Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: P.Stradins Medical College of the University of Latvia

Study field: Health Care

Experts:

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

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Note from the expert panel:
The LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC, were analyzed and reported as one unit. The LU PSMC JŪRMALA and LU PSMC Rezekne branch follow the common vision of the the LU PSMC, have same administrative structure, follow same policies and practices under the common leadership. The programmes in the LU PSMC JŪRMALA and LU PSMC Rezekne have the same or similar structure and principles in their curricular, have common content as appropriate, same or equivalent staff, material, facilities and technical base, not dependent on the location, therefore the expert team feels that it is not necessary to separate each branch in the report. Separate analysis is done explicitly only in if needed. In the documentations, during the virtual visit and in discussions with the different stakeholders both in the LU PSMC JŪRMALA and LU PSMC Rezekne branch, the panel did not detect any noticeable differences or inequalities between the LU PSMC JŪRMALA and LU PSMC Rezekne branch.

The P. Stradins Medical College of the University of Latvia (LU PSMC), provides first-level professional higher education programmes in the fields of healthcare and social welfare. The (LU PSMC projects the right ethos for training healthcare professionals in the various study programmes, namely as Biomedical Laboratory Technicians, Radiology Assistants, Medicine Assistants, Esthetic Cosmetologists, Podologists and Medical Masseurs. This is evident from the passion shown by all stakeholders including students and teaching staff for healthcare education and training. There is awareness of the holistic biopsychosocial model of care across study programmes. The study programmes vary in duration from two-three years full time and two years five months-three years five months part-time. Senior management demonstrated their ambition and vision to be amongst the best in providing healthcare education and training. Teaching staff are experienced and well-trained. All stakeholders - management, staff, students, and graduates are proud to be part of the LU PSMC. In addition, there is a great input of employers of the LU PSMC graduates in the planning and upkeep of study programmes, so that these remain relevant to advances in healthcare. The preparation of LU PSMC for the review was comprehensive. The review was well planned with great discipline shown throughout, namely timewise, in the preparation of sites, self-evaluation report (SAR), and answers to questions. The members of staff take part in improving legislations concerning their study programmes state-wide. The study programmes are patient (practice) oriented and professional aptitude was evident at all levels. The establishment of the study programmes is based on needs of international, national and regional labour markets and has a sound rationale that is derived from robust intelligence from employers, relevant professional bodies and associations. Materials and equipment, as well as buildings and facilities both in the LU PSMC JŪRMALA and LU PSMC Rezekne branch , are well suited for carrying out study programmes. Space is modest but well laid out and modern, whereas buildings and equipment are kept in pristine conditions.
There is scope for both professional and personal advancement of graduates, with the latter staying connected with the LU PSMC after graduation. The visit demonstrated that graduates are confident that their expertise is equal to or better than peers who trained in other colleges and that they are satisfied with how employable they are. The sustained engagement by graduates with staff in the study programmes is evidenced by the fact that they still seek advice or help from staff and / or offer training or internships to LU PSMC students. The LU PSMC Rezekne branch enables students in rural areas to re-qualify and gain healthcare professional education in the study programmes offered by the LU PSMC, thereby offering individuals opportunities to embark on new career paths, i.e. Medicine and Medical Massage. There are also options for graduates to engage in lifelong learning.

The assessment of the study field and the study programmes showed a number of limitations. There is limited knowledge and usage of international languages for staff, as well as students that might impact their ability to cooperate and exchange information across with the EU and the world. LU PSMC should invest in greater exposure to ensure transfer of skills, knowledge and developments in their respective field to students, for mobility and communication. There should be stronger collaboration with Universities for attainment of degrees as a top-up to the College diplomas. Indeed, the LU PSMC may follow the steps of Vocational Colleges across Europe, which are now investing in their own degree programmes at level 6, 7 and 8. The LU PSMC may also develop new study programmes such as dental technician and pharmacist assistant. All the study programmes show a high dropout rate in the first year. The visit detected a high tolerance for attrition, such that it should reassess this phenomenon and find possible ways of resolving this before the admission-for example using interviews, and more thorough selection of students before they begin their studies. The visit demonstrated lack of clarity as regards the criteria for selection of academic staff, and the recruitment of management and leadership positions. Albeit well-linked, the LU PSMC Jurmala could cooperate better with the LU PSMC Rezekne branch.

There are various opportunities that the LU PSMC could take up in the short term, namely having all study programmes following the development of the podology study programme in creating more programmes that are needed at EU level. Secondly, it is of utmost importance to focus on becoming more language proficient in particular in English - considered as a first language internationally, so as to improve the prospects of mobility and employability of students and graduates. Thirdly, there should be more Interprofessional learning opportunities that could be implemented between study programmes.

I - Assessment of the Study Field

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1.1 Management of the Study Field

Analysis

Criteria:

1.1.1. The purpose of the study field in the education and training of health care professionals at level 5 educational framework is to comply with the Latvian professional standards and to prepare competitive health care specialists for the Latvian and EU labour market.

The duration of the six study programmes vary from 2 years to 3 years fulltime and lead to a Diploma. This variation in duration seems to satisfy Latvian professional standards and employability, but it is not clear whether it enables continuity of education and training as per Bologna/Lisbon agreement on transferability across the EU [The Bologna Process and the European Higher Education Area | European Education Area (europa.eu)]. The changes in the study field strategy are closely related to the state policy in health care and education: Strategy of the Ministry of Health (6.06.2019.,Nr.130) https://www.vm.gov.lv/sites/vm/files/data-content/vm_strategija_19_2011.pdf (Only in Latvian) Public health guidelines for years 2021-2027 https://www.vm.gov.lv/lv/jaunumi (Only in Latvian) Human resources in health care https://static.lsm.lv/documents/oy.pdf (Only in Latvian) Information report on medium and long-term labour market forecasts, https://www.em.gov.lv/sites/em/files/emzino_03062020-ar[1]pielikumiem1.pdf (Only in Latvian). These were adequately explained during the review process by the various stakeholders.

Employers clearly stated that there is a constant demand in the labour market for both the LU PSMC JŪRMALA and LU PSMC Rezekne branch graduates of the six programmes. For example, during the review meeting, the LU PSMC was encouraged to increase the intake of students to the radiology assistant programme. During the review process, it was clear that the college maintains direct

communication with professional associations and employers. Most of the graduates seem to find employment in Latvia. There was however emphasis that podologists were also being employed in Germany. The extent to which graduates are capitalising on the open labour market in Europe was not elaborated. The report of the Ministry of Economics forecasts a faster growth in health and social care sectors until 2040, mostly due to the ageing population.
Self Assessment 2.1.1 provides details on the interconnection of the study programmes in a clear and logical manner.
1.1.2.the LU PSMC JŪRMALA and LU PSMC Rezekne branch provide first-level professional higher education programmes in the fields of healthcare and social welfare. It demonstrates the right ethos for training healthcare professionals, with students, staff and graduates demonstrating awareness of the holistic biopsychosocial model of care. SAR section 2.1.2 provides details of SWOT analysis by P.Stradins Medical College management and staff. While there are more strengths than weaknesses, and more opportunities than threats, the review showed that the college is facing budget constraints mostly due to the fact that it lost the nursing programme which used to attract a significant number of students. In addition, the language constraints of staff and students which were highlighted in the last review remain. This was also evident during the three days of the visit, during which the services of interpreters were needed for most of the time. One strength that was clearly evident was the pride demonstrated by all stakeholders: management, staff, students, graduates and employers, to be linked to the LU PSMC. The identification and analysis of the strengths, weaknesses, opportunities and threats of the study field were integrated into the development planning documents (Annex 4).
1.1.3. Annex 2 found on e-platform section Annexes provides a list of the main LU PSMC internal regulatory enactments and regulations. These were discussed in depth during the visit and helped to formulate the experts' consensus opinion that the management structure is well organised and this enables sound development of the study field and efficient decision-making processes common to both The LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC. In addition, SAR section 2.1.3 and related Annex 5 found on e-platform section Annexes, provide details of the management structure of the study field and the corresponding study programmes, which are oriented towards the development of the study field. The management structure's organogram (Annex 5) includes all the functions in line with accredited academic institutions internationally. The review process demonstrated that decision-making takes place efficiently, and that support is provided by the administrative and technical staff in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC, to ensure that the needs of the study programmes corresponding to the study field are met. An example that demonstrates efficient decision making at management level is the orientation of the Podology Study programme to open opportunities of mobility for students and graduates to Germany. An example of how the management is aware of advances that should be re-elected in the study programme is that of 'radiologa asistents' that was changed to remain relevant to advances in medical imaging technology. The management of the college engaged all relevant stakeholders to discussions for necessary study programme changes to take place in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC,. The examples are proof that the management structures work and are agile in responding to the needs of health systems for graduates joining the healthcare professional workforce to remain relevant.
1.1.1.4. The interviews with management, and staff, as well as SAR section 2.1.4 provide details of admission criteria - namely from two cohorts, i.e. those finishing secondary school and mature students. The review process showed from feedback from stakeholders that these are logical and effective. For example, the selection of mature students especially in the LU PSMC Rezekne branch of the LU PSMC, takes into consideration the knowledge and experience gained by applicants in past study and work experiences.
Annex 6 that is found in SAR section 2.1.4 provides details that the college will provide students with opportunities to continue their education in another study programme or in another college, if

implementation of a study programme is terminated. For example, for Medical massage, LU PSMC JŪRMALA and LU PSMC Rezekne branch, have an agreement with Riga Medical College of the University of Riga Hydrotherapy and Massage study programme. Similar agreements exist for each study programme (c.f. Annex 6). The admission system is acceptable as it makes use of objective criteria for selection. Section 2.1.4 of SAR provides details of such objectivity:
“Admission of applicants to the LU PSMC is regulated by:
Admission regulations for the current academic study year, which are developed on the basis of the Cabinet of Ministers Regulations #846 on requirements, criteria and procedures for admission to study programs of October 10, 2006:
1.1. by November 1 of the current year the LU PSMC develops, approves and publishes (on the website) admission regulations for study programs for the next academic year;
1.2. admission to a study program is ensured by an admission commission established by the LU PSMC, which operates in accordance with the regulations approved by the LU PSMC .
1.3. for admission to the study program, the LU PSMC organizes an open and equal competition in both The LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC, in accordance with the LU PSMC admission regulations. The aim of the competition is to select the most suitable applicants in the chosen study program. Selection criterion of the competition is the results of all compulsory centralized examinations passed on the acquisition of general secondary education.
The admission rules of the LU PSMC can be found on the LU PSMC website in the section ``Study opportunities / Admission rules.”
Students are admitted either directly following successfully passing secondary school examinations or as mature students, as described in detail in Section 2.1.4 and Table 2.4 of SAR.
“The LU PSMC compares previously acquired subjects and their amount with the corresponding part of the LU PSMC study program and indicates which from the previously acquired subjects can be credited, and in which additional examinations are to be taken. Subjects are credited if their amount in credit points in both comparable study programs is equal or the number of credit points in the previously acquired relevant subject is higher. The total amount of additional subjects to be taken may not exceed 20 credit points. Recognition of study courses in the reporting period is shown in table 2.4.”
1.1.5. The interviews with management, staff, students and graduates, and SAR section 2.1.5 provided details of the methods, principles and procedures for assessing the achievements of students. The review process confirmed that these have been adequately developed and clearly defined. Both LU PSMC Jūrmala and LU PSMC Rēzekne branch were evaluated as one entity, because the same personnel is responsible for these processes. The interviews conformed with SAR section 2.1.5, which analyses the relevance of assessment methods and procedures for achieving the aims of study programmes and the needs of students. SAR section 2.1.5 provides details of the following steps in the methods, principles and procedures that substantiate clarity:
“At the beginning of each study course, lecturers inform students about the aim of the study course, topics to be acquired, expected results, knowledge evaluation criteria and independent studies: explaining the results of the supervised study course - knowledge, skills and competencies; reflecting with which type of intermediate examination and final examination - test, colloquium, independent work, test, exam, etc. relevant knowledge, skills and competences will be tested. In addition, students can acquaint themselves with the descriptions of the study course in the departments.”
For evaluation of students' knowledge, skills and competencies in each study course in the 10-point system, objective criteria of study results and descriptors as shown in Table 2.5 are used.
Audit of assessment methods and procedures by analysing and comparing results achieved by students in several academic years.
Student surveys: Using questionnaires, students evaluate whether the lecturer explains the planned result, defines the evaluation criteria and explains them. The LU PSMC provides student feedback

and considers this as essential to improve learning outcomes and assessment.
Evaluation system used by the LU PSMC is based on the Cabinet of Ministers regulations #141 of March 20, 2001 on the State Standard of First Level Professional Higher Education using the following principles:
“the principle of openness of assessment - in accordance with the aims and tasks of the study course, the amount of requirements that must be met in order to obtain an assessment is determined, the student is informed about the requirements at the beginning of the study course;
the principle of compulsory assessment - the student must meet the requirements of the study course in order to obtain an assessment in the study course, the assessment of the acquired study courses in the study programme must be positive, the content of the program must be mastered so that the student can take the qualification exam;
principle of summing up positive achievements - evaluation in study courses and program is evaluated by summing up positive achievements;
the principle of diversity of examination types is used in the assessment - different types of examination are used in the assessment of the program acquisition, within the study course the lecturer regularly tests the students' knowledge using the examination types indicated in the course description;
the principle of conformity of assessment - the test provides possibilities to prove knowledge, skills and competencies in tasks and practical activities corresponding to all levels of acquisition, the content to be included in the tests corresponds to the content of the study course and professional standard requirements.”
Rules of the final examinations are determined by the Regulations of the LU PSMC on State Final Examination, which prescribe the procedure by which the state examination for the acquisition of first level professional higher education programmes with award of a qualification is organised. The state final examination is a qualification exam, which consists of two parts: a qualification paper and a test or integrated examination. The LU PSMC has established the principles of academic integrity and mechanisms for their observance and these are followed in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC. There are no anti-plagiarism software tools, albeit the insistence of staff that plagiarism is checked manually.
Self Assessment 2.1.6 provides details of how the LU PSMC established the principles of academic integrity and mechanisms for their observance. The review process during the visit showed that the LU PSMC works hard to promote the development of the internal culture of these principles in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC, and feedback from all stakeholders showed that these are applied consistently across the two campuses. The review process during the visit showed staff awareness of anti plagiarism albeit without the use of anti-plagiarism software, which is not available. Therefore, the principles of academic integrity and mechanisms are acceptable.

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

Conclusions:
The documents, SAR and Study programme curricula, as well as discussions with the stakeholders, demonstrate that the LU PSMC has a sound and ambitious vision for the study field and the aims of all the programmes are congruent supporting this vision. The management structure as depicted in organogram Annex 5 is in line with that found in internationally accredited academic institutions similar to the LU PSMC. The experts agree that the decision-making processes are efficient. Admission processes are logical and effective. Methods, principles and achievements of students are properly and rigorously assessed.
All the stakeholders seem to be motivated and work together towards this vision, by participating in all aspects of the programme development.

Graduates from all the programmes have expressed their satisfaction by positive comments on the annually collected on-line feedback and also in the discussions during the visit.
Education opportunities for career progression could also be explored further, e.g. by local and international collaboration e.g. Podology.
The expert panel is in the opinion, that all the above is equally observed, managed and in practice in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC, and therefore the strengths and weaknesses are applicable to both The LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC,

Strengths:
1. The LU PSMC has sound aims, academic integrity and demonstrates an ethos of biopsychosocial model of care.
2. Senior management showed ambition / vision to provide first level higher education programs in health and social care.
3. Stakeholders' support all six programmes in LU PSMC JŪRMALA and LU PSMC Rezekne branch.
4. Sound rationale is derived from robust intelligence from employers, relevant professional bodies or associations for the establishment of these study programmes which are based on the labour market / national need.
5. Committed and motivated management and teaching staff.
6. High levels of satisfaction from both students and staff.
7. Graduate satisfaction with how the study programme prepared them for employment.
8. Unified management system and management in both implementation places ensure unified application of procedures of maintaining the quality of the study process.

Weaknesses:
1. Language proficiency of staff and students to enable mobility across the EU.

1.2. Efficiency of the Internal Quality Assurance System

Analysis

Criteria:
1.2.1. The quality policy of the LU PSMC, which is integral to the internal quality assurance system, aims at implementing the LU PSMC mission and to achieve the College strategic goals - quality requirements identified as one of the most important goals of LU PSMC. The quality policy is mostly in line with the regulatory enactments of the Republic of Latvia, content-coordinated with Standards and Guidelines for Quality Assurance in the European Higher Education Field, as well as the needs of Latvian stakeholders. It is also oriented toward international quality standards.
There is a publicly available quality policy as found https://www.psk.lu.lv/en/about-college/documents here. In meetings with all of the stakeholders, the team of experts was assured that the quality assurance system described in self assessment points 1.3., 1.4., is functioning and efficient. The quality assurance system contributes to the aims and learning outcomes of the study programmes - namely to implement study programmes in the fields of health and social welfare to have highly qualified, competent and competitive specialists worthy to the labour market, by ensuring that the principles outlined in the management of the field are upheld. The procedures for the development and review of the relevant study programmes of the study field and the feedback mechanisms (including feedback to students, employers, and graduates) have been defined and they are logical, efficient, and available for all stakeholders. The quality policy, LU PSMC is focused on: 1. competence, to guarantee students access to quality education, 2. partnerships to maintain active and effective long-term cooperation with stakeholders at both local and international levels, and sustainability to responsibly promote the development of

quality education for society.
1.2.2. Mechanism/Procedures of development and review of new study programmes are described in self assessment point 2.2.2. Team has been assured in meetings with all of the stakeholders that it is accessible, logical and efficient.
The Development Strategy of the LU PSMC, and professional development enable the study direction and existing study programmes to be improved regularly by considering expert recommendations received from past accreditation. Last accreditation recommended that lecturers and students should be actively involved in scientific research activities and this was indeed found in this visit to have happened. Nevertheless, the recommendation for increased mobility of students and lecturers was not as successful. Furthermore, student evaluations are done annually as are graduate evaluations that help assess the sustainability of study programmes and professions in the labour market. Feedback from employers is also evaluated annually to assess the integration of students and graduates in the labour market, as well as assess the extent to which these can assume work responsibilities. On the basis of these various evaluations, changes in study courses are made. During the visit, several examples of these changes came to light: For example, following student feedback, changes were made in the distribution of study courses in the Biomedical Laboratory Assistant study programme starting academic year 2018/2019, by balancing general education subjects across semesters and increasing the study courses in the field. Changes were also made to the Radiographer study programme by embracing the advances in technology in the field.
1.2.3. The procedures for the development and review of the relevant study programmes of the study field and the feedback mechanisms (including feedbacks to students, employers, and graduates) have been defined and they are logical, efficient, and available for all stakeholders.
1.2.3.Students of all six study programmes in the study field “Health Care” have assured the team during the visit that the system for submission of complaints and suggestions is available and effective. Students can submit complaints and recommendations on site in a specific location in a paper form and as said by students this ensures an option to voice their complaints anonymously. Also there is an option, as said by academic staff and by students, to call or write lecturers with suggestions and they are fulfilled if that is possible. LU PSMC applicants also have the opportunity to submit complaints and proposals electronically on the college's website. The procedure Submission and Review of Students' Proposals and Complaints (LU PSMC Council 14.05.2020, No.2), enables LU PSMC students to submit proposals and complaints about the study process. This procedure sets the framework within which students can submit proposals and complaints, the deadline for submitting complaints on identifiable violations, as well as the deadline for providing answers to complaints and proposals. For example: Violations during examination processes can be reported to the designated departments, with review time expected within 7 days. This was reported during the visit as available and effective. The right of LU PSK students to submit complaints and submissions on the implementation of the study process, study and agenda regulations, as well as the right to receive an answer is specified in the LU PSK Internal Regulations for Students (LU PSK Council 01.09.2015, No.4). The student is acquainted with the regulations when signing the Study Agreement, which, among other things, states the students' right to submit complaints, proposals and suggestions. The Procedure for Examination of Study Courses (LU PSK Council 01.09.2015, No.4) determines the types, forms and course of examinations, as well as the rights and obligations of students and lecturers in the process of assessment of study course results. It also determines students' rights to challenge the lecturer's assessment within one week after announcing the examination results by submitting an appeal at the department. The LU PSK Academic Debt Settlement Procedure (LU PSMC Council 01.09.2015, No.4) provides students with the right to submit a protest to the department in the event of a conflict during examination processes, and this has to be reviewed within a week. The Regulations of the State Final Examination of the LU PSK (LU PSK Council 28.08.2018, No. 4) determine the right of students to submit an appeal about the course of the state final examination. The application is examined by the appeal commission, inviting the appellant and the chairman of

the state final examination commission to a meeting of the commission. This was confirmed during the visit as being available and effective.

