daugavpils University Daugavpils Medical College". Forms of organisation of student work (both full-time and part-time) and control of results in study courses: oral and written exams, tests, essays, project works, description of internship. At the end of studies – development of qualification paper, qualification examination.

2.2.4. In the implementation of the first level professional higher education programme "Aesthetic Cosmetology", practice as one of the most important components of professional study programmes is of great importance. The study programme "Aesthetic Cosmetology" includes two internships: "Introductory specialty internship" (3 year studies 10 CP / 15 ECTS; 2 year studies full time 4 CP / 6 ECTS) and "Qualifying internship" (12 CP / 18 ECTS, the same for all forms of study). Students of the DU DMK study programme "Aesthetic Cosmetology" are offered internships in beauty salons, private practices and medical institutions of the region (SAR provides 5 agreements). Taking into account the lack of large companies in the beauty industry in Latgale, DU DMK has set up a Healthcare and Beauty Centre for student internships. It is expected that the Aesthetic Cosmetology study programme internships will be successfully implemented at the international level through the ERASMUS + project and the College's cooperation agreements.

Internships at the College are implemented in accordance with the study "Practice Regulations", internship programs and methodological guidelines. It defines the objectives of the internship, the conduct of the internship, the monitoring of the practice and the evaluation criteria. The content, organisation and conduct of the practice are systematically analysed and improved, the content of the practice is monitored in compliance with the relevant occupational standard. Communication

between the internship supervisor, student and DU DMC is provided by an educational methodologist - a person delegated by DU DMC who supervises the course of a quality practice at any place of practice.

The tasks of the internship in the study programme "Aesthetic Cosmetology" are clearly formulated. During the internship, the student fills out the internship diary. The assessment of the student's activities is provided by the manager of each practice by making entries on the individual student's internship assessment page, to which the evaluation criteria in the internship diary are mandatory. At the end of the internship, the student writes a self-assessment of the internship for each section of the internship.

2.2.5 NA

2.2.6. According to DU DMC requirements, all qualification papers must be applied and practical in the environments and organisations studied. Enrolment of students in the first level professional higher education programme "Aesthetic Cosmetology" started in 2021. At the moment, students have not yet chosen the topics of the final theses. Students will be encouraged to choose the topics of the final theses according to current events in the field and labour market, linking the acquired knowledge, skills, and competencies with current events in the field.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Study programme "Aesthetic Cosmetology" complies with national legislation. The content of the study programme is sufficiently relevant, the content of the study modules is sufficiently interlinked and complementary, and it is in line with the needs of the industry, the labour market and scientific trends. The methods of delivery of the studies contribute to the achievement of the objectives and learning outcomes of the subjects and the study programme. The practice of the study programme 'Aesthetic cosmetology' meets the requirements of the regulatory legislation. The DU DMC provides internship opportunities for students. The practice tasks are related to the learning outcomes to be achieved.

Strengths:

1. The content of the study programme in Aesthetic Cosmetology leads to the achievement of the objectives set out in the professional standard at the level of knowledge skills and competences.
2. DU DMC established a Health Care and Beauty Centre for the provision of student internships.

Weaknesses:

1. No significant shortcomings identified

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Not relevant

N/A

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. It is noted that the SAR of the Aesthetic Cosmetology study programme contains a list of equipment and materials, but it does not indicate the number of workstations in the classrooms for practical skills training and the exact number of equipment. During the visit, the classrooms where Aesthetic Cosmetology students learn practical skills were demonstrated, for e.g. in the classrooms

there are 6 workstations each for facials and body treatments, make-up and manicures. During the meeting, both students and lecturers said that there are enough workstations, tools and equipment to achieve the objectives of the study programme. Upon request, a list of the equipment and the number of units for each was provided by DU DMC.

It was noted in the course descriptions (Annex 25) that the basic professional aesthetic cosmetology literature is in English, Russian and not at all in Latvian, which can be an obstacle for the comprehension of the material. It was asked to specify how many items and what kind of Aesthetic Cosmetology professional literature is available in the library of DU DMC. The exact number (the number of books per title in units) of professional literature was not given, but was provided a list of literature acquired over 3 years by DU DMC and also a letter confirming that students of the College have access to the resources of the DU library. During the visit, lecturers said that there are enough professional literature sources to prepare for lectures. On the other hand, students said that lecturers provide them with the information and lecture material they need. However it is advisable that the lecturers prepare textbooks in Latvian for the professional subjects of Aesthetic Cosmetology.

2.3.3. The DU DMC has launched a paid study programme "Aesthetic Cosmetology" from 1 February 2021. Fee for full-time studies (2 or 3 years): EUR 2000 per year. In 2021, this programme generated €32612 in 10 months. The SAR states that the financial resources are used in accordance with the priorities and needs identified by the College and in accordance with the procedures laid down by law and regulations. The material base is sufficiently equipped to fulfil the study outcomes of the Aesthetic Cosmetology programme. The SAR also states that the professional qualifications of the academic staff is systematically improved.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The material and technical equipment and financial resources of the study programme "Aesthetic Cosmetology" are sufficient and in line with the specific features and conditions of the study programme implementation, indicating the possibility to ensure a quality study process. The only point to note is the availability of professional literature in the library in a foreign language.

Strengths:

1. Well equipped training facilities.

Weaknesses:

1. There is a lack of basic Aesthetic Cosmetology professional literature in Latvian.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

The College provides the necessary resources for the implementation of the study programme "Aesthetic Cosmetology". A budget for the implementation of the study programme is provided. Library resources need to be further improved, however in general this doesn't affect the general requirements assessment, yet, for further improvement this issue should be addressed.