1.2.4. A statistical data collection mechanism has been developed, an example of such (a statistical data collection and evaluation mechanism) can be seen in ANNEX 9. Opinions of students, graduates and employers are collected once a year about the quality of students, future plans in the study field and then analysed. The visit confirmed data is collected only once a year, both in the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC which is then processed into meaningful information for the LU PSMC management and reviews/accreditations. These include results of admission of applicants-once a year, students' progress – once a semester; attrition – once a year; student and teacher mobility indicators - once a year; lifelong learning services - once a year; assessment of teaching staff work quality by the students - once a year; assessment of the quality of study process by students - once a year; graduate satisfaction with the achieved study results - twice a year; employment of graduates - once a year; quantitative and qualitative results of students' scientific and creative activities - once a year; quantitative and qualitative results of the scientific and creative activities of the teaching staff - once a year. However, if a matter would arise between the evaluation periods, the system does not appear flexible enough to make changes immediately. During the meetings however, it was confirmed by academic staff and students that changes can be made, but it is not transparent in the system how to manage those changes. Data are analysed using Information data systems - LAIS (student information system) and HORIZON (personnel management program). The visit showed that the LU PSMC uses this information to analyse achievement of strategic goals and the implementation of action plans, as well as for the annual self-assessment both for the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMCt. This analysis enables the LU PSMC to make the needed changes to ensure that it remains faithful to the strategic objectives. The quality of teaching staff is also evaluated to enable the head of the field and heads of study programmes T in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMCto identify shortcomings and to determine development directions of the teaching staff. "Career Days" are also organised for career development of students in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC, based on suggestions of employers.

1.2.5. The information published on the website of LU PSMC concerning both the The LU PSMC JŪRMALA and LU PSMC Rezekne branch about all study programmes, which corresponds to the information available in the official registers (E-platforma and on VIIS as well), provides applicants and students with the important information such as language of implementation, degree to be obtained, length of studies, cost of studies, locations where studies take place and accreditation status. Information is available in Latvian (which is the language of implementation of all of the study programmes).

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

Conclusions:
In conclusion, the LU PSMC has a well-functioning internal quality assurance system that enables school management, teaching staff and students to be part of high level and up-to-date study programmes for healthcare professionals in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC. The quality assurance system is accessible and provides meaningful information for changes to happen. The LU PSMC has adequate procedures and mechanisms in place to guide the relevant stakeholders in having a robust internal quality assurance.

Strengths:
1. HEI has a functioning internal quality assurance system that is supported and has all of the

stakeholders deeply involved.
2. Students as well as academic staff have assured the team of experts that management as well as academic staff is easily accessible and forthcoming towards suggestions.
3. Academic staff has assured that there are incentives and support from the management of the HEI for further development of their skills in their professional field, expanding their fields of expertise as well their aptitude in the field of education.
Weaknesses:
1. Evaluation of quality happens once a year and in the meeting with the academic staff it was confirmed that there is no transparent espoused process to evaluate or to implement integral changes if a large issue would arise during the study semester.
2. There are no analyzed statistics nor policies available regarding qualification, development and a specific support for skills development or participation in scientific research of the academic staff.

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

The policy on quality is in line with the regulatory enactments of the Republic of Latvia, content-coordinated with Standards and Guidelines for Quality Assurance in the European Higher Education Field, as well as the needs of Latvian society. It is also oriented toward international quality standards. The system is centralized and functions in the same way for both LU PSMC Jūrmala and LU PSMC Rēzekne branch according to the stakeholder meetings, mainly - meeting with the management of the LU PSMC.
There is a publicly available quality policy as found https://www.psk.lu.lv/en/about-college/documents here. In meetings with all of the stakeholders, the team of experts was assured that the quality assurance system described in self assessment points 1.3., 1.4., is functioning and efficient. The quality assurance system contributes to the aims and learning outcomes of the study programmes in both the LU PSMC Jūrmala and LU PSMC Rēzekne branch - namely to implement study programmes in the fields of health and social welfare to have highly qualified, competent and competitive specialists worthy to the labour market, by ensuring that the principles outlined in the management of the field are upheld. The procedures for the development and review of the relevant study programmes of the study field and the feedback mechanisms (including feedback to students, employers, and graduates) have been defined and they are logical, efficient, and available for all stakeholders. The quality policy, of the LU PSMC is focused on: 1. competence, to guarantee students access to quality education, 2. partnerships to maintain active and effective long-term cooperation with stakeholders at both local and international levels, and sustainability to responsibly promote the development of quality education for society.
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 but have not been published on the homepage, however they were made available to experts upon request.

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

Assessment of compliance: Fully compliant

Procedures of quality assessment are described in self assessment points 1.3 and 1.4., and the

expert panel is satisfied that this aspect has been fulfilled and complies with the requirement.

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: Fully compliant

A mechanism for the development and internal approval of the study programmes has been described explicitly in self assessment point 2.2.2. and the expert panel .is satisfied that it fully complies with the requirements.

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: Partially compliant

The criteria, conditions, and procedures for the evaluation of students' results, is not readily available in the homepage of the LU PSMC, but has been made available to the expert panel via the LU PSK SAR. The content is according to the requirements, but due to public unavailability, the expert panel concludes that this requirement is only partially compliant.

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

Although the team of experts has been assured by stakeholders that there are internal procedures and mechanisms for assuring the qualifications and quality of the the work of the academic staff, these were not available in written policy. Therefore the expert panel concludes that this aspect is partially compliant.

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

Collection and analysis of study achievements of the students, employment plans of graduates and satisfaction with the study programme is available and can be seen in Annex 9.
No analysis of study funds available and key performance indicators of the LU PSMC (higher education institution) are available, and therefore the conclusion by the panel is partially compliant.

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: Fully compliant

During the visit, stakeholders have assured that LU PSMC ensures implementation of a quality assurance system that is described in the self assessment of the study field points 1.3 and 1.4. In the meetings and virtual meetings in both the LU PSMC Jūrmala and LU PSMC Rēzekne branch,

it was evident that there was continuing improvement, and development and forward planning taking place and therefore the expert panel is satisfied with this aspect and marks it as fully compliant.

1.3. Resources and Provision of the Study Field

Analysis

Criteria:
1.3.1. The financial resources of the College consist of three sources: funding of the Ministry of Education and Science of the Republic of Latvia for the implementation of study programs (state grant for 616 students), income from paid services and other income of the College (paid study programs, rent, etc.), European Union organisations and other international organisations financed projects.
On average, 70% of the state budget grant is spent on salaries (including taxes). The remaining 30% of funding is allocated for maintenance of college infrastructure, development, purchase of equipment to ensure the study process, scientific research (Spirometer with computer, professional scales, pulse oximeters and tonometers), popularisation of the college.
Financing of the programmes to be implemented is a budget grant (Medicine, Biomedical laboratory assistant, Radiographer, Podology) and self-financed (Esthetic cosmetology, Medical massage, Podology) (based on college SAR 2.3.1).
Costs of the study programme include salaries, mandatory state social insurance contributions of the employer, business trips and business trip expenses, service costs, materials, energy resources, inventory expenses, purchase of books and magazines, purchase and modernization costs of equipment. The costs of the study program per student do not depend on the place of implementation of the study program. This means that the costs are the same in both Jurmala and the branch (based on college SAR 2.3.1.).Tuition fees in budget-funded programmes are determined in relation to the basic funding, by assigning a coefficient. In healthcare study programmes, the coefficient can be up to 3.0. Tuition fees in self-financed study programmes are influenced by the implementation of study programmes in other higher education institutions, for example, Esthetic cosmetology, Therapeutic massage, it influences the pricing policy in conditions of competition (based on college SAR 2.3.1).
Financial resources are not separated between implementation places and structural units, finances are integrated depending on the resources required for the study process. However, in addition to the operation of the branch, additional financial resources include the rental of premises and expenses related to the use of the premises, as well as support measures for teaching staff, such as payment for business trips (based on college SAR 2.3.1.).
1.3.2. The college has the necessary material and technical base to ensure the implementation of the study field “Health Care”.
The main components are buildings with modernized auditoriums or classrooms, specialised study rooms with modern equipment, a library that meets the requirements of higher education institutions, professional academic and general staff.
All classrooms are equipped with multimedia projectors, which are connected to computers for visualisation of study material, and internet connection (wireless) is available in all rooms of the building. The academic staff is provided with workplaces, computers for planning, organising and implementing the study process and internet connection and equipment for printing the necessary materials.
Realisation of the Health Care field study process takes place in:
the college premises, Jūrmala, Vidus prospekts 38,
the Rēzekne branch of the college, Rēzekne, N.Rancāna street 23a.

Study process in Jūrmala is mostly accommodated in three study buildings with 10 well-equipped classrooms with computer technology and provision of specialised teaching aids according to the purpose of the classroom, 4 laboratories (microbiology, chemical and environmental medicine, haematology, biochemistry), 8 pre-clinical offices (care rooms, emergency room, child care room, podiatry room, manicure and pedicure room, massage room,) and four classes – cosmetology training class, diagnostic examination radiological image simulation class, radiographic examination simulation class, mammography examination simulation class.
The Rēzekne branch of the college realises the study process in one building, in which 4 well-equipped auditoriums with computer technology and the provision of specialised teaching aids related to the study process are concentrated in accordance with the purpose of using the auditorium. There is a well-equipped health care room, an emergency room, a massage room and a computer class. It has been provided with equipment equal to the LU PSMC Jūrmala location for all of the programs that are taught there.
The college constantly develops and implements new European standard teaching methods and purchases, instals and trains academic staff to train students in using modern, appropriate technological equipment implemented in the field, for example, simulation programmes of emergency medical care, workstation class of radiology image processing, modern biochemical laboratories.
The material and technical base is provided through procurement on the basis of national legislation.
The Procurement Commission is ensured by the rational and efficient use of funds intended for the procurement of the College, the openness of the procurement procedure of the College and free competition of suppliers. The planning of the improvement of the necessary material and technical base is organised at the beginning of each year, accepting the applications of the teaching staff, heads of departments, heads of structural units and reviewing them at the meeting of the procurement commission. The given procedure ensures financial flow planning for the current year.
The college (LU PSMC) has agreements on provision of clinical training for students in the Health Care study field with largest clinics and laboratories. This ensures continuity of study process, development of practical knowledge, skills and critical thinking.
The college students and lecturers have access to a well-maintained library. The college library is accredited in accordance with the procedures prescribed by law, it has been granted the status of a library of local significance, Accreditation Certificate No. 825 issued by the Ministry of Culture, of 03.06.2019.
Library collection, equipment and premises are the property of the college. The material and technical basis of the library consists of library premises, equipment, security system and other property structured, developed and provided by the college. Assessment of the material and technical condition of the Library - building, premises, equipment, comply with Tasks of the Library and the Cabinet of Ministers Regulations No. 395 of January 1, 2002 on Library material and technical basic standards. The library has 16 reader workstations, 7 desktop computers for users, a printer / copier / scanner, a device for binding documents with a spiral. The library has wireless internet accessible with portable devices.
Library users are offered universal library and bibliographic services for local and remote users: providing users with information resources, ordering information resources from other libraries, electronic delivery of documents to users, online electronic catalogues and digital databases, consultations and user training, bibliographic references. Paid services include document printing, copying and scanning, spiral binding of documents, access to online resources via open access computer workstations and wireless internet users' portable devices.
The college has a well-equipped service hotel, which provides 110 places for students. The service hotel has a lounge, Wi-Fi access and common areas equipped with appliances. Operation of the service hotel is determined by the regulatory enactments of the University of Latvia: Regulations of

the Service Hotel, Internal Regulations of the Service Hotel. For use of the service hotel, the student enters into a lease agreement based on the college price list.
The experts had a tour of the premises and can confirm what has been described in SER section 2.3.2 that the material and technical base of the college, premises, library meet modern and high study requirements and can provide European standard level training programmes for the study fields of the college. Resources are fully available to students and teaching staff. Experts, during visit, visited the following premises in Jurmala: child care class, cosmetology classes, emergency classes, pre - clinical care classes, microbiology laboratory, clinical examination methods laboratory, haematology and biochemistry laboratory, chemistry laboratory, practise class for podology, simulation class for radiology examination, simulation cabinet for digital diagnostic radiology image processing, mammography room, massage class, ergonomic class, computer class, in Rezekne branch: massage class, podology class, emergency class, computer class, pre clinical care class.
1.3.3. The library of the college meets modern and high study requirements and can support the training programs for the study fields of the college at European standard level. The college library is accredited in accordance with the procedures prescribed by law, it has been granted the status of a library of local significance, Accreditation Certificate No. 825 issued by the Ministry of Culture, of 03.06.2019. Resources of the library are fully available to students and teaching staff (based on SAR 2.3.3).
The library provides students with study literature and periodicals in Latvian, English, German and Russian. The library has a collection of more than 10,300 items, of which 70% is medical literature. In the library, lecturers and students have at their disposal workplaces equipped with 7 computer sets and Internet connection and 16 places in the reading room. There is an information base with an electronic catalogue of books created in the library information system SCHOOL ALISE. Students have access to the EBSCO database for the development of research papers, the resources of which can be used both in person and remotely .
The library works in collaboration with Riga Stradins University, the University of Latvia Library and Jūrmala Central Library (based on SAR of college 2.3.2).
1.3.4. Information technologies are used in all study field programmes. All classrooms are equipped with multimedia projectors, which are connected to computers for visualisation of study material, and internet connection (wireless) is available in all rooms of the building. The academic staff is provided with workplaces, computers for planning, organising and controlling the study process, internet connection and equipment for printing the materials necessary for the organisation of the study process. From the spring of 2020, with implementation of opportunities provided by the Microsoft Office365 platform in college, an interactive environment is available for academic staff and students, in which to organise additional learning processes using the interactive Microsoft TEAMS platform. The academic staff has an additional opportunity to organise a distance learning process in five classrooms using network cameras and computers with an internet connection (based on SAR 2.3.4).
1.3.5. The process of attracting and employing the teaching staff of the LU PSMC (including announcing vacancies, hiring, election procedure, etc.) is regulated by internal regulatory enactments: Regulations on Academic and Administrative Positions, Procedures for Hiring and Firing Employees, Accounting and Planning Procedures for Workload of the Academic Staff. Regulatory documents are available on the college server as well as in the secretariat. LU PSMC employs elected and invited lecturers. A competition for elected lecturers is announced in the magazine "Latvijas Vēstnesis", on the websites of the University of Latvia and the college. Election of teaching staff to academic positions is based on the requirements of regulatory enactments and Regulations on Academic and Administrative Positions.
Applicants for academic staff are evaluated in an open competition based on common criteria. The applicant is evaluated according to the following criteria: education, professional work experience, pedagogical experience, scientific and creative activity, communication skills. Every lecturer is

entitled to apply for the announced position if he or she meets the set criteria. Academic staff is elected by the College Council for a term of six years. Additional criteria for selection of invited teachers is recommendations from health and social care institutions (based on SAR 2.3.5).
1.3.6. Qualification of the academic staff is monitored on the basis of the Regulations of the LU PSMC on Academic and Administrative Positions, where the main directions are selection of staff and professional development.
Regulations for the formation of following academic staff structure have been developed and implemented:
the academic staff , total number of 121 in academic year 2020-2021, consists of highly qualified teaching staff who have obtained a doctoral, master's or bachelor's degree (Annex Nr 10 “Basic information about the teaching staff involved in the implementation of the study field”);
specialists are involved in the study process who ensure the specifics of the corresponding study programme. Staff with doctoral degrees, e.g., in Engineering Science involved in teaching Biomedical Laboratory Technician and Radiography Assistant programmes, in Anesthesiology and Reanimatology teaching in Medicine Programme, in dermatovenerology teaching in Esthetic Cosmetology and Podology programme.(Annex Nr 10 “Basic information about the teaching staff involved in the implementation of the study field”);
academic staff with well-developed pedagogical skills, methodically prepared and able to apply modern teaching methods and technologies are involved in the implementation of study courses (Annex Nr 10 “Basic information about the teaching staff involved in the implementation of the study field” and Annex 11, Teaching staff biographies (Curriculum Vitae in Europass format): e.g., p12, 15, 57, 76, 86, 250.
the study process is realised in a creative atmosphere, which promotes professional growth of the teaching staff, develops the strengths of the academic staff, and promotes scientific research development / results.
The policy of academic staff motivates and encourages teaching staff to improve their qualification by studying for a master's or doctoral degree in universities, to deepen their knowledge in various in-service and further education programs offered. LU PSMC provides financial support to teaching staff reading for doctoral studies by covering expenses of inclusion of scientific works / publications in internationally recognized and cited databases, as well as for covering participation fees in international scientific conferences in Latvia and abroad. One of the quality indicators in the reporting period is the growing number of college lecturers with a doctoral degree (5 doctors). Participation in scientific and international conferences improves foreign language knowledge, broadens horizons, creates an opportunity to gain new experience, meet new colleagues, which in general promotes quality of study process implementation.
Policy directions of the academic staff are the evaluation of annual achievements of teaching staff, where scientific research, pedagogical and organisational results are evaluated.
To ensure a modern study environment, the college organises seminars and further education courses to develop the use of innovative teaching methods among the teaching staff. The College organises seminars for both academic staff and lecturers, for example, on the development of qualification papers, use of Skype, and preparation of scientific articles. During the Covid-19 pandemic, training was provided on the use of online platforms such as Zoom, Microsoft Teams.
In general, teachers’ knowledge of a foreign language and its use in the teaching process is sufficient, but some academic staff need to further expand their use of foreign languages by taking an active part in both Erasmus + projects and exchange trips.
The college supports involvement of teachers in professional associations, which promotes cooperation with the professional environment.
In accordance with the requirements of the Regulations on Academic and Administrative Positions, elections for positions of academic staff are held, where teaching staff is elected to the position for six years. This is among motivating factors for the academic staff to maintain high work results and

raise their professional qualification. It is an opportunity to evaluate quality indicators of the academic staff by evaluating their achievements and highlighting shortcomings that open new perspectives for development. Another motivating factor for academic staff is the creation of such working conditions that confirm the importance of teaching. Motivation of academic staff to participate in in-service training activities promotes the quality of the content and realisation of study courses (based on SAR 2.3.6).
1.3.7. The workload of teaching staff consists of: management of study courses, updating of study courses, methodological work, scientific research and creative activities (participation in conferences, projects, research and preparation of publications, etc.).
The academic, research and administrative workload of the teaching staff is balanced (based on SAR 2.3.7).
1.3.8.To create and maintain a quality study environment and study process realisation, as well as promote development of a quality culture, the college regularly explores the needs of students in the Healthcare field through surveys, and also offers a solution for providing or improving support. During their studies, LU PSMC students are provided with - academic, career development and psychological support. Support for students does not depend on the place of implementation of the study process. This means that students receive the same support opportunities both at the main implementation place and at the branch. Support for students is provided in all study places, as well as support is available at the same level in both full-time and part-time studies, so far part-time studies in the college have not been realised. Support of students is provided in all study places (based on SAR).
All support options for students are outlined in SAR form 2.3.8.