2.4. Teaching Staff

Analysis

2.4.1. SAR shows that 26 lecturers are involved in the implementation of the first cycle professional higher education programme "Aesthetic Cosmetology" and states that the qualifications of the academic staff involved in the implementation of the study programme are in line with the fulfilment of the College's goals and objectives in terms of achieving the study programme's goals and learning outcomes (see SAR 3.4.1.) Out of 26 lecturers of the Aesthetic Cosmetology study programme, 1 lecturer holds a Doctor of Law degree, 2 lecturers are candidates for the degree of Doctor of Science, 2 lecturers are studying at the doctoral level. 3 teachers have a Master's degree in Natural Sciences, 4 have a Master's degree in Health Sciences, 1 has a Master's degree in Public Administration, 4 have a Master's degree in Pedagogy, 1 has a Master's degree in Psychology, 1 has a Master's degree in Occupational Health, 1 has a Master's degree in Personnel Management, 1 has a Master's degree in Economics, 1 has a Master's degree in Pharmacy. 1 teacher is studying at the University of Latvia in the Master's degree programme in Health Care, 1 in the Bachelor's degree programme in Nursing at the University of Daugavpils.

Analysis of CVs (Annex 12) of academic staff it has been noted that the Aesthetic Cosmetology study programme is taught by lecturers who have extensive experience in the field of the subjects they teach, for example: the subjects "Organisation, Establishment, Management and Financial Accounting of Cosmetology Enterprises", "Basic Facial Procedures", "Fundamentals and Types of Waxing Techniques", "Electro Procedures in Aesthetic Medicine", "Facial Massages", and "Modern Invasive Procedures in Cosmetology" are all taught by a lecturer who has more than 6 years of experience as a cosmetology specialist (educated: Master's degree in Pedagogy, physician's assistant, podologist); "Basics and types of manicure and pedicure" is taught by a lecturer with more than 10 years of experience in the field of cosmetology (Master's degree in Pedagogy, physician's assistant, podologist); "Basics of Internal Diseases" is taught by a lecturer with more than 20 years of experience in the field of internal medicine nursing (Master's degree in Health Sciences, Nurse). However, it was also noted that some subjects are taught by lecturers with insufficient experience (e.g. "Spa and exclusive massage techniques", "Introduction to aesthetic surgery", "Basic body treatments", "Modern aspects of eyelash and eyebrow aesthetic care"). Another observation would be that, for example, "Diseases and cosmetic deficiencies of the skin and its derivatives", "Basics of Dermatovenerology" are taught by a nurse with 6 years of practical work experience, but with no experience in beauty care in cosmetology. It is recommended that subjects such as "Diseases and cosmetic deficiencies of the skin and its derivatives", "Basics of Dermatovenerology", "Introduction to Aesthetic Surgery" should be taught by a Dermatovenerologist in collaboration with a beauty care specialist in cosmetology. It was observed that most of the lectures in the profession (with a background in beauty services) do not have a Master's Degree in Healthcare Studies, which raises the question of conducting research in the field of the subjects taught or the field of cosmetology, and/or the supervision of students' final theses.

The experts noted that important subjects such as "Basics of Dermatovenerology" and "Diseases and cosmetic deficiencies of the skin and its derivatives" are taught to cosmetologists by a lecturer with extensive experience as a nurse (more than 6 years), but no experience in cosmetology. Therefore, in order to improve the quality of the studies, it is recommended that these subjects should be taught by a dermatovenerologist and, if by a nurse or other specialist, by a person with extensive practical experience in cosmetology.

2.4.2. 26 lecturers are involved in the College's newest programme, Aesthetic Cosmetology. The programme is gradually attracting new specialists from all over Latvia (see SAR 3.4.2, p.142). They have a professional higher education and are certified specialists in a specific field of beauty care with work experience in beauty services, e.g. manicures, facials, massages, etc. They provide professional and work-experienced knowledge to students. However, it should be noted that some

subjects (e.g. "Diseases and cosmetic deficiencies of the skin and its derivatives", Basics of Dermatovenerology", "Introduction to aesthetic surgery") should be taught by specialists with experience in the field. The content of these subjects ("Diseases and cosmetic deficiencies of the skin and its derivatives", Basics of Dermatovenerology" and 'Introduction to Aesthetic Surgery') is of great importance to the cosmetologist's practice and includes aspects of skin assessment, which is one of the essential elements of the cosmetologist's practice, forming a basis for further action in the formulation of plans for the care of the client's skin and its derivatives and for cooperation with other health professionals. Therefore, in order to ensure the quality of the curriculum, these subjects must be taught by specialists in the relevant field.

When analysing the Aesthetic Cosmetology course descriptions (Annex 25) and the study plans (Annex 24), it was observed that different lecturers are responsible for the courses. For example, Annex 24 shows that the lecturers responsible for the content of 'Basic Facial Procedures' and 'Basic Body Procedures' are the same, while Annex 25 shows different lecturers responsible for the same content. The same can be observed for other Professional study courses in the field modules (Cosmetology basic module, Facial and body aesthetic module, etc.). The meeting with the study programme lecturers also revealed that the lecturers are not involved in the development of the Aesthetic Cosmetology study programme and the content of the study subjects. This shows that lecturers were not involved in the development of the curriculum or the updating of course descriptions.

2.4.3. N/A

2.4.4. Although there are academic staff in the Aesthetic Cosmetology studies programme who are engaged in scientific activities through participation in scientific conferences or publication of articles, there are no published articles or reports in the field of Aesthetic Cosmetology (Annexes 14, 15).

2.4.5. The lecturers of the DU DMC study programme "Aesthetic Cosmetology" interact in the implementation of the programme, thus ensuring both joint analysis of information, updating of study subjects, conducting of joint practical sessions and other activities to promote interconnection of study subjects. The DU DMC organises regular meetings of the lecturers as well as monitoring of the lecturers' work in order to clarify the possibilities of mismatch of contents during the implementation of the courses (see SAR 3.4.5.). However, there are no examples of cooperation between lecturers in the formulation of the learning outcomes of individual subjects in order to ensure that there is no duplication of learning outcomes, or to ensure a logical sequence of learning outcomes for individual subjects. Or examples of faculty collaboration in the development of interdisciplinary assignments or similar evidence of collaboration.