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

Conclusions:
In conclusion, the LU PSMC Jūrmala and LU PSMC Rēzekne branch have equally excellent facilities, materials and technical base to ensure the high quality education and training process for all of the students of the HEI.
To further strengthen the study field and the programmes, funding could be strengthened and sought from different sources, so that more could be done to strengthen both staff and students' internationalisation and language skills to keep the programmes abreast with global developments.

Strengths:
1. The college has a good material and technical training base and technical equipment.
2. The material and technical base and equipment of the college are renewed every year.
3. The college has premises, facilities and equipment suitable for modern requirements to carry out a full-fledged teaching process.
4. The college has a high-level teaching staff and is planning of further training the teaching staff to improve their quality.
5. Modern library and library resources are providing access to material and facilities to enhance full curriculum learning in both the LU PSMC Jūrmala and LU PSMC Rēzekne branch .
6. Well organized and wide ranging support for all students in both the LU PSMC Jūrmala and LU PSMC Rēzekne branch .

Weaknesses:
1. Because of the high drop-out rate, especially in the first year of study, the selection of students for admission needs to be improved in order to select the most suitable and motivated students for the programmes in both the LU PSMC Jūrmala and LU PSMC Rēzekne branch.
2. Teachers should be offered more opportunities to improve their knowledge and skills in foreign

languages, at least to B2.1 level, to be able to engage in international exchange programs more and to utilise better international literature and teaching materials to advance their teaching and profession.

1.4. Scientific Research and Artistic Creation

Analysis

Criteria:
1.4.1. SAR section 2.4.1 provides details of applied research and corresponds to the development goals of LU PSMC, namely that of providing first-level professional higher education programs in the fields of healthcare and social welfare. The applied research is relevant for the study field and health/social sectors. The topics in each programme correspond to the development goals of P.Stradins Medical College of the University of Latvia
Topics of the research are relevant and current corresponding to each study program as shown in the examples below. They also follow the current trends in research in those six professional field across Europe.

Biomedical laboratory technicians study programme: Topics are related to the comparison of different diagnostic methods, laboratory diagnostics under different pathologies and changes in laboratory parameters depending on the changes in the pre-analytical and analytical process. The research is dominated by experimental methods and analysis of laboratory data. Each year, students present their research topics at local and international conferences. Example titles of some of the developed qualification papers: “Frequency of vancomycin-resistant enterococci isolation in screening inoculations” and “Incidence of extended-spectrum beta-lactamase-producing microorganisms in screening inoculations in a social care center”.

Radiology assistants study programme includes relevant and timely subject areas that confirm that the study programme is up-to-date with technological and other scientific advances in the field. Examples include: “Description of procedures for sinus radiography”, “Description of projection protocol for radiograph of cervical vertebrae C1 - C7”, “ Application of the protocol of radiation therapy preparation stage in the practice of a radiology assistant in patients with lung cancer”.

Medical assistants study programme’s choice of topics are relevant and timely, and includes a vast range. Examples include: - “Internal factors influencing the work organisation of doctor’s assistants in the Emergency Medical Assistance Service”, “Use of the intraosseous approach in the Emergency Medical Service”.

Esthetic Cosmetology study programme applied research during the study programme aims for the provision of high-quality medical services based on knowledge of the norms and pathology of the human body structure and physiology across lifespan. Examples include topics which are becoming relevant e.g. "Health aspects in gerontology - The applicability of chemical peels in solving the problems of ageing skin condition and the application of collagen induction therapy in the anti-aging procedure of hand skin", "The health of young people and the habits influencing it - The opinion of beauty care specialists on the care and prevention of the problematic skin condition of teenagers".

Podology study programme applied research reflects the development trends of the podiatry industry, labour market demands and medical science internationally, and reflects the need for podological care for different patient groups, and cooperation with healthcare teams. Examples include: “Factors and prevention of late complications of patients with type II diabetes”, “Foot deformities and musculoskeletal changes”.

Medical Massage study programme research is based on the knowledge of the norms and pathology of the human body structure and physiology, according to the goal and research strategy. This was confirmed from the following examples: "Young people - “Prevention of tension headaches in young people”, “Neck massage for young people with headaches” .

1.4.2. SAR section 2.4.2 provides details of the connection of the applied research of the study field with the study process and the visit demonstrated that this is logical and justified. The examples provided in answer to 1.4.1 are very clear examples in terms of the connection of scientific research in particular for these study programmes applied research, with the goals of the study process in terms of practicality of providing research-based evidence of up-to-date professional processes relevant to the field, labour market, employers etc.
1.4.3. SAR section 2.4.3 provides details of international cooperation in the field of applied research within the study field across the six study programmes. P.Stradins Medical College of the University of Latvia participated as a cooperation partner in four projects administered by the European Union lifelong learning programmes - ERASMUS + and Nordplus.
Examples include:
ERASMUS+ KA203 “The eMedication Passport – cultural adaptation of learning tool for ensuring the development of medication competence of graduate nurses (eMeD-PASS).” With the aim being to improve the safety of patient care in the Baltic States and Finland by educating nurses in pharmacology and drug administration using an e-medical passport. This achieved the results of i. a study on the knowledge of pharmacology for students of the “Nursing” study programme in Finland and the Baltic States; ii. adapted, improved and introduced e-medicine passport for testing and strengthening students' medical therapy competence, iii. Having the online platform prepared in Finnish, English, Swedish, Latvian, Estonian, Lithuanian. The partners included LU PSMC (Latvia), Kauno University of Applied Sciences (Lithuania), Turku University of Applied Sciences (Finland).
NORDPLUS “Study quality in terms of multiculturalism in the Baltic Countries” that had the aim - to create a study quality assurance model for lecturers within the framework of multiculturalism. This achieved the results of: i. a manual for lecturers to ensure high-quality studies in a multicultural environment; ii. a conference organized by Tallinn Health Care College (Estonia). The partners: Tartu Health Care College (Estonia), Tallinn Health Care College (Estonia), Lääne-Viru College (Estonia), Utena College (Lithuania), Turiba University (Latvia), Karalius Mindaugas Vocational Training Center (Lithuania), P.Stradins Medical College of the University of Latvia (Latvia), Latvian Higher Education Export Association (Latvia), Estonia Integration and Migration Foundation Our People (Estonia).
1.4.4. LU PSMC involves teaching staff in applied research. This was reflected during the visit and is in keeping with expectations from members of the academic staff delivering the first-level professional higher education programmes in the fields of healthcare and social welfare. Self Assessment 2.4.4 provides details of the developed mechanisms for the involvement of the teaching staff in applied research, which the visit confirmed that they are well-functioning and efficient, within the expectations of first-level professional higher education programmes in the fields of healthcare and social welfare. The visit did reveal the enthusiasm shown by lecturers to prepare scientific articles, and to participate in conferences and seminars, as well as develop methodological materials as shown in Table 2.16.
1.4.5. Self Assessment 2.4.5 provides details of the involvement of students in applied research, namely through the presentation of qualification papers and local conferences. The examples provided in answer to 1.4.1 are very clear examples in terms of the involvement of students in applied research in particular for these study programmes applied research with the goals of the study process in terms of practicality of providing research-based evidence of up-to-date professional processes relevant to the field, labour market, College, employers etc.
1.4.6. Self Assessment 2.4.6 provides details of the innovative solutions emerging mainly through project participation that are applied in the study field, and which have had a significant positive

impact on the study process.
Examples include:
the manual prepared within the framework of the NORDPLUS project Nr.NPHZ-2017/10151 for high-quality study provision
the e-medicine passport created within the framework of the Erasmus + main activity “Cooperation for the promotion of innovation and exchange of good practice” that was used by the students of the medical assistants study program to test the competence of students in medical therapy
professional scales purchased in internal scientific projects - Tanita SC330S with medically verified computer program GMON MA used by students of esthetic cosmetology and therapeutic massage study program in nutrition training course and assessing clients 'and / or patients' health indicators
the CCL-215 microcamera with skin and hair diagnostics software and DM500 phase contrast microscopes in their research
the Mammomat 3000 Nova mammography equipment used in the practical classes of radiology assistants and by the students of the medical assistants study program.

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

Conlusions:
In conclusion, applied research identified by the expert panel during the review activities is in keeping with the first-level professional higher education programmes in the fields of healthcare and social welfare. The LU PSMC has shown the willingness and ability to be up-to-date with scientific research and applied research as clearly shown by the topicality of the subjects chosen for research in each study programme both in the LU PSMC Jūrmala and LU PSMC Rēzekne branch. Indeed, the involvement of LU PSMC in international research programmes shows that there is willingness to be relevant also internationally.

Strengths:
1. Management and staff show eagerness to develop research programs which is demonstrated clearly in the detailed answers provided for each criterion
2. Management and staff show eagerness to partake in international projects as can be seen clearly in the detailed answers provided for 1.4.3 and 1.4.6 above
Weaknesses:
1. Language proficiency may be a barrier for wider European/International collaboration.

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: Fully compliant

SAR of the LU PSMC, Annexes 13 and 14 presents the level of development, which is well in par with other similar institutions in Europe, and the expert panel concludes it as fully compliant. The research profile of the staff of the college corresponds with the international trends and levels of research in their field and it also is reflected in the teaching practice as seen in the curriculum content.

1.5. Cooperation and Internationalisation

Analysis

Criteria:
1.5.1 There is good evidence of collaboration with public and private employers, professional

organisations and other educational institutions especially for students' internships (SAR of study field Annex 15) in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch, which is part of the learning curriculum to gain the required competences. The cooperation partners both with the LU PSMC JŪRMALA and LU PSMC Rezekne branch, seem very relevant to the study field and all the programmes.
This collaboration was also evidenced in the meetings with employers, alumni and students in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch. In discussions it came clear that internship provision and selection of the partners worked well for the students as well as for the employers. Partners' contribution to the development of the study field and programmes was also highlighted in discussions with examples during the visit.
The selection criteria for the partnerships was not however provided, and it did not come clear in the discussions, whether there was a specific one. It was clarified in the meetings though, that students could seek their own internship partners, and these were evaluated for suitability and approved by the college.
1.5.2. International partners were mainly schools, colleges and universities through ERASMUs + programme, but few commercial companies were also included (SAR of sudy field Annex 15). There was no clear criteria for seeking or selecting these partners either. Most partners were from the neighbouring countries, but there seems to be a development to extend the partnerships further afield. No partners outside Europe were listed.
1.5.3. Students and teaching staff are participating in ERASMUS exchange as is described in the SAR (2.5.3.and Annexes 16,17,18) and discussed in the meetings. The numbers are fluctuating, and due to the COVID-19 pandemic almost stopped in the last couple of years, which is understandable. In the documents and several discussions, the management expressed their concerns that there are not enough staff members enrolling to those exchanges, perhaps due to the time, personal and language concerns. There seem to be attempts to improve language skills by organising and supporting language studies, but this may not be enough. There also seems to be a desire to invite more international teaching staff to enrich the study programme learning, but the means to attract them has not been found effective.

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

Conclusions:
Cooperation with both local and international partners within the study field is extensive, and the partners play different but important roles in supporting the programmes. Local partners are mainly involved in offering quality practice and internship placements and then employment opportunities for the graduates. Conferences and research are also important functions with the local partnerships.
International partners are mainly through ERASMUS+ staff and students programme and a commendable number of exchanges take place in and out of Latvia.
Criteria for choosing partners, is not transparent .
There are not many partners outside ERASMUS+ programme and Europe
Students' representation in local as well as international peer organisations seem to be very low and cooperation with Latvian organisations is not transparent or evident here. Information about their activities is not very visible in the documentation either.
Strengths:
1. The number and variety of the partners seem adequate and appropriate. There are numerous local and European ERASMUS partners suitable for all study programmes, some are long term partners, but also new partners have been found and added.
2. The main function of the partners is to act as internship/praxis placement providers, therefore

contributing to the study programs enormously and thereby strengthening the competencies of the graduates.
3. Collaboration in research, student's qualification projects and continuing education conferences and workshops is also one of the beneficial functions of the local partners, including the professional associations, commercial enterprises, public and private health care providers.

Weaknesses: a clear criteria and process, how partners are invited/chosen /selected is missing.
o ensure the quality and appropriateness of the activities, and also to introduce new emerging innovative practices.
2. Internationalisation: Ipartners outside ERASMUS programme and outside Europe are not found in the documentations
t would be beneficial perhaps to seek partnerships outside Europe also, e.g. for research and development of the programmes and profession, but also for staff and student exchange.
3. The training of language skills: language courses in isolation are not the most efficient method to learn practical and usable language.

Perhaps Extending staff training into "staff internships" for a longer period in the form of e.g., "a Sabbatical" could strengthen and motivate staff participation. It would also benefit the development of the programmes and extend links to the international professional scene.
4. Student representation in outside organisations and students bodies seems weak.
Provision of anonymous feedback by students online is not publicized transparently. Regulations on how organisations that represents the rights of students is also not readily available, there is no mention of those in the English language version of the homepage of the LU PSMC. Those are available for students on request as was explained during the visit by the students. However that lessens the accessibility of the documents. Also this information is missing from online and social media platform, which are the main platforms where a student would be searching for such an information. Information about elections for student bodies is also missing, which creates doubts about democracy in these functions in the LU PSMC. Also organisations that support student self governing (e.g. Studējošo pašpārvalde) organisations in HEI (such as LU SP (Student parliament of University of Latvia and LSA (Student Union of Latvia))) have noted that communication with "Studējošo pašpārvalde" of LU PSMC has been unsuccessful.

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: Partially compliant

The number and variety of the partners fit the study field requirements well. There are numerous local and European ERASMUS partners suitable for all study programmes, some are long term partners, but also new partners have been found and added.
The main function of the partners, both local and international compliment each other and strengthens the vision as well as activities of the the LU PSMC.
Partner s' contribution and collaboration in research, students' qualifying projects and continuing education conferences and workshops are also strengthening the the LU PSMC functions.
Collaboration of the students of the LU PSMC with outside students organisations seems to be lacking, perhaps poor availability of information and opportunities and needs attention in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch. In the opinion of the expert team, this part of the requirement is not fully compliant and therefore gives mark Partially compliant for the whole requirement.

1.6. Implementation of the Recommendations Received During the Previous Assessment Procedures

Analysis

Recommendation 1 for the study field: The programme needs to increase research activities and provide regular in-service training for academic staff
Recommendation 2 for the study field: The programme needs to increase the use of modern technologies.

The implementation of the recommendations are clearly described in the annex 19 including the activities taken place, the timeline for implementation and also details how they are implemented.

The same document in annex 19 details also the recommendations for each programme, with activities, timeline and how the recommendations are implemented.

During the visit of the two locations in Jurmila and in Rezekne and in the discussions with different stakeholders, it was evident that the recommendations were implemented and had a positive impact on the programmes. It was also evident that the improvement of the points named in the recommendations above are in continually monitored and addressed as appropriate and possible.

Criterion:
1.6.1. Self Assessment 2.6. addresses the issues of implementing the recommendations received during the last accreditation of the study field.
In the case of the staff issues around research activity and further education activities qualitative statements are provided such as (p. 65 of the SER)
“the English language skills of lecturers have also visibly improved”
or
“academic staff has increased its activity in the field of scientific research”
however it is not clear how much change there has been. Annex 4 presents a list of publications, patents etc. over the period 2013-2020. There is no real upward trend given that there are more publications in say 2013, 2014 and 2015 as 2018 and 2019 and 2020 the output had declined (67% output of 2013).
Table 2.18 presents a list of implemented ESF projects during the reporting period but no clear picture of how much this has changed.

In respect of improvements of the material and technical base, evidence is provided in the SAR (pp 67/ 68) that the expert recommendations have been acted on. Improvements have taken place year on year and specifically two infrastructure projects to modernise the study environment in both campuses, in Jurmila and Rezekne are ongoing. Simulation classes (e.g. for intensive care or radiology training) have been established, and medical emergency and diagnostic equipment purchased.

During the reporting period the study programme Medical Massage was licensed. To address the recommendation of the licensing expert
“to ensure fulfilment of uniform criteria both in the college and the branch” .

LU PSMC has ensured that many of the teaching staff are engaged in teaching on both sites i.e. both in the college and the branch (p 68 of the SAR).

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

Conclusions:

The recommendations of experts panel from the last accreditation have largely been acted on. During the visit to LU PSMC JŪRMALA and LU PSMC Rezekne branch and in the discussions with different stakeholders, it was evident that the implementations has had a positive impact on the programmes. In the case of the staff issues, quantitative data on the changes achieved (e.g. in research activity or language skills) would have been more reassuring. On the other hand, improvements to facilities during the reporting period are evident and to be commended.in both LU PSMC JŪRMALA and LU PSMC Rezekne branch and demonstrate a equity and equal opportunities for students in all programmes across the LU PSMC JŪRMALA and LU PSMC Rezekne branch.

Strengths:
1.The facilities in both campuses LU PSMC JŪRMALA and LU PSMC Rezekne branch are up-to date, modern and fulfil the demands for all the programmes.
Weakness:
2 English language skills are still rather weak amongst most of the staff and students.

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

Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, are evidenced in the SAR, staff CVs and publications and annexes 10 , 11 and 19. These were also confirmed during the virtual visits and meetings with stakeholders. The expert panel considers the evidence as demonstrating full compliance with continuing improvement visibly in place.

1.7. Recommendations for the Study Field

Short-term recommendations

There is a high dropout rate in the first year of the study programmes in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch. It is recommended that the the LU PSMC management team with the staff and students, should investigate this further in an attempt to lower this attrition rate. This could be through career promotions, open college days, pre-admission interviews, and more thorough selection of students before they begin their studies.
There should be more transparency in showing that the student body is well-represented within the structures of the College. It is unclear whether students can provide suggestions or complaints anonymously. Also there were signs of unsatisfactory strength and functioning of an organisation representing the rights the student body. In Internal Quality System the mechanism seems to be in place, and students are informed about it, however an open promotion in student-friendly way and media of this system and students participation in decision making, was not evident.