Ratio of the number of students and teaching staff within the framework of the study programme "Aesthetic Cosmetology" (at the time of submitting the self-assessment report): There are 8 students studying in the EC1(3) group and 9 lecturers in the programme provision. There are 11 students in the EC2(3) group and 10 lecturers in the programme provision. There are 8 students studying in the EC2(2) group and 8 lecturers are in the programme provision. (see SAR 3.4.5.)

Conclusions on this set of criteria, by indicating strengths and weaknesses

Although the qualifications of the lecturers involved in the implementation of the study programme enable the objectives and learning outcomes of the study programme and the relevant subjects to be achieved. However, it is important to note that from the CVs of the academic staff, it can be seen that some lecturers do not have sufficient competences in the subject they teach (e.g. "Diseases and cosmetic deficiencies of the skin and its derivatives", Basics of Dermatovenerology", "Introduction

to aesthetic surgery”). Also it should be noted that most of the lecturers in the specialty do not pursue a Master's degree in the Healthcare field. This raises the question of their involvement in research activities or supervision of students' final theses. DU DMC takes targeted measures to ensure that changes in the composition of lecturers do not have a negative impact on the quality of study programme implementation and the compliance of the study programme with the requirements laid down in the regulatory enactments. It is noted that the faculty could be more involved in the development of the study programme and in mutual cooperation.

Strengths:

1. It has a sufficient number of lecturers working in the beauty service sector who teach specialised subjects and develop students' various professional skills.
2. During the year, the DU DMC conducts regular management meetings with academic staff, providing feedback on the achievement of individual goals and the achievement of the College's target goals.

Weaknesses:

1. Lack of continuous involvement in programme development from lecturers.
2. Lack of cooperation between academic staff in the process of curriculum development.
3. The competences (education, practical experience in the subject area) of some academic staff are not sufficient enough for the teaching of the subjects (e.g. “Diseases and cosmetic deficiencies of the skin and its derivatives”, Basics of Dermatovenerology” and 'Introduction to Aesthetic Surgery') .

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Partially compliant

Although the academic staff and guest lecturers in the Aesthetic Cosmetology study programme are highly qualified specialists in their respective fields, it should be noted that some subjects (e.g., “Diseases and cosmetic deficiencies of the skin and its derivatives”, Basics of Dermatovenerology” , and "Introduction to Aesthetic Surgery") are taught by lecturers who are not qualified in the relevant fields. Also it has been observed that the majority of the Master's degrees held by the Aesthetic Cosmetology lecturers (who develop professional skills) are not in the field of health care studies. There is reasonable doubt of conducting research in the field of the subjects taught, and the supervision of students' final theses.

2.5. Assessment of the Compliance

Requirements

- 1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Partially compliant

Study programme mostly complies with the professional Higher Education standard regulated by Cabinet of Ministers No. 141. Total amount of CP in Study programme 120 CP length of implementation 3 years, CP are divided as follows: 24 CP allocated to overall educational study

courses, 66 CP allocated to specific field study courses, internship 22 CP and 8 CP for qualification work. Standard also indicates that evaluation of students has to be held in a 10 mark system, study course description (Basics of pedagogy) indicate that maximum grade than can be obtained in seminars is 9, which casts doubt on evaluation of other study courses as well). This issue has to be resolved, college has to indicate criteria how students can obtain mark 10. Annex: 22.pielikums latviešu EK.

- 2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

Study programme complies with a valid profession standard which can be found here : <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0203.pdf> . Beauty care specialist in cosmetology standard has been approved on 18th of August 2010. Each competence in standard has been coupled with appropriate study courses. College has indicated that the new version of standard is undergoing an approval process and when the new version will be approved college will implement changes in programme accordingly. Annex: 23.pielikums_Atbilstiba_profesijas_standartam_EK.

- 3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Partially compliant

Study course descriptions are prepared in Latvian and English languages. Study course descriptions can be improved, for example, knowledge, skills and competencies defined in each study course can be optimised, made shorter, otherwise they seem filled with too detailed information. Study course description is mainly made for students to provide basic information about study courses. At the same time none of the study course descriptions contain information about the study course calendar plan (in which semester it will be implemented, for how long period), personnel that are involved in implementation of the study course, only the responsible person (the creator is indicated). At some study courses mandatory literature can be updated, it is dated 20 years back. Evaluation of students has to be held in a 10 mark system, study course description (Basic principles in pedagogy) indicate that maximum grade than can be obtained in seminars is 9, this issue has to be resolved since students have the rights to acquire mark 10 in any given task. Annex: 25. pielikums. Annex: Annex 25_EK.

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Diploma issued corresponds to Cabinet of ministers No. 202. Annex 3 Diploma_pielikums EK.

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

Not applicable.

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

Not applicable.

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

Not applicable.

- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

College director provided confirmation about Latvian language proficiency of academic staff members involved in the study process. Annex : 13.pielikums_Apliecinājums_par_latviešu_valodu.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

Not applicable.

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

College has provided a study agreement that corresponds to the requirements set in Cabinet of Ministers No. 70. Annex : 9.pielikums.

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

DU DMC has provided an agreement that guarantees opportunities for students to continue their education in the first level professional higher education programme "Aesthetic Cosmetology" at the P. Stradins Medical College of the University of Latvia. Annex: 5_Aesthetic cosmetology.

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The college has provided proof that students are guaranteed to get compensation if the study programme is not accredited or the programme's licence is revoked. Annex: Apliecinājums.pdf.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

Not applicable.

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Fully compliant

Study programme corresponds to the requirements set in Cabinet of Ministers No. 268. Annex : Pielikums_programmas_atbilstība.

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Partially compliant

Study course descriptions can be optimised to include all basic information about the study course, as well as some study courses indicating that maximum grade achievable is 9 which do not correspond to education standards. All other criteria is fulfilled.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

The content of the study programme "Aesthetic Cosmetology" is in line with the objectives of the programme and ensures the achievement of the study results, the content is in line with the needs of the labour market and industry. It should be noted that internships are organised in beauty salons, private practices and medical institutions in the region, as well as in the Health and Beauty Centre established by the DU DMK for student internships. The practical implementation of the Aesthetic cosmetology programme is enhanced by the practical skills training classrooms equipped with appropriate real-life practice conditions. During the study process, seminars and meetings with the beauty industry are organised to keep students up-to-date with market innovations, as well as additional consultations with the academic staff, during which students can obtain further clarification on issues of interest. However, to the above, the following needs to be added: there is a lack of continuous involvement of different parties in the development of the programme, as well as a lack of handouts/excerpts from foreign required reading materials. It would also be advisable to involve specialists in the relevant fields in the teaching of some subjects ('Diseases and cosmetic deficiencies of the skin and its derivatives', 'Basics of Dermatovenerology', 'Introduction to aesthetic surgery').

Identified strengths:

- 1.The content of the study programme "Aesthetic Cosmetology" is in line with the objectives of the programme and ensures the achievement of the study results, the content is in line with the needs of the labour market and industry.
2. Internships are organised in beauty salons, private practices and medical institutions in the region, as well as in the Health and Beauty Centre established by the DU DMK for student

internships.

3. The practical implementation of the Aesthetic cosmetology programme is enhanced by the practical skills training classrooms equipped with appropriate real-life practice conditions.

4. During the study process, seminars and meetings with the beauty industry are organised to keep students up-to-date with market innovations, as well as additional consultations with the academic staff, during which students can obtain further clarification on issues of interest.

Identified weaknesses:

1. There is a lack of continuous involvement of different parties in the development of the programme, as well as a lack of handouts/excerpts from foreign required reading materials.

2. It would also be advisable to involve specialists in the relevant fields in the teaching of some subjects ('Diseases and cosmetic deficiencies of the skin and its derivatives', 'Basics of Dermatovenerology', 'Introduction to aesthetic surgery').

Evaluation of the study programme "Aesthetic Cosmetology"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Aesthetic Cosmetology"

Short-term recommendations

1. The College should improve the description of the study programme outcomes by framing them as competences

2. Revise all study course descriptions, and add information on how students could obtain a maximum mark 10 in any type of knowledge test (seminar, colloquium etc.).

3. Eliminate the inconsistency between different documents describing content of the study programme.

4. In order to improve the quality of Aesthetic cosmetology study programme implementation, it is recommended to attract appropriately qualified specialists to teach some subjects (e.g.; "Diseases and cosmetic deficiencies of the skin and its derivatives", Basics of Dermatovenerology", "Introduction to aesthetic surgery").

Long-term recommendations

1. As there is a lack of professional literature in the field of cosmetology in Latvian, the College could encourage lecturers to get involved in the publishing of Aesthetic Cosmetology textbooks for students in Latvian or provide students with learning material that passes editorial review.

2. Study course descriptions have to be optimized, made shorter in accordance to 3rd point in 2.5. Section.

3. In case, if new professional standard for study programmes "Aesthetic Cosmetology" will be approved, DU DMC have to review the compliance of the study programme with the professional standard and, if necessary, to specify it.

4. The college would need to review the formulation of study results as well as review and arrange descriptions of study courses.

II - "Medical massage" ASSESSMENT

II - "Medical massage" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. Study programme "Medical massage" (see study programme "Medical massage" parameters) (41722) meets the requirements of the study field "Healthcare" (see study field SAR, section 2.1.1.). The study programme aims and objectives complies with study field aims (1. to provide the first-level higher education in the field of health care and beauty care; 2. to prepare professional specialists who are able to satisfy public needs in health care and beauty care; 3. to promote professional growth and provide possibilities to gain the second-level professional higher education;). Study programme matches the description of the healthcare field and is organised to promote development of professionals competent in health care procedures (see study programme "Medical massage" Annex 22 AM, Annex 24_Massage).

It is important to emphasise the fact that a study programme has only four (4) outcomes (results) that could be interpreted as ones: "The prepared specialists, whose set of knowledge, skills and competences will correspond to the qualification "Masseur", will be competitive for the performance of the professional activity of the masseur. Graduates will be able to enter the labour market and complement healthcare human resources for sustainable development of the sector.". The rest of the information provided in section "Study results" does not match the definition of study outcome (see study programme "Medical massage" parameters) - it doesn't clearly describe the actual competence of a professional. As an example one could state that the competence of a massage therapist is ability to perform qualitative assessment of the patients health condition and to prepare the patient for the massage, considering contraindications for massage in each individual case.

Additional information about study programme results can be gained from "KENNEDY, D. 2006. Writing and using learning outcomes: a practical guide, Cork, University College", available in Latvian:

https://www.aika.lv/wp-content/uploads/2020/05/Studiju-rezult%C4%81tu-formul%C4%93%C5%A1ana-un-izmanto%C5%A1ana_praktisk%C4%81-rokasgr%C4%81mata.pdf

Study course descriptions are prepared in both Latvian and English languages, they cover almost all information except - indication about the study course calendar plan and personnel that are involved in implementation of the specific study course. Besides this study course descriptions are too detailed, they lose their purpose - to briefly inform students about study course organisation. There is very detailed information about study course aims, learning outcomes, but during the site visit none of students could comment on what learning outcomes they have achieved, how to evaluate which outcomes are achieved etc. This indicates that they most likely have not read these descriptions. College should optimise study course descriptions and make them shorter.