Long-term recommendations

Proficiency in European languages other than Latvian: A recommendation that was present in the last review was to improve language proficiency amongst both staff and students. This was done as a basis to recommend mobility across the EU - namely to join European Programmes and for the labour market. The current review process showed that gaps still exist in the acquisition of adequate language proficiency, so much so that interpreter services were constantly needed to translate from Latvian to English during the expert panels' activities..
Cooperation and Internalisation: The limited knowledge and usage of international languages by staff, as well as students might impact their ability to cooperate and exchange information across the EU and the world. The countries, with which the College cooperates, are limited - mostly Baltics across study programs and Germany for podology. It is recommended that the the LU PSMC should seek wider internalisation efforts to ensure international relevance of all the study programmes. The LU PSMC should invest in greater exposure to ensure transfer of skills, knowledge and developments across study programmes to students, for mobility, communication and employability.
The P.Stradins Medical College of the University of Latvia collaborates with Universities for further studies following the successful completion of the College Diploma at level 5 of the education framework. The P.Stradins Medical College of the University of Latvia may consider to follow in the steps of other vocational Colleges across Europe in investing in their own degree programs at levels 6, 7 and 8.

II - "Biomedical laboratory technician" ASSESSMENT

II - "Biomedical laboratory technician" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

Criteria:
2.1.1. The Biomedical Laboratory Technician (BLT) study programme is aligned with the development strategy (p5 of the SAR) of the Health Care study field as stated, the vision and the mission of LU PSMC, this currently being:
“one of the leading Medical Colleges in Latvia, competitive also in the Baltic Region and countries of the European Union”.
This indeed is the vision, and to that end:
“ LU PSMC guarantees its students high quality Level 1 Professional Higher Education in the Jūrmala city and Latgale Region – the city of Rēzekne.”
Additionally, in collaboration with external stakeholders:
“LU PSMC ensures development of study programmes in accordance with requirements of the labour market and latest technologies”.
The stated goals of the BLT study programme are (p 71 of the SAR):
“to prepare highly qualified, contemporarily educated, competent and competitive biomedical laboratory technicians”
thus clearly sharing the study field objectives.
2.1.2. All aspects appear to be internally consistent. The Biomedical Laboratory technician study programme (classification code 41721) is of 2 year duration, is worth 80 CPs and results in the qualification of “Biomedical Laboratory technician” with medical practitioner status. Admission requirements are stated in the SAR to be “general or vocational secondary education”, this also being stated in the LU PSMC Admission Regulations. The outcome of the programme aims to deliver

knowledge, skills and competences as defined in the Latvian Qualifications Framework (LQF), the European Qualifications Framework (EQF) and the professional standards. The Diploma Supplement of the study programme states that the programme is at the fourth level of professional qualification of Latvia (State First Level Professional Higher Education standard) and level 5 of the LQN (EQF). Latvian is the implementation language which is perfectly justifiable.
2.1.3. The SAR summarises in 3.1.1. what has changed in the Biomedical study programme study programme since the previous accreditation of the study field. It is stated that the aim of the study programme and the study results have been improved, and the acquired knowledge, skills and competencies are better defined in accordance with the updated professional standards.
Examples of changes in the study programme content include 1) the introduction of Environmental and Civil protection study courses to satisfy the requirements of regulations 2) the inclusion of Molecular biology in the study content to meet the requirements of industry and 3) updating the content of the study courses in Methods of clinical testing I and II in accordance with the updated professional standard.
Further, the distribution of the internship has changed since the academic year 2018/2019 following discussions with internship supervisors and employers. The practice is now divided into three parts, in the first semester 2 CP (3 ECTS), in the second semester 2 CP (3 ECTS) and in the fourth semester 12 CP (18 ECTS)
The final examination at the end of the study programme has been changed from a test to one which consists of two elements, which are the presentation of a qualification paper and an integrated examination that examines both theoretical knowledge and practical skills.
Discussions with all stakeholders at the site visit confirmed that the College graduates in the Biomedical Laboratory Technician programme have the appropriate knowledge, skills and professionalism to deliver the many services and varied tasks demanded of such a specialist in the modern era.
2.1.4. LU PSMC delivers the only programme of the BLT type in Latvia. The Covid19 pandemic with the concomitant increase in laboratory testing demanded has only highlighted the need for such graduates in the healthcare system. 70-80% of the graduates are employed in the profession, the majority finding relevant employment in either the public or private sector immediately. Discussions with staff, graduates of the course, employers and external stakeholders at the site visit confirmed the perceived need for BLT graduates. Table 3.1 shows there to have been a modest increase (c.f 2013 and 2020) in students attending the course reflecting the increased demand for their services. How Annex 54 data compare with this table is unclear unfortunately. Most of the dropouts occur in year 1 which although stated to be due to personal reasons in the SAR, would appear from exchanges at the site visit to be due equally to the workload and the direction of travel of the study programme. In other words some students may have an unrealistic view of what is expected and what the work actually entails.
2.1.5. Not applicable

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

Conclusions:
The study programme produces skilled highly respected professional Biomedical Laboratory Technicians who compete favourably in the labour market and are largely immediately employable. The study programme is sufficiently agile to respond quickly to external drivers and there is full engagement with external stakeholders. Indeed there are many good examples of the impact that stakeholders have brought to bear. Discussions with employers verified that this was the case and that the graduates were highly regarded. There have been positive changes to the structure and nature of the final assessments resulting in a more comprehensive test of both theoretical knowledge and practical skills.

Strengths:
1. The will to respond to the growing need for high calibre professionals in the field.
2. The clear ability of the study programme to adapt to external factors such as regulatory requirements, needs of industry and any updates in professional standards.
3. The robust consultation methods to gain intelligence on what needs to be changed.
4. The reputation of the graduates from this programme.
Weaknesses:
1. The high dropout rate in year 1.

2.2. The Content of Studies and Implementation Thereof

Analysis

Criteria:
2.2.1. The content of the study programme is comprehensive with a mix of general education and subject specific material covered in the two years of study.
The scope and structure of the 2 year study programme is described in full in the SAR with descriptions of the content of every study course being provided. Programme details, credits assigned and expected learning outcomes are also presented in Annex 53 and the Diploma supplement provided. The compliance of the study programme to various reference standards (state education / professional / industry-specific regulations) are set out in Annexes 55 and 56 and a document entitled “Compliance of the Biomedical Laboratory Assistant study programme with industry-specific normative regulations” and the study programme corresponds to Cabinet regulation 268. These documents and the discussions at the site visit give reassurance and confidence that the study programme content is relevant, meeting the stated objectives, the needs of the labour market and external stakeholders.
Each course description describes the expected results in respect of the domains, Knowledge, Skills and Competences making it easy to map these to the requirements of for example Professional Standards. The “calendar plan” of the study course, evaluations to be undertaken, the criteria for evaluation and the suggested literature are also presented.
The mapping of study course subject material to learning outcomes is presented in Annex 57. The SAR states that the study course is updated regularly, in fact at the end of the study year, in order to meet new requirements from the sector (industry, relevant science and the labour market). Requisite changes are informed by external consultation, surveys from all stakeholders and academic staff intelligence. In this way it is possible for employers, and for example the Latvian Laboratory Association, to influence not only the content but evaluation methods of the study programme. It is clear that there are robust links and also valuable cooperation with external agencies to ensure that the study programme remains up to date and topical. Examples of good practice include introducing courses on Environmental and Civil protection to address regulatory requirements and molecular biology courses to meet industry requirements.
2.2.2. Doctoral study program not applicable
2.2.3. The study programme in the college consists of lectures, seminars, preclinical practical classes in classrooms and laboratories and practice sessions in laboratories and health care Institutions. The SAR refers to group and also independent forms of work. Further, it is also stated that (3.2.3, p78 / 79)
“the choice of teaching methods is determined by the aims, tasks and content of study courses”
and also
“To promote the student-centred education approach, the practical implementation of the programme uses such interactive teaching methods that develop student's skills and qualities”
Examples of this are the discussions, individual work and presentations and group work, the latter to develop teamwork skills. The individual course descriptions are broken down into hours spent on

various activities and demonstrate the respective weightings given to lectures, seminars, practical classes and independent work. What is evident is that formal lectures often represent only one fraction (e.g. 30%) of the total activity.
In summary, it would seem from the SAR that the various study implementation methods are chosen to match the task at hand, so as to ensure the relevant learning outcomes of a BLT study programme are being met. The site visit provided evidence from students, graduates and employers that the relevant learning outcomes were being achieved.
2.2.4. Annex 60 along with the SAR sets out the details of the internship for a Biomedical Laboratory technician. The current internship programme is worth 16 CP and consists of three parts. The current distribution of practice elements is at the end of the first semester (2 weeks, 2 CPs), the end of second semester (2 weeks, 2 CPs) and the 4th semester (12 weeks, 12 CPs). This distribution was introduced after the academic year 2018/2019 following discussions with internships supervisors and employers, the idea being that this would enable students to understand more quickly the nature of their prospective profession. The SAR indicates that dropout rates were also taken into consideration when making the change, however Table 3.1 in the SAR indicates that if anything the dropout rate is now higher following the change. The internships are organised by the head of the study programme in the College and are regulated by a tripartite internship agreement between the college, the student and the internship place. However the head of the study programme has the responsibility to ensure that the student can achieve the relevant tasks required. Each element of the study practice is designed to deliver different learning outcomes. For example, in the second practice element the SAR states that
“acquired knowledge in application of haematology, cytology and clinical examination methods in practice is strengthened”
In support of the effectiveness of the study programme practice element, Table 3.3 in the SAR sets out how the individual tasks of the study practice map on to the learning outcomes. Full evaluation of each practice element is carried out by the practice supervisor. students prepare a practice report, including a practice diary and perform a presentation. details of such evaluations are laid out in Annex 60.
The site visit confirmed the appropriateness, given the professional standards required, and value of the internship by all parties concerned.
2.2.5. Doctoral study program not applicable.
2.2.6. At the end of the study programme in BLT students develop a qualification paper which contributes to the mark of the final qualification exam. The topic for such a paper may be chosen by the student based on their interests and strengths and
“in accordance with the Procedure for Development, Submission and Presentation of the Qualification Paper Developed by the LU PSMC”
The qualification paper must be related to their professional field and thus topics may include diagnostic methods, analytical processes etc. Production of a qualification paper requires that the student work independently on a research topic under the guidance of a supervisor. A list of titles was presented in the SAR, indicating the clear relevance of topics chosen to the study programme content and issues in the labour market. Students are encouraged to present their findings at LU PSMC conferences which is an example of good practice. It is not clear from the SAR who undertakes the evaluation of the qualification paper. However, grades in the qualification work are presented in Table 3.4 with over 80% of students receiving grades 7-10 (good to distinction). This is one testimony to the success of the exercise.

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

Conclusions:
The 2 year study programme is a comprehensive one and the course content addresses well the

external reference standards of the profession, industry and state education standards. The individual course descriptions are clear and the subject material maps cohesively to the intended learning outcomes. Study implementation methods pay due attention to a student-centred approach. There is a robust and varied set of internships, the value of which is clear to both students and future employers. The final qualification paper is one element of an improved final assessment process, is also highly regarded and student performance testifies to its success. Appropriately, there has been a diverse mix of topics offered to the students over the years and a laudable and encouraged practice has been for students to present their work at various meetings or conferences.

Strengths:
1. The study programme is comprehensive and highly regarded by students.
2. The level of satisfaction of staff and students is high (site visit).
3. The qualification paper topics are highly relevant and wide ranging.
4. Students are encouraged to present their qualification paper findings at conferences.
5. The final examination format has been much improved since the last accreditation.
Weaknesses:
1. Lack of clarity on who undertakes the assessment of the qualification paper.

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

Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

Criteria:
2.3.1. The material and technical base of the college can fully ensure the implementation of the study program “Biomedical laboratory technician” (BLT).
The provision of premises is described in section 1.3.1.
There are modern training classes with computers and interactive teaching technical elements and modern laboratories for training theoretical and practical skills..
Library resources can provide full curriculum learning.
The library provides students with study literature and periodicals in Latvian, English, German and Russian. The library has a collection of more than 10,300 items, of which 70% is medical literature. In the library, lecturers and students have at their disposal workplaces equipped with 7 computer sets and Internet connection and 16 places in the reading room. There is an information base with an electronic catalogue of books created in the library information system SCHOOL ALISE. Students have access to the EBSCO database for the development of research papers, the resources of which can be used both in person and remotely .
The library works in collaboration with Riga Stradins University, the University of Latvia Library and Jūrmala Central Library (based on SER of program “BLT” 3.3.1 and SER of college 2.3.2).

2.3.2. Not applicable.
2.3.3. The basic costs of a study place in the “Biomedical laboratory technician” study programme, budget financing per student are 1630.11 EUR. The real costs of the study programme per student

are 2668.82. Funding for full-fledged implementation of the study programme is obtained from the college's income and projects financed by European Union organizations and other international organizations. The minimum number of students to ensure the profitability of the study programme is 15 (based on SAR of study program "Biomedical laboratory technician" 3.3.3).

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

Conclusions:
LU PSMC has a good material and technical base to ensure the training process in training program “Biomedical laboratory technician”.
Strengths:
1. The material and technical base of the college, premises, library meet modern and high study requirements and can provide European standard level training programm.
Weaknesses:
1. Due to the high drop-out rate, the selection of students for admission needs to be improved in order to avoid unmotivated applicants.
2. Teachers and students should improve their knowledge of foreign languages by B2.1 level to be able to participate in international exchange programs more and to work better with international literature and teaching materials.

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 material and technical base of the college, premises, library meet modern and high study requirements and can provide high standard level training programme BLT .

2.4. Teaching Staff

Analysis

Criteria
2.4.1. There are 27 teaching staff of various grades and educational and professional backgrounds contributing to this programme, (SER 3.4.1, 3.4.2 and 3.4.5 and Appendices 10nd 11). Half are elected academic staff and half are guest lecturers. Five academic staff have doctoral degrees in appropriate discipline and 20 are with master degrees. The variety and composition of the specialties of the staff, including medical doctors, nurses, and other health professionals, their experience in the field of study and engagement in working life supports well the different subjects offered in this programme. However, the number of discipline specialists seems fairly low, and perhaps the college could find ways to attract more teachers with backgrounds in Biomedical Sciences.
2.4.2. There is evidence of activities to strengthen the staff composition for this programme. The number of Associate Professors has increased from one to four since 2013, and include lecturers with doctoral degrees e.g. in biology and pedagogy, which strengthens the research application in this programme. Most staff members are engaged in development activities by participating in conferences of their own field and interest as presenters and participants. The proportion of guest lecturers has risen slightly in recent years, with just over half academic staff (Self Assessment

3.4.2). The college has recognised the lack of younger professional staff to replace the retiring staff, and is finding ways to attract and motivate new staff to join the team.
2.4.3. Not applicable
2.4.4 The Publication record of most academic/elected staff is adequate, both in reputable journals and conferences. There are however few, whose CVs do not include a list of publications. Most staff members have however participated in conferences (Annex 11).
2.4.5. There is a reference in the self assessment document 3.4.5 to meetings at the end of the academic year where lecturers collaborate between the courses to avoid duplication. This in itself is commendable, but is perhaps too late. Experts could not find a record and it did not come up in the discussions, whether there are planning meetings at the start of the studies and semesters where the involved subject coordinators and others ensure that all the subjects and topics are synchronised in a way that the whole programme is managed well.
Cooperation between study programme lectures as supervisors and work consultants is also taking place around students' qualification papers. Conference organisation is also facilitating collaboration between the different stakeholders, and this has an impact on the quality of the programme. Daily communication is also evident to strengthen the collaboration, as came out in the discussions.

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

Conclusions:
The staff cohort for this programme is comprehensive, including members with doctoral degrees and a variety of other professional qualifications that fit the purpose for this programme. There is also a good mix of permanent teaching staff and visiting lecturers giving flexibility for the teaching contribution. However, attention may need to be focused on recruiting and fostering teaching staff (from graduates), who have a background in biomedical sciences to ensure that expertise in the core subject of this programme are sustained.
Strengths:
1. The number, variety, qualifications and publications of the staff cohort is adequate.
2. There are an adequate number of Associate Professors, and staff members with doctoral degrees.
3. More than half of the staff are elected, which ensures continuity in the programme delivery.
Weaknesses:
1. There are rather few staff members with the qualification in actual biomedical sciences, and the attraction of new staff with those qualifications is low. This is something the college needs to address to maintain the quality of this much needed profession.
2. The mechanism for mutual cooperation in delivering the programme is not expressed explicitly apart from at the end of the academic year meeting year. This may need some attention to ensure smooth running of the programme and also development of the programme to keep a breast with current trends.

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 variety of qualification, experiences and professional backgrounds of staff members, are adequate to deliver this programme. However the college needs to address the issue of retiring staff and their replacement with appropriate persons. (SER 3.4.1, 3.4.2 and 3.4.5 and Appendices 10nd 11.)

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: Fully compliant

Compliance according to Cabinet of Ministers regulations No. 141 of March 20, 2001 on “The State Standard of First-Level Professional Higher Education”, Environmental protection law of November 29, 2006, Civil Protection and Disaster Management Law of October 1, 2016 described in ANNEX 55 and fulfil all basic requirements.

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

Compliance to Professional Standard - PROFESSIONAL STANDARD FOR BIOMEDICAL LABORATORY TECHNICIANS, concerted in the Tripartite Cooperation Sub-Council of the National Tripartite Cooperation Council, on April 7, 2021, protocol No. 3, described in ANNEX 56 and Cabinet of Ministers Regulations No. 268 Regulations regarding the competence of medical practitioners and students acquiring first or second level professional higher medical education programs, competence in medicine and the amount of theoretical and practical knowledge of these persons described in attached document fulfils all basic requirements.

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: Fully compliant

The study programme is implemented in Latvian and all descriptions and study materials complies and are accessible during site visit and included as annexes in application.

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

In SAR ANNEX 53-the sample of the diploma complies with requirements for recognition.

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

Complies with Cabinet of Ministers regulations No. 733 of 7 July 2009 “Regulations on the Amount of Knowledge of the Official Language and Procedures for Testing Proficiency in the Official Language for Performance of Professional and Occupational Duties”- statement confirmed by Director of College, ANNEX 12.

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

The sample of the study agreement includes mandatory provisions, ANNEX 8.

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

Confirmation of College described in ANNEX 6 - Statement of the Agency of the University of Latvia “P.Stradiņš Medical College of the University of Latvia” on the possibility to continue studies in another study programme- “Medicine”.

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 certifies that college students are guaranteed compensation for losses in case a study programme is not accredited or a study programme licence is revoked due to actions or inactivity of the college, and the student does not want to continue studies in another study programme. Verified in ANNEX 7.

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

Compliance with: Law on Regulated Professions and Recognition of Professional Qualifications of the Republic of Latvia Article 9. Regulated professions in the field of health care Paragraph 1 and 2.; Cabinet of Ministers Regulations No. 716 Minimum requirements for the content of the compulsory civil protection course and the content of the civil protection training of employees, paragraphs 3 and 4; Environmental Protection Act, Article 42 (2); Labour Protection Act, Article 23 (7); Personal Data Processing Law, Section 2; - Confirmed in attached document of College.

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: Fully compliant

In documentation of Application and during visit in College were collected proof evidence that study programme complies with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

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

General conclusions:
The two year Biomedical Laboratory Technician study programme produces skilled, professional graduates who are satisfied with their training, are relevant to market requirements, are highly regarded and hence employable. The course content is aligned with external reference standards and the study programme has proved to be adaptable to changing market needs, full engagement with external stakeholders helping to ensure this.
The study programme would appear to be fully compliant with external reference standards, legal or local regulatory requirements.

Strengths:
1. In the programme alongside high student satisfaction include the clear course descriptions, well addressed learning outcomes, the student-centred approach, the internship programme and the comprehensive final assessment.
2. The staff complement is a mix of teachers with doctoral degrees and other professional qualifications, and also alongside mix permanent teaching staff there are visiting lecturers ensuring a rich and varied course content.
Weaknesses:
1. More attention could still be given to recruiting staff with biomedical science qualifications in order not to dilute the core content of the study programme.

The study programme has a comprehensive content which is clearly fit for purpose. All stakeholders have the facility to impact on its nature and topicality. Both the study programme and the product (the graduate) are commended by all parties. There are no perceived shortfalls in terms of compliance with any prescribed requirements.

Evaluation of the study programme "Biomedical laboratory technician"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme "Biomedical laboratory technician"

Short-term recommendations

To address the issue of large number dropouts in year 1 by instituting changes in the admission procedures or any other mechanism such as career events, open days, interviews etc.
To consider more interprofessional delivery of course material i.e. joint lectures.
To recruit more staff with Biomedical Science qualifications to teach on the study programme.
To adopt the good practice displayed by the Podology programme by being more EU facing so promoting internationalisation, and ensuring the relevance of the study programme to EU countries and beyond.

Long-term recommendations

To enhance language proficiencies to improve mobility outside Latvia for both academic staff and graduates.

II - "Radiographer" ASSESSMENT

II - "Radiographer" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

Criteria:
2.1.1. The radiology assistants study programme is in line with the development strategy of the health care study field, the vision and the mission of the P.Stradins Medical College of the University

of Latvia. The radiology assistants study programme is at Level 1 Professional Higher Education, ensuring development of this study programme in accordance with requirements of the labour market and latest technologies.
The parameters of the study programme, SAR and diploma supplement (Annex 45) are clear and justified.
2.1.2. This 3 year full-time study programme aims to prepare competent, modern, professional specialists in radiography, radionuclide diagnostics to work with modern digital technologies in radiology and nuclear diagnostics, at the same time ensuring students' personal development, and the opportunity to improve themselves by continuing their studies in the professional bachelor's study program radiography at the University of Latvia. This was confirmed by all the stakeholders interviewed during the review process. The title, code, degree to be obtained, professional qualification or degree and professional qualification of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The self-assessment and review process confirmed this. The duration and scope of the study programme implementation, as well as the implementation language - which is in latvian, are reasonable and justified. Proficiency in other European languages is still limited and this may be a barrier for mobility of staff, students and graduates across the EU.
Annex 45 provides the details of the diploma and its supplements that conform the above.
2.1.3. SAR 3.1.1 provides details of what has changed in the radiologa asistents study programme since the previous accreditation of the study field. The rapid technological, diagnostic and therapeutic advances in radiology and radiography study fields, namely rapid development dynamics of the radiology industry, complex entry of digital technologies into the labour market with diagnostic radiology digital image post-processing 3D functions and digital archive (PACS) maintenance capabilities, Radiology Information System (RIS) software related to accurate patient data, as well as examination data registration and analysis obliged the college to change the parameters of the study programme.
The aim of the study programme has been clarified. The changes reflect the rapid development of the radiology industry, the entry of innovative digital technologies, newer programmes and methods that have been introduced in the labour market. The method of radionuclide diagnostics has been replaced by nuclear diagnostics, reflecting a wider professional meaning. The updated professional standard also triggered the improvement of the study results to be achieved in the study programme with well-defined learning outcomes, and clear transfer of knowledge, skills and competencies. The final examination at the end of the study programme has been changed from a test to an integrated examination that examines theoretical and practical knowledge and skills in accordance with the new competences approach.
All the relevant stakeholders in the review process confirmed the above and stated that the college graduates of the radiologa asistents study programme are appropriately professionally trained to perform all the above-mentioned functions necessary for the modern radiology industry.
2.1.4. SAR 3.1.3 provides details of the close cooperation with professional associations including the Latvian Association of Radiographers and Radiology Assistants and the European Federation of Radiographers' Associations (EFRS) higher education branch HENRE in the field to ensure the preparation of new radiologa asistents as per modern labour market requirements and international educational trends, working in radiography, invasive radiology and radionuclide diagnostics. The competences are in line with the recommendations of Latvian Radiographers and Radiology Assistants and Latvian Radiologists Associations.
Statistics provided in the SAR (Annex 46) include: 95% of graduates successfully work in the chosen profession in one of the Latvian medical institutions, 5% work abroad, for example, in England. 80% of graduates continue to improve themselves in the LU professional bachelor's study program Radiography.
2.1.5. Not applicable

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

Conclusions:
The radiology assistants study programme is in line with the development strategy of the health care study field, the vision and the mission of the P.Stradins Medical College of the University of Latvia, delivering Level 1 Professional Higher Education, and ensuring development of this study programme in accordance with requirements of the labour market and latest technologies. This 3 year full-time study programme aims to prepare competent, modern, professional specialists in radiography, radionuclide diagnostics to work with modern digital technologies in radiology and nuclear diagnostics, at the same time ensuring students' personal development, and the opportunity to improve themselves by continuing their studies in the professional bachelor's study program radiography at the University of Latvia. Proficiency in other European languages is still limited and this may be a barrier for mobility of staff, students and graduates across the EU. There is close cooperation with professional associations including the Latvian Association of Radiographers and Radiology Assistants and the European Federation of Radiographers' Associations (EFRS) higher education branch HENRE in the field to ensure the preparation of new radiologa asistents as per modern labour market requirements and international educational trends, working in radiography, invasive radiology and radionuclide diagnostics. The competences are in line with the recommendations of Latvian Radiographers and Radiology Assistants and Latvian Radiologists Associations.
Strengths:
1. Well-developed and up-to-date radiology assistants study programme
2. Graduates of the programme are highly sought after and fully employable mostly in Latvia but also abroad.
3. Patient (practice) oriented study programme.
4. Holistic biopsychosocial model of care
Weaknesses:
1. High drop-out rate in first year
2. Demand is greater than supply for these graduates.

2.2. The Content of Studies and Implementation Thereof

Analysis

Criteria:
2.2.1. The content and structure of the study programme “Radiographer” fully described in the SAR. The content of courses provided in ANNEX 51 corresponds to objectives of the programme. The learning outcomes as study results are defined in ANNEX 49 and matched needs of professional stakeholders. The compliance of the study programme to national regulations are set out in ANNEXES 47 and 48 and document “Compliance of the Radiographer study programme with industry-specific normative regulations”.
2.2.2. Not applicable

2.2.3. SAR 3.2.3 provides details of the courses within the study programme radiology assistants, which are implemented in line with the course descriptions, and the course evaluation is in line with the P.Stradins Medical College of the University of Latvia’s unified procedure for examinations of study courses. The study programme in the college consists of lectures, seminars, practical classes in classrooms and simulation laboratories as well as practice placements in healthcare institutions. The assessment system is student-centred. The assessment criteria are in accordance with the aim and tasks of the programme of the study course with a certain set of requirements, for the assessment of achievement of study results, the set of requirements is indicated in the description

of each study course. The review process confirmed assessment objectivity with the use of assessment criteria to ensure equity. This is in accordance with the requirements of the educational programme and the conditions of the course. The examination process is as indicated in the course description and utilises both written and oral exams as part of a variation of independent works, written tests, tests, reports, presentations, laboratory works, and group work. There is transparency of the assessment methodology which is discussed with peers and disclosed to students at the beginning of the study course.
Evaluations are of two types, mainly qualitative evaluation using a mark in a 10 point system, and a quantitative evaluation using the number of credit points according to the volume and significance of the study course. The amount of credit points to be obtained is indicated in the study plan. 1 credit point corresponds to 40 hours. Evaluation of courses is continuous and includes evaluation of students' practical work, individual work, intermediate examinations and examination results. The final assessment is conducted at the end of the semester after results of all stages: practical work, seminars, independent work, control work and examination are reviewed. The pass rate is marked 4 (almost average), on a 10-point scale. Evaluation of practice placements is performed in line with developed practice regulations and practice programmes. When evaluating the practice report with a mark (on a 10-point scale), the content of the report, characteristics of the practice supervisor, practice report evaluation, student's presentation and ability to answer the questions posed by the commission, the internship diary design and content are all considered. As regards, evaluation of the qualification paper, the criteria used are the quality of the content of the qualification paper development and compliance with methodological instructions for writing the qualification paper; the content of presentation and answers to the questions of the members of the commission and the reviewer; assessment and comments expressed in the review.

2.2.4. SAR 3.2.4 and Annex 52 provide details of the practice content, which is developed in line with the basic requirements for the professional qualification of radiology assistants, as well as with the specific requirements necessary for the performance of duties and main tasks in the profession of radiology assistants, in line with the radiology assistant’s profession standard, and with the LU PSMC Student Practice Organization Procedure. Practice agreements, which are agreed upon with employers, include the goals and tasks of the practice, the practice plan, the procedure for evaluating practice achievements, as well as the duties and responsibilities of the parties. The goal of the internship is based on the acquired knowledge, skills, abilities and previous work experience. During each cycle, the student has to demonstrate skills and knowledge of a full examination or procedure in the presence of a professional and transcribe it in the internship diary. The practice is implemented in accordance with the tripartite practice agreement, in cooperation between the college, the student and employers.
2.2.5. Not applicable
2.2.6. SAR 3.2.6 provides details of the topics of the qualification papers, which are based on recommendations of employers and professional associations and by considering current trends in the professional field. Within the study programme radiology assistants, the topics of qualification papers are mainly on aspects of examinations and diagnostic radiology quality criteria - example in the evaluation of radiation dose optimization, radiation safety and provision when performing medical irradiation in radiology; as well as on aspects of examination of the justification for radiological examinations and descriptions of procedures, in accordance with the Clinical Audit Guidelines, for medical exposure in radio-diagnostics and radiotherapy. The work of the qualification papers is carried forward and presented in conferences organised by the Latvian Association of Radiographers and Radiology Assistants, as well as in the discussions of maintaining professional quality. The topic of the qualification paper is chosen by students in accordance with the Procedure for Development, Submission and Presentation of the Qualification Paper Developed by the LU PSMC. The qualification paper must be related to professional qualifications, applied and practically

applicable in a professional environment. Table 3.5 in the SAR 3.2.6 shows that the majority of students received very good marks in the evaluation of the qualification papers.

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

Conclusions:
In conclusion, the content of the study programme radiology assistants is topical, with the content of the study courses being interconnected, complementary, and corresponding to the objectives of the programme. The study programme ensures the achievement of the learning outcomes, as well as meets the needs of the radiology industry, labour market and scientific trends. The study programme complies with national regulations as set out in ANNEXES 47 and 48 and document "Compliance of the Radiographer study programme with industry-specific normative regulations". The implementation of the study programme radiology assistants is in line with the course descriptions, and the course evaluation is in line with the P.Stradins Medical College of the University of Latvia's unified procedure for examinations of study courses. The study programme in the college consists of lectures, seminars, practical classes in classrooms and simulation laboratories as well as practice placements in healthcare institutions. The assessment system is student-centred. The assessment criteria are in accordance with the aim and tasks of the programme of the study course with a certain set of requirements, for the assessment of achievement of study results, the set of requirements is indicated in the description of each study course. The review process confirmed assessment objectivity with the use of assessment criteria to ensure equity. Evaluation of practice placements is performed in line with developed practice regulations and practice programmes. These are in line with the basic requirements for the professional qualification of radiology assistants, as well as with the specific requirements necessary for the performance of duties and main tasks in the profession of radiology assistants, in line with the radiology assistant's profession standard, and with the LU PSMC Student Practice Organization Procedure. The qualification paper is given utmost importance although there is lack of clarity as to how assessment is carried out.
Strengths:
1. The study programme is up-to-date with advances in the profession, technology and practice.
2. It is comprehensive and highly regarded by all stakeholders, namely students, staff, graduates and employers.
3. The review process and site visits demonstrate a high level of pride in the programme by staff and students.
4. The qualification paper shows a variation of subjects tackled.
5. Students are encouraged to participate in conferences.
6. Since the last accreditation, the final examination took the form of an integrated exam which ensures that knowledge, theory and practice skills are examined well.

Weaknesses:
1. Lack of clarity on how assessment of the qualification paper is actually conducted.

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

Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

Criteria:
2.3.1. The material and technical base of the college can fully ensure the implementation of the study programme “Radiographer”. In addition, the college has training classes with x-ray positioning equipment, mammography equipment, a workstation class for radiology images processing and simulation and radiology information system.
The provision of premises is described in section 1.3.1.
2.3.2. Not appicable.
2.3.3. The basic costs of a study place in the “Radiographer” study programme, budget financing per student are 1630.11 EUR. The real costs of the study programme per student are 2462.66 EUR. Funding for full-fledged implementation of the study programme is obtained from the college's income and projects financed by European Union organizations and other international organizations. The minimum number of students to ensure the profitability of the study programme is 15 (based on SAR of study program "Radiographer" 3.3.3).

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

Conclusions:
LU PSMC has a good material and technical base to ensure the training process in training program “Radiographer”.
Strengths:
1. The material and technical base of the college, premises, library meet modern and high study requirements and can provide European standard level training program “Radiographer”.
Weaknesses:
1. Due to the high drop-out rate, the selection of students for admission needs to be improved in order to avoid unmotivated applicants.
2. Teachers and students should improve their knowledge of foreign languages by B2.1 level to be able to participate in international exchange programs more and to work better with international literature and teaching materials.

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 material and technical base of the college, premises, library meet modern and high study requirements and can provide high standard level training programme “Ṛadiographer”.

2.4. Teaching Staff

Analysis

Criteria
2.4.1. There are 26 teaching staff of various grades and educational and professional backgrounds contributing to this programme, 9 are elected academic staff and 17 are guest lecturers. There are 6 staff members with doctoral degrees and the rest of the contributing staff have masters degrees,

some bachelor level degrees. The self assessment as well as the CVs evidence that the staff members participate in appropriate scientific activities and publish in their area of expertise. I trust that the staff cohort is more than adequate to enable the achievement of the outcomes of the study programme

2.4.2. There is evidence of activities to strengthen the staff composition for this programme. The number of Associate Professors has increased from 2 to 5 and more staff have obtained doctoral degrees since 2013.

The college recognises that in a professional programme it is important to involve in teaching professionals, who practise in this field, in order to maintain the currency of the programme and evolve with the rapid changes in the field. Therefore it is important to attract these professionals to engage in teaching by e.g. open opportunities to teach to those who are studying in doctoral programs, which they have examples of.

2.4.3. Not applicable

2.4.4. The Publication record of few academic/elected staff is impressive, both in reputable journals and conferences. There are however few, whose CVs do not include a list of publications. Most staff members have however participated in conferences.

2.4.5. The Study Programme Council, including the head of the department, academics staff and students, has been established to solve topical issues in the programme development and strategy. There is however no explicit mention in the documents nor did it come up in the discussions, how cooperation among the 26 strong team is organised to ensure continuity and smooth running of the programme.

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

Conclusions:

The combination of teaching staff with varied educational and professional backgrounds complement each other and ensure that the teaching is appropriate in different subjects and help the students to achieve their learning goals. Radiography is a fast developing science area and professionals need to keep up to date with their knowledge and skills, and this is demonstrated in their CVs in the form of publications, conference participation and other projects.

However attracting discipline specialists has been recognised by the college as a concern, and actions must be taken to ensure continuity in this regard.

Strengths:

1. The number, variety, qualifications and publications of the staff cohort is adequate.

2. There are an adequate number of Associate Professors, and staff members with doctoral degrees in the appropriate discipline

Weaknesses:

1. The risk of low attraction of discipline specialists to teach in this programme is somewhat worrying and the college needs to implement measures to ensure the continuity is guaranteed for this much needed professional course.

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 number, variety, qualifications and publications of the staff cohort is adequate. There are an adequate number of Associate Professors, and staff members with doctoral degrees in the

appropriate discipline
(SAR 3.41, 3.4.2, 3.4.5 and Annex 11)

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: Fully compliant

Compliance according to Cabinet of Ministers regulations No. 141 of March 20, 2001 on “The State Standard of First-Level Professional Higher Education”, Environmental protection law of November 29, 2006, Civil Protection and Disaster Management Law of October 1, 2016 described in ANNEX 55 and fulfil all basic requirements.

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

Compliance to Professional Standard - PROFESSIONAL STANDARD FOR RADIOGRAPHER, concerted in the Tripartite Cooperation Sub-Council of the National Tripartite Cooperation Council, on October 13, 2021, protocol No. 6, described in ANNEX 48 and Cabinet of Ministers Regulations No. 268 Regulations regarding the competence of medical practitioners and students acquiring first or second level professional higher medical education programs, competence in medicine and the amount of theoretical and practical knowledge of these persons described in attached document fulfils all basic requirements.

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: Fully compliant

The study programme is implemented in Latvian and all descriptions and study materials complies and are accessible during site visit and included as annexes in application.

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

In ANNEX 45-the sample of the diploma complies with requirements for recognition.

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

Complies with Cabinet of Ministers regulations No. 733 of 7 July 2009 “Regulations on the Amount of Knowledge of the Official Language and Procedures for Testing Proficiency in the Official Language for Performance of Professional and Occupational Duties”- statement confirmed by Director of College, ANNEX 12.

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

The sample of the study agreement includes mandatory provisions, ANNEX 8.

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

Confirmation of College described in ANNEX 6 - Statement of the Agency of the University of Latvia “P.Stradiņš Medical College of the University of Latvia” on the possibility to continue studies in another study programme- “Medicine”.

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 certifies that college students are guaranteed compensation for losses in case a study programme is not accredited or a study programme license is revoked due to actions or inactivity of the college, and the student does not want to continue studies in another study programme. Verified in ANNEX 7.

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

Compliance with: Cabinet of Ministers Regulations No. 141 on the State Standard for First-Level Professional Higher Education Article 5.1; Cabinet of Ministers Regulations No. 482 on Provisions on protection against ionizing radiation in the event of medical exposure, paragraphs 10 and 10.1; Cabinet of Ministers Regulations No. 716 of 05.12.2017 on Minimum requirements for the content of the compulsory civil protection course and the content of the civil protection training of employees, paragraphs 3 and 4; Environmental Protection Act, Article 42 (2); Labor Protection Act, Article 23 (7)- Confirmed in attached document of College.