2.1.2. The title (Medical massage), code (41722), and professional qualification to be obtained (Massage therapist) (see study programme "Medical massage" SAR section 3.1.1. and study programme "Medical massage" parameters) are interrelated with the study programme aims ("The prepared specialists, whose set of knowledge, skills and competences will correspond to the qualification "Masseur", will be competitive for the performance of the professional activity of the masseur. Graduates will be able to enter the labour market and complement healthcare human resources for sustainable development of the sector."), objectives ("1. to ensure the acquisition of 1st level professional higher education in accordance with the Cabinet regulations regarding the State standard of first level vocational higher education; 2. prepare qualified masseurs capable of meeting public health needs; 3. to promote students' understanding of professional ethics as the norm of life activities in the status of national and human moral values; 4. to promote the

improvement of students' professional competences, which are in line with the requirements of the labour market and will promote competitiveness in the labour market; 5. to promote the possibility for students to prepare for the continuation of education in order to obtain a 2nd level higher vocational or academic education.”), (see study programme “Medical massage” parameters). Additional confirmation was gained after receiving an expert team requested information about Diploma and Diploma supplement (see Annex 4 Diploma_pielikums).

There are some contradictions.

The admission requirements are conflicting. The requirements described at Study programme parameter section: “Previously acquired 1st level higher professional education in the field of health care” does not match the ones described on graduates Diploma supplement: “Secondary education or secondary professional education” (see Annex 4 Diploma_pielikums) and ones provided at study programme “Medical massage” SAR: “Secondary education, CE in Latvian and foreign language” (see study programme “Medical massage” SAR section 3.1.2.). No justification is being provided for this discrepancy.

As has been mentioned previously in this analysis, study programme outcomes (see study programme “Medical massage” parameters and study programme “Medical massage” SAR section 3.1.2.) are of questionable quality.

The duration and scope of the study programme meets the requirements of Law of Higher education. Implementation language (Latvian) is justified by local workforce demands.

2.1.3. According to the Study programme SAR, no changes have been made in study programme parameters so far (see study programme “Medical massage” SAR section 3.1.1.). The changes made in study course content are justified (see Annex 19).

2.1.4. The existence of the study programme is justified by the lack of massage specialists with medical qualification in the Latgale region (no official statistic exist on this issue, this statement is based on onsite interviews with College`s partners from industry), by the education availability issues in the Latgale region, as well by positive feedback from employers of graduates (see study programme “Medical massage” SAR section 3.1.3.). No other strong justification has been provided. The data on student matriculation and exmatriculation is provided (see study programme “Medical massage” SAR section 3.1.4. and Annex 21_ĀM). As far as the particular study programme has been implemented only recently, no meaningful conclusions can be made from these data.

The data on graduates' employment has been provided and can be interpreted as a justification for implementation of a particular study programme. According to the study programme SAR “In 2021, for the first time, 15 young specialists graduated from the study programme "Medical Massage". Currently, 9 graduates, according to the acquired specialty, work in Daugavpils [..], 2 graduates work abroad. 2 graduates continue to be educated in a program from another direction of health care. 2 graduates work in previously acquired specialties.” It is hard to evaluate the actual need for massage therapists in Latvia, as no such statistic exist.

2.1.5. Not applicable - study programme is not implemented on a joint cooperation basis.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Study programme “Medical massage” meets the requirements of the study field and normative regulations, is justified by demand of a qualified workforce, opportunity to provide learning the profession locally - in the Latgale region as well by graduates' employment success rate. At the same time the description of study programme outcomes is poorly designed.

Identified strengths:

1. Adjustment of professional education offer to changing needs of the society.

Identified weaknesses:

1. Poor quality of study outcome definition.
2. Contradictory students admission requirements.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1 The objectives, tasks and results to be achieved of the study programme "Medical Massage" are mutually coordinated and ensure that the graduates of the study field study programme "Medical Massage" implemented by DU DMC have acquired understanding, knowledge, skills and competences, which are based on the current occupational standard and current events in the field. The knowledge and skills acquired as a result of the acquisition of the study programme correspond to the basic tasks and qualification requirements corresponding to the profession of a Massage therapist. Study results to be achieved in the SAR in the study programme "Medical Massage" section 3.1.2. (p. 96) and section 3.2.1 (p. 101) are different in content and wording, it is necessary to correct the study results of the study programme. Mostly complies with the professional Higher Education standard regulated by Cabinet of Ministers No. 141. Total amount of CP in Study programme 80 CP length of implementation 2 years, CP are divided as follows: 20 CP allocated to overall educational study courses, 36 CP allocated to specific field study courses, internship 16 CP and 8 CP for qualification work. However, it should be noted that only 14 CPs (25% of the total 56 CPs in the training course and 38% of the 36 CPs in the professional training course) are dedicated to the practical development of massage skills. During the course of the visit, alumni commented that the curriculum needed more training in massage itself, more varied techniques, etc. The first level professional higher education study programme and the preparation of professional masseurs correspond to the satisfaction of the needs of the labour market and the state interest. Employers each year impose new increased requirements on the qualification of the employee and the quality of work performance. This situation requires specialists of new quality in therapeutic massage, hence a new educational model for training the necessary specialists. International experience and cooperation play an important role in the development of such a model.

2.2.3. The content of the study programme as a whole and the content and provision of individual study courses are regularly evaluated. It allows to improve the organisation of the study process and solves issues related to the development planning of the programme.

The procedure for assessment is determined by the regulations of the DU DMC on the procedure for study examinations. Forms of organisation and control of student work in the subjects: oral and written examinations, tests, written assignments, project work, internship inventory. At the end of the studies: preparation of a qualification paper, qualification examination. The choice of the assessment method is determined by the lecturer of the study course and the specifics of the subject to be acquired. Evaluation criteria and standards have been developed to ensure that evaluation is objective and achievable learning outcomes oriented.