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: Fully compliant

In documentation of Application and during visit in College were collected proof evidence that study programme complies with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

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

General conclusions:
The study program "Radiographer" is completely appropriate for the field of study. The material and technical base of the college, staff, library fully ensures the implementation of the study program in accordance with Latvian legislation.
Strengths:
1. The programme delivers quality graduates that are sought after, appropriately equipped in terms of knowledge, skills and professionalism to meet the demand of the labour market and are highly respected by external stakeholders.
Weaknesses:

1. There is the risk of low attraction of discipline specialists to teach in this programme is somewhat worrying and the college needs to implement measures to ensure the continuity is guaranteed for this much needed professional course.
The shortcomings are insignificant in the implementation of the study process and do not significantly affect the study programme assessment and need to be improved in the future.

Evaluation of the study programme "Radiographer"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme "Radiographer"

Short-term recommendations

To address the issue of a large number of dropouts in year 1 by instituting changes in the admission procedures or any other mechanism such as career events, open days, interviews etc.
To consider more interprofessional delivery of course material i.e. joint lectures.

Long-term recommendations

To enhance language proficiencies to improve mobility outside Latvia for students, academic staff and graduates .
To promote internationalisation, and to ensure the relevance of the study programme to EU countries and beyond.
To increase intake of students to respond to the demand for radiologa asistents in Latvia as per modern labour market requirements and international educational trends, working in radiography, invasive radiology and radionuclide diagnostics. It seems that the demand is much greater than supply in view of the advances in the field.

II - "Medicine" ASSESSMENT

II - "Medicine" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

Criteria:
2.1.1.The Medicine study programme is aligned with the development strategy of the Health Care study field, the vision and the mission of LU PSMC which is currently deemed to be:
“one of the leading Medical Colleges in Latvia, competitive also in the Baltic Region and countries of the European Union”. (p 5 of the SAR)
This indeed is its vision. To that end:
“LU PSMC guarantees its students high quality Level 1 Professional Higher Education in the Jūrmala city and Latgale Region – the city of Rēzekne.” (p. 5 of the SAR)
Additionally, In collaboration with external stakeholders (p. 5 of the SAR):
“LU PSMC ensures development of study programmes in accordance with requirements of the labour

market and latest technologies".
The stated goals of the study programme resulting in the qualification of Doctor's assistant or paramedic (p 133 of the SAR) mirror these objectives.
2.1.2. All aspects appear to be internally consistent. The Medicine study programme is of 3 year duration, although when referring to the classification code (41721) it is stated in the SAR (p. 137) to be "full-time studies of two years" which was confusing to read. Taking into account all aspects as well as the Cabinet Regulation No 322, the study programme "Medicine" can be implemented as"full-time studies of two or three years" as a short cycle or first level professional education. Otherwise, the study programme parameters in LU PSMC shows the programme have been implemented as full-time studies in 3 years.
Admission requirements are elaborated in the LU PSMC Admission Regulations. The outcome of the programme aims to deliver knowledge, skills and competences as defined in the Latvian Qualifications Framework (LQF) and the professional standard. The study programme is delivered at the first level professional higher education and level 5 of the LQF. Successful completion leads to the title of Doctor's Assistant (paramedic). The state language (Latvian) is the official implementation language which is perfectly justifiable.
2.1.3. In 3.1.1 the SAR sets out what has changed in the Medicine study programme since the previous accreditation of the study field. The SAR observes that in Latvia in recent years, there is more and more emphasis on the requirement for new specialists in the medical field and the programme has developed and has attempted to increase its intake to accommodate that need by enabling more individuals to obtain the qualification of Doctor's Assistant (paramedic), so supplementing the number of healthcare professionals in both the Riga and Latgale region.
The SAR indicates that the goal of the Medicine study programme has been expanded and the tasks of the programme increased, to meet demands of professional standards, regulatory or legal requirements relevant to the provision of healthcare services.
Importantly, the final examination at the end of the study programme has been changed from academic year 2014/2015 onwards from one test to one which consists of two elements which are the presentation of a qualification paper, and an integrated examination that examines both theoretical knowledge and practical skills. To assess clinical thinking, situation tasks have been developed in this examination which would seem a very progressive step. From 2017/2018 " the integrated examination of the academic years consists of four sections - internal therapy, surgery and pediatrics, emergency medical care and specialised disciplines (infectious diseases, neurology, toxicology, eye diseases, ENT, psychiatry, obstetrics and gynecology, oncology)"
Discussions with stakeholders at the site visit confirmed that the College graduates in the Medicine programme have the knowledge, skills and professionalism to deliver the many services and challenging tasks demanded of a Doctors assistant (paramedic).
2.1.4. The SAR (p 137) states that there is an increasing need for "new specialists in the medical field in Latvia", and the number of students in the programme has grown by a modest amount year on year in both the College and Rezekne branch programme. The tabulated statistical data presented (Tables 3.1 and 3.2) however show a variable number of graduates each year with no real growth in the College output and a modest increase in the Rezekne branch numbers. No real reasons were given for the variability in either the SER, or at the site visit. The argument is that any increase in numbers can be justified by the development of the relevant market infrastructure in the Latgale (Rezekne) region. Indeed what is clear is that 70-90% of graduates are working in their specialty immediately after graduation in both the case of the College and the branch students. Paradoxically the SER draws attention to employment differences between the College and the branch which is not borne out by the numbers given. Discussions at the site visit meetings verified the need for Medical assistant graduates of the caliber that are being produced, with graduates being satisfied that they are well prepared for employment, and employers providing testament to the real value and quality of the graduates produced. A weakness in the study programme is the

number of dropouts in year 1 in both the College and the branch. This is allegedly mostly for personal reasons, but there was a sense at the site visit that these reasons included inability to cope with the reality of the study programme workload.
2.1.5. Not applicable.

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

Conclusions:
The study programme in Medicine is three years, is considered demanding, and clearly produces knowledgeable, skilled professionals with the title Doctor's assistant. The same programme is delivered in the College and the branch in Rezekne. What is clear from the documentation is that the programme is tailored to meet the external reference standards of the profession, the discussions at the site visit confirm 1) that there is a real demand for such graduates, and 2) that this programme delivers a product that is highly regarded. Graduates are readily employable, and as they themselves testified were well prepared for the demands of their work. This is particularly welcome to hear since the varied competences required by the profession are challenging. There is a genuine engagement with external stakeholders as evidenced by the influence on, and input to course content. The programme team are to be complimented on the structure of the final examination which consists of a qualification paper and an integrated examination where situational tasks are employed to assess clinical thinking.
Strengths:
1. There is a will in the College to respond to meet the needs of the growing labour market.
2. The graduates of the programme are highly regarded by all stakeholders.
3. The graduates themselves testify to the quality of the study programme and its capacity to prepare them for employment.
4. The graduates find it easy to gain employment very quickly.

Weaknesses:
1. There is a high dropout rate in the first year and no real attempt is being made to combat this.

2.2. The Content of Studies and Implementation Thereof

Analysis

Criteria:
2.2.1. The scope and structure of the 3 years study programme in Medicine is described in full in the SAR with descriptions of the content of every study course being provided, the authors being the lecturers.
The compliance of the study programme to various reference standards (state education / professional / industry) are set out in Annexes 23 and 24 and a document entitled "Compliance of the Medicine study programme with industry-specific normative regulations" and the study programme corresponds to Cabinet regulations 268, thus providing assurances that the study programme meets the needs of external stakeholders.
Each course description sets out the expected results in respect of the domains, Knowledge, Skills and Competences making it easy to map these to the requirements of for example Professional Standards. The "calendar plan" of the study course, evaluations to be undertaken and the criteria for evaluation are also described.
The entire programme is expansive, and is developed logically. Mapping of study course material to learning outcomes is presented in Annex 25 and this is checked by the programme director. It is stated that the study course is updated regularly and it is evident from the site visit discussions that there is ample scope for external stakeholders (e.g employers, the Latvian Association of Outpatient

Medical Assistants or the Association of Emergency Medicine) to influence the programme content, so ensuring that this is fit for purpose, meeting the needs of the labour market. The experience/ background of the lecturers who are said to be often practising specialists, ensures that the course content remains topical. There is also evidence that employer surveys and recommendations from external assessors of student work are acted on. Indeed a strength is the degree of involvement and influence that external agencies or individuals have, and bring to bear.
The sense is that the study programme is systematic and well developed but flexible enough to respond to external drivers such as new trends, new legislation or other challenges.
2.2.2. Not applicable
2.2.3. The “on site” study process in the Medicine Programme is undertaken in lecture rooms, pre-clinical simulation rooms, computer rooms and laboratories. The internships are undertaken in a variety of settings including primary care, clinics, hospital admissions, intensive care and emergency services. This fact in itself gives the impression that genuine attention is being paid to the many study implementation methods that are available to ensure the relevant learning outcomes of a Medicine study programme are being met. A study programme council has oversight of
“study course teaching methodology, based on study-centred teaching principles”
It might have been further reassuring to have sight of an example of a recommendation from this council recently implemented. Also it is stated that
“The Medicine study programme takes into account principles of student-centred teaching and learning”
A specific example of this in action would have been useful. Evidence that a student-centred programme is in place is provided in Table 3.4 of the SAR which details the % time students spend in lectures, seminars, practical classes and in working independently. The latter element is more than 20% in each year. It is also argued that student-centred learning is facilitated by introducing practical classes which consist of less than 8 students. The simulation of clinical / emergency situations and the development in the second year of studies of a course paper / academic history by the student would seem to offer opportunities for a student-centred educational experience. These might be highlighted as examples of good practice. Equally the exercise of developing a qualification paper which was introduced several years ago as part of the final qualification exam provides valued scope to work independently in a research arena.
2.2.4.The internship programme is a crucial element in the study programme and is well described in the SER and Annex 28. There are currently three internships (one in each year) with separate goals, and commanding a total of 22CPs. (up from 20 in 2019/2020). Reference is made in Annex 28 to an Annex 15 which sets out the Student Internship Organisation Procedure. It was not possible however to locate Annex 15. Although students are free to choose a place of internship, there is also stated to be administrative support within the programme to find a place, if necessary. From discussions at the site visit with all stakeholders, it was clear that the internship programme is highly regarded and effective. In respect of where the internships are carried out, these include in the early years clinics and hospital admission departments, and in the third year Emergency Medical services, intensive care and family doctors (primary care). The goals of the internships include developing technical skills, and strengthening both theoretical and practical knowledge in tandem. Additionally, the development of an Academic History of patients is part of the second internship. Assessment or “evaluation of the practice is performed in accordance with the Practice Regulations of LU PSMC and the Practice Programme”. The tasks and results (learning outcomes of the practice elements) are well articulated in Table 3.6 of the SAR.
2.2.5. Not applicable.
2.2.6. At the end of the study programme in Medicine all students develop a qualification paper which contributes to the mark of the final qualification exam. Production of this qualification paper requires the student to work independently on a research topic under the guidance of a lecturer. The topic for such a paper may be chosen by the student

“in accordance with the Procedure for Development, Submission and Presentation of the Qualification Paper Developed by the LU PSMC”
and its relevance and suitability is discussed by the Study Programme Council and assessed by members of the State Final Examination Commision. Examples of topics include studies on physical activity and lipid composition, age-related osteoporosis, cardiovascular dysfunction, rehabilitation, patient safety and back pain. There is thus confidence that these theses are relevant to the content of the study programme. Grades in the qualification work are good with around 80% of students in both the College and the branch receiving grades 7-10 (good to distinction). This is one testimony to the success of the exercise.

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

Conclusions:
The study programme is comprehensive, the course content being highly appropriate for the requisite learning outcomes. The fact that many of the teaching staff are experienced practising specialists ensures that the course content is both contemporary and relevant. Consultation and input from external bodies also assures course relevance. It would seem clear from discussions with graduates of the programme and external stakeholders at the site visit that the goals of the Medicine study programme to meet the demands of professional standards, or any emerging regulatory / legal requirements in respect of the provision of healthcare services have been largely satisfied. The study implementation methods are wide ranging affording the opportunity to work in small groups or independently. Use of clinical or emergency simulations and the opportunity to develop an academic history would seem to be examples of good practice. The internships are popular and undertaken in an impressive range of settings including primary care, clinics, hospital admissions, intensive care and emergency services. The introduction of a qualification paper as part of the final assessment is also to be commended.

Strengths:
1. The study programme is expansive, and is universally deemed to be fit for purpose.
2. The study programme is agile enough to respond to changes in external demands.
3. The degree of engagement by everyone in the process of study programme development is impressive. All stakeholders take ownership of the programme.
4. The range of teaching methods employed is to be commended.
5. The awareness of the importance of student-centred learning and how it is addressed in, for example, the simulations of emergency situations and the course paper, is clear.
6. The internships are highly regarded by all.
7. The final examination format has been much improved since the last accreditation.
Weaknesses:
1. An example of what the programme study council does would have been instructive.

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

Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

Criteria:
2.3.1.The material and technical base of the college can fully ensure the implementation of the study program “Medicine”. The provision of premises is described in section 1.3.1.
There are modern training classes with computers and interactive teaching technical elements and clinical simulators of medical situations. In addition there are 4 laboratories (microbiology, environmental medicine, haematology, biochemistry), 7 pre-clinical offices (care offices, emergency medical care office, paediatric care office) in Jūrmala. The study process in Rēzekne branch is realised in well-equipped lecture-rooms, furnished with computer technologies and pre-clinical-care cabinets to ensure the process of practical classes in emergency medical care and acquisition of clinical procedures.
Library resources can provide for full curriculum learning.
The library provides students with study literature and periodicals in Latvian, English, German and Russian. The library has a collection of more than 10,300 items, of which 70% is medical literature. In the library, lecturers and students have at their disposal workplaces equipped with 7 computer sets and Internet connection and 16 places in the reading room. There is an information base with an electronic catalog of books created in the library information system SCHOOL ALISE. Students have access to the EBSCO database for the development of research papers, the resources of which can be used both in person and remotely. The library works in collaboration with Riga Stradins University, the University of Latvia Library and Jūrmala Central Library (based on SAR of program “Medicine” 3.3.3 and SAR of college 2.3.2).
2.3.2. Not applicable.
2.3.3. The main source of funding for the Medicine study programme is state budget funding. Implementation of the study process takes place in Jūrmala and Rēzekne branch.
The basic costs of the study place in the Medicine study programme, in Jūrmala and Rēzekne branch, budget financing per student is 1630.11 EUR. The real costs of the study programme per student, in Jūrmala and Rēzekne branch, are 2532.37 EUR. Funding for full-fledged implementation of the study programme is obtained from the college's income and projects financed by European Union organizations and other international organizations. The minimum number of students to ensure profitability of the study programme is 15 (information based on college SAR of program “Medicine” 3.3.3).

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

Conclusions:
In conclusion, the LU PSMC has a good material and technical base to ensure the training process in the study program “Medicine”.
Strengths:
1. The material and technical base of the college, premises, library meet modern and high study requirements and can provide European standard level training programs for the study fields of the college.
Weaknesses:
1. Due to the high drop-out rate, the selection of students for admission needs to be improved in order to avoid unmotivated applicants.
2. Teachers and students should improve their knowledge of foreign languages by B2.1 level to be able to participate in international exchange programs more and to work better with international literature and teaching materials.

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 material and technical base of the college, premises, library meet modern and high-level study requirements and can ensure high standard level study programme “Medicine”
(based on SAR of program “Medicine”)

2.4. Teaching Staff

Analysis

2.4.1. There are 42 teaching staff of various grades and educational and professional backgrounds contributing to this programme in the two sites, 61% are elected academic staff and 39% are guest lecturers. More than half of the staff members (25) teach on both sites, which ensures equity for students. There is a good number of staff with doctoral degrees and the rest of the contributing staff have masters degrees, some bachelor level degrees. Experts are convinced, that the staff cohort is more than adequate to enable the achievement of the outcomes of the study programme
2.4.2. There is evidence of activities to strengthen the staff composition for this programme. The number of Associate Professors has doubled from 4 to 8 since 2013. Most staff members are continually engaged in development activities by participating in conferences of their own field and interest as presenters and participants. The proportion of guest lecturers has risen slightly in recent years, but this is to ensure teaching in areas that need specialist experts. (Self Assessment 3.4.2). However, the college should be mindful of the ratio of permanent staff and guest lecturers to ensure continuity and synchronisation of learning and smooth management of the programme.
2.4.3. Not applicable.
2.4.4.The Publication record of most academic/elected staff is impressive, both in reputable journals and conferences (some over 80 publications). There are however few, whose CVs do not include a list of publications. Most staff members have however presented in conferences. (Annex 10 and 11:e.g., p 5 professional magazines and media, p. 77 mainly local publications, p.81 no publications, pages 87,123,176,197 319,398 several local and international publications.)
2.4.5. There is a reference in the SAR 3.4.5 to a meeting at the end of the year, where the head of the study field, teachers, students and practice supervisor come together to update and improve the content of the study fields. This in itself is commendable, but is perhaps too late. Couldn't be found a record and it did not come up in the discussions, whether there are planning meetings at the start of the studies and semesters where the involved subject coordinators and others ensure that all the subjects and topics are synchronised in a way that the whole programme is managed well.

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

Conclusions:
The staff composition varies from members with scientific doctoral degrees to professional practical qualifications. This is a strength of the teaching staff cohort, and should be supported and strengthened in order to cater for all programmes and the variety of skills that is needed in these professions.
The number and quality of the publication of the whole staff cohort is strong in the college level context. This may be due to many scientifically and professionally highly qualified staff taking part in the teaching activities both as permanent and visiting lecturers.
The large number of teaching staff (total 121 members) also require good leadership and processes, so that the programmes can be run smoothly and in harmony. This seems to be the case based on

the discussions with all the stakeholders during the visit.
Strengths:
1. The number, variety, qualifications and publications of the staff cohort is strong.
2. There are an adequate number of Associate Professors, and staff members with doctoral degrees.
3. More than half of the staff teach on the two sites, which ensures equity for the students.
Weaknesses:
1. Generally a large number of staff, and also a fair proportion of guest lecturers may not enable a consistent and smooth delivery of the programme, and there may be great variations of the level of commitment, and also the level of teachers' expertise and teaching skills.

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 qualification of staff cohort complies with the set regulations SAR 2.3.7 and annexes 10 and 11 indicate as presented above.

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: Fully compliant

Compliance according to Cabinet of Ministers regulations No. 141 of March 20, 2001 on "The State Standard of First-Level Professional Higher Education",Environmental protection law of November 29, 2006, Civil Protection and Disaster Management Law of October 1, 2016 described in ANNEX 23 and in the opinion oaf expert panel, fulfils all the basic requirements.

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

The current professional standard (in force from September 14th 2011) was not provided in the annexes, but a draft of a new professional standard that needs yet approval, was available. The expert panel concludes, that, best on experts observations, in general, the content of the study programme complies with the current professional standard (in force from September 14th 2011) as well as with a draft of a new professional standard as compared by the team of the experts.

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: Fully compliant

The study programme is implemented in Latvian and all descriptions and study materials therefore complies and were accessible during the visit by the expert panel and included as annexes in application.

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

In ANNEX 21-the sample of the diploma reviewed by the expert panel, complies with requirements for recognition.

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

As seen in the Staff CVs, presented to the expert panel, the teaching staff involved in the study programme are proficient in the official language and therefore this point is fully compliant with Cabinet of Ministers regulations No. 733 of 7 July 2009 “Regulations on the Amount of Knowledge of the Official Language and Procedures for Testing Proficiency in the Official Language for Performance of Professional and Occupational Duties”- statement confirmed by Director of College, ANNEX 12.

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

The sample of the study agreement as inspected by the expert panel, includes mandatory provisions, ANNEX 8. and therefore this point is fully compliant.

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

Confirmation of College described in ANNEX 6, included attached cooperation agreements with Agency of the University of Latvia “Riga Medical College of the University of Latvia” Medicine study programme (No. 5.8./2) and Agency of Daugavpils University “Medical College of Daugavpils University” Medicine study programme (No. 5.8./3). The expert panel concludes therefore full compliance in this point .

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 LU PSMC has provided confirmation that students in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch of the LU PSMC are guaranteed compensation for losses in case a study programme is not accredited or a study programme licence is revoked due to actions or inactivity of the the LU PSMC, and the student does not want to continue studies in another study programme. Verified in ANNEX 7.

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: Not relevant

Not applicable.

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: Fully compliant

In documentation of Application and during visit in the LU PSMC it was evident in the documentations, virtual visit observations and discussions with the stakeholders that that study programme complies with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

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

General conclusions:
The study programme of Medicine is a strong three year programme with a comprehensive syllabus producing much required graduates for the country. Many stakeholders both within the College and external to the College contribute to, and engage with the development and updating of the course content in an impressive way. In summary, the programme delivers quality graduates that are sought after, appropriately equipped in terms of knowledge, skills and professionalism to meet the demand of the labour market and are highly respected by external stakeholders. This is a genuine strength. There is a large complement of teaching staff with a breadth of relevant experience and expertise which is also a valuable asset. Their research activity and publications are appropriate for the College setting. The facilities and infrastructure for training students are modern, and suffice to ensure that the European standards of training are met. There are no obvious budget constraints that impact on the programme development.
Strengths:
1. The study programme is fully compliant with external reference standards, legal or local regulatory requirements.
Weaknesses:
1. There is however still room for improvement in terms of language, i.e. English, proficiencies of staff, there still being a need for an interpreter at all meetings.
2. The number of dropouts in the first year of the study programme remains higher than is desirable and should be addressed.

The content of the study programme is expansive and relevant and all stakeholders both within and outside the college take ownership for its topicality. The study programme is highly regarded by all, as is the typical graduate. There are no shortfalls in terms of compliance with any prescribed requirements.

Evaluation of the study programme "Medicine"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme "Medicine"

Short-term recommendations

To address the issue of large number of dropouts in year 1 by instituting changes in admission procedures or any other mechanism such as career events, open days etc.
To consider more interprofessional delivery of course material i.e. joint lectures.

To adopt the good practice displayed by the Podology programme in promoting internationalisation, in order to ensure relevance of the programme to EU countries and beyond.
In case of approval of a new professional standard, it should be verified that the programme will be scrutinised, analysed and updated to conform with the new standards. In case of discrepancies, those must be specified and then amended accordingly, following the UL PSMC and other appropriate procedures
In case if new professional standard won't be approved till LU PSMC submits its application for accreditation, a comparison with the current professional standard must be made and submitted.

Long-term recommendations

To enhance language proficiencies to improve mobility outside Latvia for both academic staff and graduates. .
To continue to develop cooperative practices between the activities of the the LU PSMC JŪRMALA and the LU PSMC Rezekne branch .

II - "Esthetic Cosmetology" ASSESSMENT

II - "Esthetic Cosmetology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

Criteria:
2.1.1. Study programme is compliant with the study field.To quote SAR point 2.1.1.:“The aim of the study direction (in this case - field) is to prepare competitive health care specialists for the Latvian and EU labor market, based on the requirements of the labor market and using modern teaching methods and achievements in research and science.”
This program fulfills previously mentioned goal by educating qualified professionals in the medical field - Beauty care professionals that also have certification of medical personnel. Analysing Annex 9 of SAR we can see that this profession is requested in the labour market as more than 50% of all graduates continue to work in the field.
2.1.2. Duration and scope of the study programme “Esthetic Cosmetology” code 41722 is connected with the professional standard of “Beauty care specialist” (in cosmetology) code of profession 325508, degree to be obtained is of first level of professional higher education and so is the diploma that is to be obtained as shown in ANNEX 32, it is 4th level of professional qualification. Aims, objectives, learning outcomes and requirements of admission are all defined based on professional standard of “Beauty care specialist” and is in compliance with it.
2.1.3. According to the self assessment of the study programme point 3.1.1. tasks and results of the study programme have been expanded to be in compliance with professional standards for example for graduates to be able to perform wide range of high-risk beauty services (not specified in the assessment what services) and other legal requirements for example students are taught knowledge about regulatory enactments and documents regulating professional activities ensuring the protection of personal data and principles of confidentiality of information.
2.1.4. According to Annex 9 , at least 60% (up to 89%) of graduates (18-39) in years 2014.-2021 are continuing to work in the acquired profession and this data shows that programme is economically justified as graduates of the study programme are highly employable in the field they obtained their

degree in.
2.1.5. Not applicable.

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

Conclusions:
This Study Programme “Esthetic Cosmetology” provides graduates that, as assured in meetings with graduates and employers during visitations of experts, are highly qualified and are able to compete in the labour market with the knowledge and skill they have gained during their studies. All of the stakeholders have assured the team of experts that the programme works hard to evolve in compliance with demands of the profession and developments of the field. Students are also educated about their responsibility as professionals in the field of medicine. Improvements could be made in the language skills of the graduates and academic staff to be able to follow the most recent developments in the field of their expertise. Also selection of students could be more thorough to decrease the dropout rate.
Strengths:
1. There is a demand for the study programme “Esthetic Cosmetology” in response to the growing need for highly qualified professionals in the field.
2. The ability of the college to expand the study programme since the last evaluation to be in line with professional standards such as regulatory and legal requirements, and needs of industry.
3. The consultation with stakeholders on what needs to be changed.
4. The high standing of the graduates from this programme.
5. The awareness of risk in beauty services.
Weaknesses:
1. Low knowledge and usage of English language for students and Academic staff.
2. The high dropout rate in year 1.

2.2. The Content of Studies and Implementation Thereof

Analysis

Criteria:
2.2.1. According to the self assessment of the study programme point 3.2.1, the content of the study programme “Esthetic Cosmetology” is topical, with the content of the study courses being well designed, while corresponding to the objectives of the programme. The contents reflect the achievement of learning outcomes. The content also reflects the developing needs of the industry, and labour market. ANNEX 31 confirms the compliance of the Study Programme Esthetic Cosmetology with the State Education Standard, whereas ANNEX 32 confirms the compliance of the professional qualification of the Study Programme Esthetic Cosmetology with professional standards.
2.2.2. Not applicable.
2.2.3. According to the self assessment of the study programme point 3.2.3, the study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the study programme “Esthetic Cosmetology”. Learning and teaching principles are student-centred with the study processes organised in auditoriums, practical training rooms, laboratories, computer rooms and institutions.
2.2.4. According to the self assessment of the study programme point 3.2.4, and ANNEX 36, the practice of beauty specialists in “Esthetic Cosmetology” is organised in accordance with the state standard of first level professional higher education. The internship is regulated by the internship regulations of LU PSMC and the tripartite internship agreement between the college, the student and the internship place. The total amount of practice is 20 CP (30 ECTS). The evaluation of practice is

performed in accordance with the internship programme. At the end of a practice placement, the student submits a practice report and a confirmation of the internship place to the head of the college internship. Assessment of qualification practice takes the form of assessment of the practice diary and description of the practice place, and is marked on a 10-point system and is carried out by the practice supervisor.
2.2.5. Not applicable.
2.2.6. According to the self assessment of the study programme point 3.2.6, students choose the topic of their qualification paper in accordance with the Procedure for Development, Submission and Presentation of the Qualification Paper Developed by the LU PSMC, and may consult their teachers. The choice of the topic of the qualification papers is determined by relevance in the industry, discussions between academic staff and industry professionals; research directions of internal scientific projects; and College research strategy.

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

Conclusions:
The study program is fully appropriate to the field of study.
Strengths:
1. The study programme is comprehensive and highly regarded by all stakeholders.
2. The level of satisfaction of stakeholders is high (review process and site visits).
3. The qualification paper topics are highly relevant and wide ranging.
4. The final examination format is comprehensive and integrated.
5. Collaboration with Biomedical Laboratory students to conduct research on the diversity of microorganisms on the
rings during the provision of beauty care services, as well as testing of make-up brushes and effectiveness of
cleaning products.

Weaknesses:
1. Clarity on who undertakes the assessment of the qualification paper.

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

Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

Criteria:
2.3.1. The material and technical base of the college can fully ensure the implementation of the study program “Esthetic Cosmetology”. In Addition to general auditoriums there are pre-clinic offices (procedure equipment room, emergency medical care room and massage room) and practical classes rooms (cosmetology, SPA, manicure and pedicure rooms).
The provision of premises is described in section 1.3.1.
Library resources can provide full curriculum learning.
The library provides students with study literature and periodicals in Latvian, English, German and

Russian. The library has a collection of more than 10,300 items, of which 70% is medical literature. In the library, lecturers and students have at their disposal workplaces equipped with 7 computer sets and Internet connection and 16 places in the reading room. There is an information base with an electronic catalog of books created in the library information system SCHOOL ALISE. Students have access to the EBSCO database for the development of research papers, the resources of which can be used both in person and remotely .
The library works in collaboration with Riga Stradins University, the University of Latvia Library and Jūrmala Central Library (based on SAR of program “Ethetic cosmetology” 3.3.1 and SAR of college 2.3.2).
2.3.2. Not applicable.
2.3.3. The main source of funding for the Esthetic cosmetology study programme is personal funding.
Self-financing of a study place in the Esthetic Cosmetology study programme per one student is 2000 EUR. The real costs of the study programme per student is 2532.37 EUR. Funding for full-fledged implementation of the study programme is obtained from the college's income and projects financed by European Union organizations and other international organizations. The minimum number of students to ensure the profitability of the study programme is 15 (based on SAR of program “Esthetic Cosmetology” 3.3.3).

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

Conclusions:
LU PSMC has a good material and technical base to ensure the training process in training program “Esthetic Cosmetology”.
Strengths:
1. The material and technical base of the college, premises, library meet modern and high study requirements and can provide European standard level training programme.
Weaknesses:
1. Due to the high drop-out rate, the selection of students for admission needs to be improved in order to avoid unmotivated applicants.
2. Teachers should improve their knowledge of foreign languages by B2.1 level. to be able to participate in international exchange programs more and to work better with international literature and teaching materials.
Budget constraints.

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 material and technical base of the college, premises, library meet modern and high study requirements and can provide high standard level training program “Esthetic Cosmetology “ (based on SAR of program “Esthetic Cosmetology”).

2.4. Teaching Staff

Analysis

Criteria

2.4.1 There are 44 teaching staff of various grades and educational and professional backgrounds contributing to this programme, 20 are elected academic staff and 24 are guest or invited lecturers. There are 3 members of staff with doctoral degrees and 32 with masters degrees and 5 with professional education. I believe that there are not many professionals in this discipline with doctoral degrees and I am confident that the staff cohort is able to provide education that helps the students to achieve the outcomes of the study programme.

2.4.2. The number of Associate Professors has remained constant 4 since 2013, though the number reduced from 5 in 2015 to 4 in the last two years. However the number of elected lecturers has risen from 11 to 16 since 2013, and this gives the programme team stability to develop and maintain a high standard of the course. The proportion of academic staff (45%) has reduced in the last years but the implementation of the new study courses like “Mesotherapy”, “Medical cosmetology”, “Basic trichology”, “Micropigmentation” need specialists who work in the relevant field and are able to develop the necessary professional skills. These specialists are in short supply and therefore can only be employed as guest lecturers.

2.4.3. Not applicable.

2.4.4.The Publication record of most staff is modest, but some have published extensively in professional and commercial publications (over 80 publications, Annex 11 p.5, e.g., 2020 Magazine “Santa” article – “Skin in in the summer”. 2018 “Beauty expert” article - “Mezoporation alternative to injection?”, 2018 Magazine “Pastaiga” article – “Stem cells in cosmetics”.) There are however few, whose CVs do not include a list of publications. Most staff members have however participated in conferences. I believe that scientific publications in this professional group are not common.

2.4.5. There is a reference in the self assessment document 3.4.5 to a cooperation of the teaching staff in the field of Medicine to analyse and improve the content, connections and succession of the study courses. The cooperation between the study programmes also take place in development of students’ qualification work, internship management and teaching. However there is no clear clarification how these are arranged, who participates and how often they take place to coordinate this Esthetic Cosmetology programme.

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

Conclusions:

The staff cohort is comprehensive contributing to all subjects of this evolving professional programme and has varied educational and professional backgrounds. Some staff members are actively involved in advancing this profession and programme by researching innovative practices and publishing in the professional and commercial media. There is a large number of visiting lecturers to ensure that the course content is current. Scientific research into the new, often invasive methods in professional practice may be an area to embark more strongly on.

Strengths

1. The number, variety, qualifications and publications of the staff cohort is adequate.
2. There are an adequate number of Associate Professors, and staff members with doctoral degrees.
3. The justification for the large proportion of guest lecturers is based on valid reasoning of needing experts in the new areas of this fast moving profession

Weaknesses

1. Research and publications in this discipline, though not traditional, may be an area of development, so that the profession and education can be justified in the future.

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 number, variety, qualifications and publications of the staff cohort is adequate. There are an adequate number of Associate Professors, and staff members with doctoral degrees. The justification for the large proportion of guest lecturers is based on valid reasoning of needing experts in the new areas of this fast moving profession.

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: Fully compliant

Compliance according to Cabinet of Ministers regulations No. 141 of March 20, 2001 on “The State Standard of First-Level Professional Higher Education”, Environmental protection law of November 29, 2006, Civil Protection and Disaster Management Law of October 1, 2016 described in ANNEX 31 and fulfil all basic requirements.

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

The current professional standard was not provided in the annexes, but a draft of a new professional standard that has to be approved was available.The expert panel concludes, that, best on experts observations, in general, the content of the study programme complies with the current professional standard (in force from August 18th 2010) as well as with a draft of a new professional standard as compared by the team of the experts. Also, it is important to note that the study programme complies with Cabinet of Ministers Regulations No. 268 Regulations regarding the competence of medical practitioners and students acquiring first or second level professional higher medical education programs, competence in medicine and the amount of theoretical and practical knowledge of these persons described in attached document fulfills all basic requirements

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: Fully compliant

The study programme is implemented in Latvian and all descriptions and study materials complies and are accessible during site visit and included as annexes in application.

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

In ANNEX 29-the sample of the diploma complies with requirements for recognition.

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

Complies with Cabinet of Ministers regulations No. 733 of 7 July 2009 “Regulations on the Amount of Knowledge of the Official Language and Procedures for Testing Proficiency in the Official Language for Performance of Professional and Occupational Duties”- statement confirmed by Director of College, ANNEX 12.

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

The sample of the study agreement includes mandatory provisions, ANNEX 8.

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

Confirmation of College described in ANNEX 6 - Statement of the Agency of the University of Latvia “P.Stradiņš Medical College of the University of Latvia” on the possibility to continue studies in International College of Cosmetology Esthetic Cosmetology study programme Agency of Daugavpils University “Medical College of Daugavpils University” Esthetic Cosmetology study programme; included attached cooperation agreement (No. 5.8./4).

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 certifies that college students are guaranteed compensation for losses in case a study programme is not accredited or a study programme license is revoked due to actions or inactivity of the college, and the student does not want to continue studies in another study programme. Verified in ANNEX 7.

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

Compliance with: Law on Regulated Professions and Recognition of Professional Qualifications of the Republic of Latvia Article 9. Regulated professions in the field of health care Paragraph 1 and 2.; Cabinet of Ministers Regulations No. 716, paragraphs 3 and 4; Environmental Protection Act, Article 42 (2); Labor Protection Act, Article 23 (7); Personal Data Processing Law, Section 2; Section 3 of the Epidemiological Safety Law; Cabinet of Ministers Regulations No.631 Hygiene requirements for the provision of beauty care services - Confirmed in attached document of College.

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: Fully compliant

In documentation of Application and during visit in College were collected proof evidence that study programme complies with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

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

General conclusions:
The study program "Esthetic Cosmetology" is completely appropriate for the field of study. The material and technical base of the college, staff, and library fully ensures the implementation of the study program in accordance with Latvian legislation. The programme delivers quality graduates that are sought after, appropriately equipped in terms of knowledge, skills and professionalism to meet the demand of the labour market and are highly respected by external stakeholders.
Weakness as mentioned before in each chapter.
The 3 year full-time and 3 years, 5 months part-time study programmes provide education and training for Esthetic

Explanation of evaluation:
Cosmetology in a programme having comprehensive theoretical and practical content which is clearly fit for purpose. All stakeholders have the facility to impact on its nature, relevance and up-to-date content. Both the study programme and the product (the graduate) are commended by all parties. There are no perceived shortfalls in terms of compliance with any prescribed requirements.
The shortcomings are insignificant in the implementation of the study process and do not significantly affect the study programme assessment and need to be improved in the future.
In case of approval of new professional standards, it should be verified that the programme will be scrutinised, analysed and updated to conform with the new standards. In case of discrepancies, those must be specified and then amended accordingly, following the College procedures

Evaluation of the study programme "Esthetic Cosmetology"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme "Esthetic Cosmetology"

Short-term recommendations

In case of approval of a new professional standard, it should be verified that the programme will be scrutinised, analysed and updated to conform with the new standards. In case of discrepancies, those must be specified and then amended accordingly, following the College procedures
In case if new professional standard won't be approved till LU PSMC submits its application for accreditation, a comparison with the current professional standard must be made and submitted

Long-term recommendations

II - "Podology" ASSESSMENT

II - "Podology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

Criteria:
2.1.1. The study programme “Podology” complies with the study field “Health care” as described in self assessment of College.
2.1.2. Successful completion of a first level professional higher education study programme

“Podology'' leads to the title of podologist (classification code- 41722). There are options for full time programme duration of 2 years or since the previous accreditation of the field of study, the opportunity to study part-time for 2.5 years is offered, maintaining the study program goal, tasks and study program volume (CP; ECTS). Admission rules, goals and planned results of the Podology study programme have been developed and defined in compliance with the principles of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF). As a result, providing a set of knowledge, skills and attitudes that allow to perform a qualified podiatry care process in accordance with the professional standard, and provide an opportunity for further studies in bachelor's and second-level professional higher education study programs, in accordance with the Bologna Declaration, in Latvia and other European countries. The state language (Latvian) is the official implementation language which is perfectly justifiable.
2.1.3. Since the previous accreditation of the study field, the study results to be achieved by the study programme have been improved, precisely defining the acquired knowledge, skills and competencies in accordance with the updated professional standard, which enables graduates to carry out professional activities at a qualified and high level, such as knowledge of the provision of hygiene and epidemiological measures in foot care technologies and examination methods, care planning and procedures; the ability to perform podological care, including the care of the diabetic foot, choosing the type of foot care appropriate for the diagnosis of podological care, plans and implements educational activities on the need to maintain the health of the skin of the feet and toenails, applying self-care measures.
At the end of the study programme, the part of the final examination has been changed, replacing the test with an integrated examination in accordance with the new competences approach.
Taking into account labour market trends and the growing interest in studies that can be combined with work, since the previous accreditation of the field of study, the opportunity to study part-time for 2.5 years is offered.
2.1.4. Clearly identifying the demand of foot care specialists to minimise the development of severe foot damage in diabetic patients, the medical indications for foot care have now expanded to include patients with dermatological, orthopaedic, peripheral blood circulation, and other pathologies. According to the statistical data on students in the Podology study programme in the period from the academic year 2013/2014 to academic year 2020/2021- number and ratio of students to graduates were stable. The indicators of the analysis results of the reporting period (2017-2020) show that 75% of graduates work in the acquired specialty, 15% continue their studies in related fields, such as physiotherapist, technical orthopaedist, etc. The remaining 10% of graduates do not work in the profession. 30% of 75% of employees start professional activities in medical institutions in state-funded foot care offices. Others develop their own private practices or join the field of beauty and wellness services by providing the services of a qualified podiatrist in institutions registered with the Health Inspectorate.
2.1.5. Not applicable.