It has been observed that not all study courses evaluate students in 10 mark system, for example in study course description of Basics of pedagogy there is indicated.

2.2.4. The study programme has developed an internship programme that ensures the strengthening of the knowledge and practical skills necessary for the masseur, observing the principle of succession. The aim of the internship is to strengthen knowledge and improve skills in massage techniques, their execution, the ability to assess the patient's state of health, ensure comfort and educate the 104 patient, as well as to promote the improvement of communication

skills and psychological qualities necessary for the masseur, observing the norms of professional ethics. According to the study programme plan, the study practice in the study programme "Medical Massage" is planned: in the 2nd semester of the 1st year of study year - in the amount of 6 CP or 30 working days; in the 2nd semester of the 2nd year of study year - in the amount of 10 CP or 50 working days. The tasks of the traineeship are clearly defined. DU DMC concludes an agreement with medical institutions that can provide internships to students within the framework of the study programme prior to the student internship.

2.2.5. N/A

2.2.6. Based on the acquired knowledge and professional skills, as well as the existing work experience, students have the opportunity to offer topics of their qualification papers. Students of the first level professional higher education programme "Medical Massage" choose topics directly related to current events in the field and labour market during the relevant period. SAR includes a number of themes for 2021 (eg. Satisfaction of outpatient patients with the quality of massage services; The effect of sports massage on athletes' well-being in case of physical exertion, etc., p.104).

Conclusions on this set of criteria, by specifying strengths and weaknesses

The knowledge and skills acquired as a result of the acquisition of the study programme correspond to the basic tasks and qualification requirements corresponding to the qualification of Massage therapist. The methods of delivery are conducive to the achievement of the objectives and learning outcomes of the subject and the study programme. However, the study programme can be further developed by adding more credits in practical massage skills and introducing different massage techniques. The DU DMC provides practice placements for students. The practice tasks are in line with the requirements of the regulatory framework. The themes of the students' final theses are relevant to the field and in line with the study programme.

Strengths:

1. In 2021, the professional standard for the qualification - Massage therapist was updated.
2. The content of the study programme as a whole and the content and provision of individual study courses are regularly evaluated.

Weaknesses:

1. There is a lack of correctly formulated achievable results of the study programme.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

- 1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Not relevant

N/A

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. The material and technical base of DU DMC is sufficient to achieve the results of the study programme "Medical Massage" and to ensure the quality of the study process. DU DMC provides the necessary infrastructure, the size of the premises and the infrastructure are adequate for the number of students and for the activities required for the study programme. Material and technical facilities are added every year. The methodological material of the study programme subjects is also improved annually. The library provides students with access to learning literature and information(see SAR 2.3.1.-2.3.3.). SAR provides a list of equipment and tools for the implementation of the "Medical Massage" study programme (SAR 3.3.1). This was shown during the visit during a tour of the training facilities and the impression gained from interactions with teachers, students and alumni during meetings.

2.3.3. In 2019, the institution launched for the first time a fee-paying study programme "Medical Massage". Full-time studies (2 or 3 years): EUR 1200/year. The College provides the following payment methods for tuition fees: for one year of study, for one semester of study or according to the tuition fee payment schedule stipulated in the study agreement, i.e. 10 payments per year of study. In 2019, the programme received EUR 9780. In turn, in 2020, EUR 23800 were received in cash, an increase compared to 2019 143.4%. In 2021, the programme generated EUR 34600 over 10 months.

The financial resources are used in accordance with the priorities and needs identified by the DU DMC and in accordance with the procedures laid down by law and regulations. The rational allocation and use of funds for the implementation of the study programme is ensured in accordance with the identified development needs. These funds are used as financial support ensuring the systematic professional development and upgrading of the qualifications of the study programme's lecturers. During the visit, the training facilities were toured and the classrooms of the "Medical Massage" study programme were shown, e.g. the classroom for massage training was equipped with three portable massage beds and two seated chairs for shoulder girdle massage. The required number of beds can be added to prepare the classroom for up to 6 workstations.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The material, technical and financial provision of the study programme shall be in accordance with the specific features and conditions of the implementation of the study programme, provide the prerequisites for the achievement of the study results and demonstrate the possibility of ensuring a quality study process.

Strengths:

1. The material and technical base, library resources are sufficient to achieve the results of the study programme "Medical massage" and to ensure the quality of the study process.

Weaknesses:

1. No significant deficiencies found.

Assessment of the requirement [6]

- 1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Fully compliant

The provision of information resources (including the library), material, technical and financial resources for the study programme "Medical massage" is in line with the conditions for the implementation of the study programme and the achievement of learning outcomes.

2.4. Teaching Staff

Analysis

2.4.1. The implementation of the first-level professional higher education programme 'Medical Massage' involves 29 lecturers: 1 lecturer holds a Doctor of Laws degree, 1 lecturer holds a Doctor of Medicine degree, 1 lecturer holds a Doctor of Biological Sciences degree, 2 lecturers are candidates for a doctoral degree, 1 lecturer is a PhD student. 4 teachers have a Master's degree in Natural Sciences, 4 teachers have a Master's degree in Health Sciences, 1 teacher has a Master's degree in Public Administration, 4 teachers have a Master's degree in Pedagogy, 1 teacher has a Master's degree in Psychology, 1 teacher has a Master's degree in Occupational Health. 2 teachers are in the process of further training: 1 is studying at the University of Daugavpils for a degree in Natural Sciences and 1 is studying at the University of Daugavpils for a Bachelor's degree in Nursing. 4 lecturers have professional higher education and medical qualifications, 4 have qualifications as physiotherapists, 7 lecturers have practical experience as massage therapists. The qualifications of the lecturers conducting the study programme "Medical massage" comply with the requirements set out in the implementation of the study programme and normative legal acts, allow to achieve the objectives and study results of the study programme and the relevant study subjects, to provide professional and work experience knowledge to students, as well as to carry out practical training in order to prepare qualified specialists. For example: "Classical Massage" is taught by a lecturer with more than 27 years of experience in the field of the subject (education: Professional Bachelor in Health Care, qualification Nurse, Massage therapist), "Special Massage Techniques", "Self-Massage" are taught by a lecturer with more than 10 years of experience as a masseur, more than 19 years of experience as a physiotherapist (education: Master's degree in Biology; Bachelor's degree in health care, Physiotherapist and Nurse); the subject "Children's Massage" is taught by a lecturer with more than 8 years of experience (Master's degree in Biology, Professional Bachelor's Degree in Health Care, Physiotherapist); Neurology is taught by a lecturer with more than 18 years of experience in the subject (Doctor's degree in Medicine, Neurologist); Surgery, traumatology and orthopaedics is taught by a lecturer with more than 8 years of experience in the subject (Doctor's degree in Medicine, Orthopaedic / traumatologist). However, during the meeting with graduates, the opinion was expressed that there would be a need for lecturers with practical experience in massage to expose students to more professional experiences, massage techniques etc. However, it was also expressed that other more varied experiences can be gained and learnt by the students during their internships.

2.4.2. During the reporting period, 29 lecturers are involved in the implementation of the professional higher education study programme "Medical massage". DU DMC aims to ensure that changes in the composition of lecturers do not affect the quality of implementation of the study programme and the compliance of the study programme with the requirements laid down in the regulatory enactments. For example: professional development courses were attended by a rehabilitation doctor, certified massage therapists and physiotherapists working in medical and rehabilitation institutions in Daugavpils. The programme also attracted DU DMC staff members with extensive experience in academic work.

2.4.3. N/A

2.4.4. The majority of the study programme lecturers are practitioners (with more than 6 years of work experience). Although there are teachers in the Aesthetic Studies programme who are engaged in scientific activities through participation in scientific conferences or publication of articles, there are no published articles or reports in the field of Medical massage (Annexes 14, 15).

2.4.5. Academic staff play an important role in ensuring a high standard of the study process and promoting the acquisition of knowledge, skills and competences. The SAR (Medical Massage 3.4.5) states that:

1. In line with the College's strategy for the sustainability of study programmes, internal and external evaluation of study programmes is regularly carried out, based on the results of surveys and feedback from employers and alumni.
2. Regular meetings between managers and staff are held throughout the year to discuss and analyse the implementation of individual development tasks, thus providing feedback.
3. At the end of the academic year, self-assessment reports are prepared for teachers. Based on the results obtained, the curriculum development plan is reviewed annually.
4. Peer cooperation plays a key role in the implementation of the study programme. The management of DU DMC cares for its staff and promotes the sustainable development of their professional life in order to create a high level of motivation and a sense of job satisfaction.

SAR ("Medical massage 3.4.5.) indicates that the study programme 'Medical Massage' has 34 students and 29 lecturers.

However, there are no examples of peer-to-peer cooperation in the formulation of learning outcomes or in the development of interdisciplinary assignments, etc.

Conclusions on this set of criteria, by indicating strengths and weaknesses

The qualifications of the lecturers involved in the implementation of the study programme are in line with the requirements for the implementation of the study programme and with the requirements set out in the regulatory enactments. DU DMC takes measures to ensure that changes in the composition of lecturers do not adversely affect the quality of the study programme implementation and the compliance of the study programme with the requirements laid down in the regulatory enactments. The majority of the study programme lecturers are practitioners (with more than 6 years of work experience). However, there is a lack of involvement of lecturers in the updating of the programme or in other peer-to-peer cooperation activities in the study process.

Strengths:

1. The diversity of the teaching staff, both in terms of general subjects and teachers with experience as professional massage therapists, helps to ensure the quality of the studies and the results of the programme.

Weaknesses:

1. Lack of cooperation between lecturers.

Assessment of the requirement [7]

- 1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

The Academic staff and visiting lecturers are highly qualified in the relevant fields and educational aspects. Lecturers and guest lecturers in the study programme "Medical Massage" have extensive experience in the subject area (more than 6 years), examples of which are given in section 2.4.1.

2.5. Assessment of the Compliance

Requirements

- 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Partially compliant

Study programme mostly complies with the professional Higher Education standard regulated by Cabinet of Ministers No. 141. Total amount of CP in Study programme 80 CP length of implementation 2 years, CP are divided as follows: 20 CP allocated to overall educational study courses, 36 CP allocated to specific field study courses, internship 16 CP and 8 CP for qualification work. Standard also indicates that evaluation of students has to be held in a 10 mark system, study course description (Basics of pedagogy) indicate that maximum grade than can be obtained in seminars is 9, which casts doubt on evaluation of other study courses as well). This issue has to be resolved, college has to indicate criteria how students can obtain mark 10.

- 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Fully compliant

Study programme complies with a valid profession standard which can be found here: <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-149.pdf> . The Masseuse standard was approved on 10th of February 2021. Each competence in standard has been coupled with appropriate study courses. College has indicated that the new version of standard is undergoing an approval process and when the new version will be approved the college will implement changes in the programme accordingly. Annex: 23.pielikums 1.tabula.

- 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Partially compliant

Study course descriptions are prepared in Latvian and English languages. Study course descriptions can be improved, for example, knowledge, skills and competencies defined in each study course can be optimised, made shorter, otherwise they seem filled with too detailed information. Study course description is mainly made for students to provide basic information about study courses. At the same time none of the study course descriptions contain information about the study course calendar plan (in which semester it will be implemented, for how long period), personnel that are involved in implementation of the study course, only the responsible person (the creator is indicated). At some study courses mandatory literature can be updated, it is dated 20 years back. Evaluation of students has to be held in a 10 mark system, study course

description (Basics of pedagogy) indicate that maximum grade than can be obtained in seminars is 9, this issue has to be resolved since students have the rights to acquire mark 10 in any given task. Annex 25.

- 4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

Diploma issued corresponds to Cabinet of ministers No. 202. Annex 4 Diploma_pielikums ĀM.

- 5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

Not applicable.

- 6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

Not applicable.

- 7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

Not applicable.

- 8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

College director provided confirmation about Latvian language proficiency of academic staff members involved in study process. Annex : 13.pielikums_Apliecinājums_par_latviešu_valodu.

- 9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

Not applicable.

- 10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

College has provided a study agreement that corresponds to the requirements set in Cabinet of Ministers No. 70. Annex : 9.pielikums.

- 11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

DU DMC has provided an agreement with Riga Stradins University Red Cross Medical College, that they provide opportunities for students to continue their education in the first level professional higher education programme "Medical massage" at Riga Stradins University Red Cross Medical College. Annex:4_RCMC LETTER OF INTENT.

- 12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The college has provided proof that students are guaranteed to get compensation if the study programme is not accredited or the programme's licence is revoked. Annex: Apliecinājums.pdf.

- 13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

Not applicable.

- 14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Fully compliant

Study programme corresponds to the requirements set in Cabinet of Ministers No. 268. College has provided a comparison in annex: 2_Compliance of the Programme.

Assessment of the requirement [8]

- 1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Partially compliant

All general requirements are met, but there are some shortcomings with study course descriptions and statements that the maximum grade to be obtained is 9 cast doubt on the evaluation system of students.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Study programme "Medical massage" meets the requirements of the study field and normative regulations, is justified by high demand of qualified workforce and after graduation employment success rates. The study programme "Medical massage" content corresponds to the goals of the programme and ensures the achievement of study results, the content meets the needs of the labour market and the industry. College conclude agreements with medical institutions that can

provide internships to students (e.g. largest Latgale Regional Hospital, rehabilitation department). The themes of the students' final theses are relevant to the field and in line with the study programme. The practical implementation of the study programme "Medical Massage" is strengthened by the well-equipped material base. The study process contains the extra consultations provided by the academic staff, where students can acquire more explanation on the issue of interest. Notwithstanding the above, it should be noted that the various parties are not regularly involved in the updating of the programme (e.g. the formulation of the learning outcomes, the updating of the content of the study programme etc.). The evaluation system for the workshops should be revised to allow for a score of 10 points.

Identified strengths:

1. High demand of qualified workforce and after graduation employment success rates.
2. The study programme "Medical massage" content corresponds to the goals of the programme and ensures the achievement of study results, the content meets the needs of the labour market and the industry.
3. College conclude agreements with medical institutions that can provide internships to students (e.g. largest Latgale Regional Hospital, rehabilitation department).
4. The themes of the students' final theses are relevant to the field and in line with the study programme.
5. The practical implementation of the study programme "Medical Massage" is strengthened by the well-equipped material base.
6. The study process contains the extra consultations provided by the academic staff, where students can acquire more explanation on the issue of interest.

Identified weaknesses:

1. The various parties are not regularly involved in the updating of the programme (e.g. the formulation of the learning outcomes, the updating of the content of the study programme etc.).
2. The evaluation system for the workshops should be revised to allow for a score of 10 points.

Evaluation of the study programme "Medical massage"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Medical massage"

Short-term recommendations

- | |
|--|
| 1. The College should resolve the contradictory students admission requirements, coming up with single position (applicants are required to show proof of secondary education). |
| 2. The College should use profession specific competences in study course outcome mapping. |
| 3. The College should supplement study course descriptions with information about personnel involved in the implementation of the study course and add calendar plans for each study course. At the same time reduce study course results section, since the information should be as short and focused as possible. |
| 4. Issue that the maximum grade that can be obtained is 9 in seminars should be resolved. Study course descriptions then should indicate what additional knowledge has to be provided to obtain mark 10. |

Long-term recommendations

1. The College should improve the quality of study outcomes definitions making them more specific and qualification related
2. Study course descriptions have to be optimised, made shorter in accordance to 3rd point in 2.5. Section.
3. The College needs to clarify admission requirements, preventing inconsistencies.
4. The college would need to review the formulation of study results as well as review and arrange descriptions of study courses.

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

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Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation		Comment
R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:		Partially compliant	Formally all the necessary steps are being taken, at the same time not all the procedures ensure the optimal development and performance of the study field e.g. limited quality of IQAS quality indicators, limited quality data collection tools, lack of clear policy on the procedure of submission and provision of the feedback.
R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)		Partially compliant	A lack of unambiguous mechanism and policy to promote local and internationally cooperative research activities of academic staff.

Requirements	Requirement Evaluation		Comment
R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.	Fully compliant		College has very good connections with local organisations, they are trying to maintain already existing international contacts and have set a strategic goal to create new international connections. College already in their strategy has included to improve internationalisation, they need to focus a little bit more on English level usage in their everyday life to actually attract more international specialists and students. Only during the next accreditation period will it be possible to distinguish how good outgoing mobility of students and staff members will be. But this matter also has been addressed in DU DMC strategy.
R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.	Fully compliant		Of the 8 recommendations of the previous accreditation assessment, 6 have already been fulfilled, 2 - the growth of graduates' personalities and the promotion of lifelong learning in the process execution.

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	Medicine (41721)	Not relevant	Fully compliant	Fully compliant	Partially compliant	Good
2	Aesthetic Cosmetology (41722)	Not relevant	Fully compliant	Partially compliant	Partially compliant	Good

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
3	Medical massage (41722)	Not relevant	Fully compliant	Fully compliant	Partially compliant	Good

The Dissenting Opinions of the Experts

N/A