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

Conclusions:
The study program is fully appropriate to the field of study.
Strengths :
1. The Podology study programme is the only one of its kind in Latvia.
2. The opportunity to study part-time for 2.5 years in Jurmala or Rezekne.
Weaknesses:
1. The number of dropouts in year 1 in both the College and the branch.
2. Students graduating from podology do not have further studies at University level in Latvia

2.2. The Content of Studies and Implementation Thereof

Analysis

Criteria:
2.2.1. The syllabus of the programme is described in detail in Annexes 67 and 68 and are mapped against required standards in annexes 63 to 66. These documents provide evidence that the study programme meets the required standards, expectations and needs of stakeholders.
During the discussion it also became evident that the graduates from this course have achieved the competencies required in the labour market.
The description of the subjects of the study programme, and the expected learning outcomes, content and assessment is detailed and demonstrates the constructive alignment between those educational components.
The subjects are topical and correspond to the similar courses elsewhere.
2.2.2. Not applicable.
2.2.3. The implementation includes theory sessions, students self study and also a large number of practical skills sessions in the newly developed laboratories and treatment rooms. The internships are undertaken in a variety of appropriate professional settings provided by public and private clinics. Student centred learning approaches were not evident in the written documentations, apart from some and the high portion of contact hours is rather, 75%, may not leave enough time for independent and student centred learning activities.
2.2.4.The internship periods are essential in a professional programme like podology, that requires highly specialised skills. The two periods in this programme, first one lasting 4 weeks at the end of the first study year, second qualifying internship at the end of the second year lasting 12 weeks, are well explained in self assessment document 3.2.1 and annex 68. These comply with the requirements of regulatory enactments.
2.2.5. Not applicable.
2.2.6. The topics of the qualification work are chosen by students in accordance with the LU PSMC procedure and it must be related to professional qualifications, applied and practically applicable in a professional environment. The topics of the qualification papers during the reporting period reflect the development trends of the podiatry industry, labour market demands and medical science as the examples given reflect (SER 3.2.6.). Students present their work at local and international conferences, and also link them to their employment or further study. Details of topics and also evaluation of the qualification papers are detailed in the SER 3.2.6.

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

Conclusions:
The Podology programme is one of its kind in Latvia and therefore the influences in the programme come from other countries, mainly Germany. There is a strong link with the German profession which is now expanding to other countries as well, with ERASMUS + Exchange programmes and collaboration. The content of the programme and teaching topics are current and align with the international trends.
Further expansion of activities into other European and international partnerships will ensure the currency of the much needed profession in Latvia.
Strengths:
1. The programme seems to be well organised and details of the subjects and courses are well presented. The learning outcomes are clear and their assessment is mapped out carefully.
2. The topics included in the programm are topical and appropriate for this professional programme and follsw international trends and new developments.
Weaknesses:

1. The programme is rather full and contains a large proposition of contact. This may inhibit students' centred learning and independent discovery.
2. The required and recommended reading was largely rather old, and in this fast developing profession, there must be newer literature available, Foreign language literature was also rather sparse.

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

Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

Criteria:
2.3.1. The material and technical base of the college can fully ensure the implementation of the study program "Podology". In Addition to general auditoriums there are pre-clinical offices (procedure technique room, emergency room and massage room) and practical training rooms consisting of a dressing room, a sterilisation room, a material preparation room and a podological manipulation room.
The provision of premises is described in section 1.3.1.
Library resources can provide full curriculum learning.
The library provides students with study literature and periodicals in Latvian, English, German and Russian. The library has a collection of more than 10,300 items, of which 70% is medical literature. In the library, lecturers and students have at their disposal workplaces equipped with 7 computer sets and Internet connection and 16 places in the reading room. There is an information base with an electronic catalog of books created in the library information system SCHOOL ALISE. Students have access to the EBSCO database for the development of research papers, the resources of which can be used both in person and remotely .
The library works in collaboration with Riga Stradins University, the University of Latvia Library and Jūrmala Central Library (based on SAR of program "Podology" 3.3.1 and SAR of college 2.3.2).
2.3.2. Not applicable.
2.3.3. In the Podology study programme, full-time studies the main source of funding are the funds of the Ministry of Education and Science of the Republic of Latvia for the implementation of study programmes and student self-financing and in part-time full-time study funding is provided by students self-financing. The basic costs of a study place in the Podology study programme, budget financing per student are 1630.11 EUR and self-financing is 2000 EUR. The real costs of the study programme per student is 2072.40 EUR. Funding for full-fledged implementation of the study programme is obtained from the college's income and projects financed by European Union organizations and other international organizations. The minimum number of students to ensure the profitability of the study programme is 15 (based on SAR of program "Podology" 3.3.3).

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

Conclusions:
In conclusion, LU PSMC has a good material and technical base to ensure the training process in the study programme "Podology".

Strengths:
1. The material and technical base of the college, premises, library meet modern and high study requirements and can provide European standard level training programme.
Weaknesses:
1. Teachers and students should improve their knowledge of foreign languages by B2.1 level to be able to participate in international exchange programs more and to work better with international literature and teaching materials.

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 material and technical base of the college, premises, library meet modern and high study requirements and can provide high standard level training programme “Podology“
(based on SAR of programme “Podology”).

2.4. Teaching Staff

Analysis

Criteria
2.4.1. There are 25 teaching staff of various grades and educational and professional backgrounds contributing to this programme 14 are elected academic staff and 11 are guest lecturers. There are 2 staff members with doctoral degrees, 19 with masters degrees, 3 bachelor degrees and one with first level higher education. Considering the fairly new profession and the only educational program for podologists this seems to be realistic composition.
2.4.2. The staff composition for this programme has strengthened greatly since 2013, evidenced by the increase of the number of Associate Professors from 1 to 5. The number of elected lecturers has remained consistent which supports the stability and continuity of the programme. The stuff composition is well justified in the SAR.
2.4.3. Not applicable.
2.4.4.The Publication record of the academic/elected staff is varied, and generally not very extensive. However few have a long list of scientific publications in the area of great importance to this programme e.g. diabetes. Some CVs do not include a list of publications. Most staff members have however participated in conferences frequently.
2.4.5. Meetings of the teaching staff are organised to review the study programme and its schedule, to review duplication of study courses as planning qualification papers. Teachers also teach across several courses. The cooperation of the staff in this programme could be elaborated and demonstrated whether it is systematic, regular and what are the outcomes of collaboration.

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

Conclusions:
The staff combination is appropriate for this programme, and the specialities contribute well into different subjects, giving good learning opportunities to the students. The profession is still new in Latvia and hence the proportion of teachers with podiatry background is still low, but developing.
The scientific work and publication is in good progress and will grow with growing profession.
Strengths :

1. The number, variety and qualifications of the staff are adequate to provide this programme. There are an adequate number of Associate Professors, and the lecturer pool seems consistent.
Weaknesses:
1. The professional i.e. podology speciality could be more strongly present in the staff pool.
2. The scientific work and publication could be also strengthened, and involvement in international research e.g. in diabetes could be important.

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 number, variety and qualifications of the staff are adequate to provide this programme. The scientific work and publications of the staff cohort is rather modest. There are an adequate number of Associate Professors, and the lecturer pool seems consistent
(SAR 3.4.2, 3.4.2, 3.4.5 and Annex 11)

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: Fully compliant

Compliance according to Cabinet of Ministers regulations No. 141 of March 20, 2001 on “The State Standard of First-Level Professional Higher Education”, Environmental protection law of November 29, 2006, Civil Protection and Disaster Management Law of October 1, 2016 described in ANNEX 63 and fulfil all basic requirements.

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

Compliance to Professional Standard - PROFESSIONAL STANDARD FOR PODOLOGISTS, agreed in the Tripartite Cooperation Sub-Council of the National Tripartite Cooperation Council, on June 9, 2021, protocol No. 4, described in ANNEX 64 and Cabinet of Ministers Regulations No. 268 Regulations regarding the competence of medical practitioners and students acquiring first or second level professional higher medical education programs, competence in medicine and the amount of theoretical and practical knowledge of these persons described in attached document fulfils all basic requirements.

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: Fully compliant

The study programme is implemented in Latvian and all descriptions and study materials complies and are accessible during site visit and included as annexes in application.

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

In SAR ANNEX 61-the sample of the diploma complies with requirements for recognition.

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

Complies with Cabinet of Ministers regulations No. 733 of 7 July 2009 “Regulations on the Amount of Knowledge of the Official Language and Procedures for Testing Proficiency in the Official Language for Performance of Professional and Occupational Duties”- statement confirmed by Director of College, ANNEX 12.

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

The sample of the study agreement includes mandatory provisions, ANNEX 8.

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

Confirmation of College described in ANNEX 6 - Statement of the Agency of the University of Latvia “P.Stradiņš Medical College of the University of Latvia” on the possibility to continue studies in another study programme- “Medicine”.

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 certifies that college students are guaranteed compensation for losses in case a study programme is not accredited or a study programme license is revoked due to actions or inactivity of the college, and the student does not want to continue studies in another study programme. Verified in ANNEX 7.

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

Compliance with: Law on Regulated Professions and Recognition of Professional Qualifications of the Republic of Latvia Article 9. Regulated professions in the field of health care Paragraph 1 and 2.; Cabinet of Ministers Regulations No. 716 Minimum requirements for the content of the compulsory civil protection course and the content of the civil protection training of employees, paragraphs 3 and 4; Environmental Protection Act, Article 42 (2); Labour Protection Act, Article 23 (7); Personal Data Processing Law, Section 2; Cabinet of Ministers Regulation No. 104, article 9.- Confirmed in attached document of College.

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: Fully compliant

In documentation of Application and during visit in College were collected proof evidence that study programme complies with the requirements set forth in the Law on Higher Education

Institutions and other regulatory enactments.

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

General conclusions:
The study program "Podology" is completely appropriate for the field of study. The material and technical base of the college, staff, and library fully ensures the implementation of the study program in accordance with Latvian legislation. The programme delivers quality graduates that are sought after, appropriately equipped in terms of knowledge, skills and professionalism to meet the demand of the labour market and are highly respected by external stakeholders.
Strength is in the quality of the study process and the material basis of the study program.
1. Weaknesses are as mentioned before in each chapter.
2. Recommended reading for the studies seem to be rather old.
3. Current academic staff cohort is lacking teachers with a professional background in this field as there is not a large number of professionals in this field in Latvia.
The weaknesses are insignificant in the implementation of the study process and do not significantly affect the assessment and need to be improved in the future.

Explanation of evaluation:
This 2 year podology programme provides education and training with well planned and organised syllabus including comprehensive theoretical and practical content which is clearly fit for its purpose. It is in line with its international counterparts and keeps up to date with new developments. Facilities for practice and internship are of excellent standard. It is a much needed programme being the only one in the profession in Latvia, and graduates are in demand. All stakeholders have the opportunity to influence the programme development and implementation. Both the study programme and the product (the graduate) are commended by all parties. There are no perceived shortfalls in terms of compliance with any prescribed requirements.

Evaluation of the study programme "Podology"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Podology"

Short-term recommendations

Consider more interprofessional learning with other programmes in the field and outside, e.g. joint lectures, praxis and qualifying work.
Recommended and available literature for the study programme should be updated to match the current national and international trends and developments in the profession to ensure that the students will have access to the latest knowledge available.

Long-term recommendations

To enhance language proficiencies of both staff and students to enable better cooperation with podology/podiatry professions by mobility outside Latvia for students, academic staff and graduates and also to follow international research and development of this fast developing profession.
More teaching staff with professional background in this field should be invited and attracted to engage in teaching on the program. E.g. inviting international experts and local practitioners, to ensure that the new and only podology programme in Latvia keeps abreast of the international development and local demands.

II - "Medical massage" ASSESSMENT

II - "Medical massage" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

Criteria:
2.1.1. Study programme is in compliance with the study field. It is the first level of a higher professional education program. By SAR point 2.1.1.
“The aim of the study direction is to prepare competitive health care specialists for the Latvian and EU labor market, based on the requirements of the labor market and using modern teaching methods and achievements in research and science.”
It is in compliance with aims of the study programme, which, as writen in SAR of study programme point 3.1.2. are
“to prepare highly qualified masseurs, whose knowledge and skills are provided by a responsible and independent specialist in the field of health care. ”
Programme complies with the field by preparing qualified professionals in the medical field of the masseur profession.
2.1.2. According to the Education Classification Code of the Republic of Latvia, code for study programme “Medical massage” 41722, same as study programmes “Podology” and “Esthetic cosmethology”. Code of the profession is 325508 , requirements of the profession standart and compliance of the study with that is annalysed in the annex 40, as seen in there - it complies. It is a level 4 of professional qualification. Duration, scope and language of implementation of the study programme are all justified and reasonable as the study programme is implemented in Latvian and the main labour market for which specialists are prepearde for is labour market of Latvia according to SAR of the study field point 2.1.1. In the same point it is mentioned, that they also want to prepeare professionals for labour market of Europe, however, neither students nor academic staff in the meetings demonstrated skills of English language that would match this with goal. Also studies are not implemented in the English language.
2.1.3. According to self assessment of the study programme point 3.1.1. no corrections have been made to the study programme. However, nothing has been mentioned about any corrections requested and made during licensing of the study programme in their Rēzekne branch.
2.1.4. According to the self assessment of the study programme point 3.1.4. the number of students has constantly been 80-90 people in the main branch (years 2016.-2021. except for 2017/2018 when the dropout rate was exceptionally high) and slowly growing in Rēzekne branch more than double since its opening in 2018. In the years 2016-202, 67%-92% have said that they plan to keep on working in their acquired profession (Annex 9).
2.1.5. Not applicable.

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

Conclusions:
According to the meeting with the academical staff of this programme, study programme “Medical massage” was created to ensure that people without proper qualifications and those that could do more harm than good when perfoming massages have a place to learn the specific knowledge needed in this field. There are well equipped study bases for students both in Rezekne and Jūrmala branches. Study programme also teaches students skills to be able to open their own practice. In ensures that students are able to gain a professional qualification in the region in which the branches are located. All of the stake holders confirmed in the meetings that their opinion is valued and helps improve the study program. However, skills of languages to be able to prepeare professionals for the labour market of Europe are in need of improvements for academical staff and students and need to be applied more in the studies .

Strenghts:
1. All stakeholders confirmed them being satisfied with the study programme and their level of inclusion in changes in the study programme.
2. Chance for students to study closer to their home.
3. A lot of practice during the studies.
4. The study programme can serve as the first step introducing students to the medical field.
Weaknesses:
1. Weak skills of English language both for students and academic staff.

2.2. The Content of Studies and Implementation Thereof

Analysis

Criteria:
2.2.1. The content of the study programme is topical, the content of the study courses / modules is interconnected and complementary, corresponds to the objectives of the programme and ensures the achievement of learning outcomes, as well as meets the needs of the industry, labor market and scientific trends. Complies with national regulations (state education standard, professional (occupational) standard or professional qualification requirements (if applicable)).
According to the self assessment of the study programme point 3.2.1:
“The “Medical Massage” study programme prepares highly qualified masseurs who are able to provide quality medical services based on knowledge of human body composition and physiology norms and pathology, assessing the patient's health condition, choose and perform appropriate therapeutic massage types and techniques, perform patient care after massage, to promote the improvement of the health status of patients / clients, as well as the quality of life and well-being related to health, etc.”
The demand for this profession is increasing in pursuit of well-being and health across all ages. This is captured in the study programme. According to the self assessment of the study programme point 3.2.1, the content of the study programme “Medical Massage” is topical, with the content of the study courses being well designed, while corresponding to the objectives of the programme. The contents reflect the achievement of learning outcomes. The content also reflects the developing needs of the industry, and labour market. ANNEX 39 confirms the compliance of the Study Programme Medical Massage with the State Education Standard, whereas ANNEX 40 confirms the compliance of the professional qualification of the Study Programme Medical Massage with professional standards. Annexes 41, 42 and 43 provide mapping, study plan and descriptions of study courses as part of the Study Programme Medical Massage. These were discussed in detail during the review process and site visits, confirming the satisfactory level.

2.2.2. In the case of a master's or doctoral study programme, the awarding of a degree is based on the achievements and findings of the relevant field of science or artistic creation.

Not applicable
2.2.3. The study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the study programme. Student-centred learning and teaching principles are considered.
(In case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance-learning, analyse in detail the methods used for the implementation of such a study programme).
According to the self assessment of the study programme point 3.2.3, the study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the study programme “Medical Massage”. Learning and teaching principles are student-centred with the study processes organised in auditoriums, practical training rooms, laboratories, computer rooms and institutions.
2.2.4. If an internship is foreseen during the study programme, the opportunities and provision of internship offered to students, as well as the organisation of work are effective. The tasks of the internship are related to the learning outcomes achievable. The internship complies with the requirements of regulatory enactments.
According to the self assessment of the study programme point 3.2.4, internships are a mandatory component and developed as an integral part of professional education. The internships allow students to develop professional knowledge, develop skills, ability to work in a team, communicativeness, ability to make decisions in different situations, and to develop critical thinking. The total volume of practice is 16 CP (24 ECTS). The review process and site visits confirmed the internships as satisfactory.
2.2.5. In the case of a doctoral study programme, students have clearly defined promotion (doctoral theses defense) opportunities (if applicable).
Not applicable
2.2.6. The topics of students' final theses are relevant to the field and correspond to the study programme.
According to the self assessment of the study programme point 3.2.6, students choose the topic of their qualification paper in accordance with the Procedure for Development, Submission and Presentation of the Qualification Paper Developed by the LU PSMC, and may consult their teachers. The choice of the topic of the qualification papers is determined by relevance in the industry, discussions between academic staff and industry professionals; research directions of internal scientific projects; and College research strategy. The review process confirmed the high level attained in the qualification papers.

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

Conclusions
The study programme is comprehensive, the course content being highly appropriate for the requisite learning outcomes. The fact that many of the teaching staff are experienced practising specialists ensures that the course content is both contemporary and relevant.
Strengths:
1. The study programme is comprehensive and highly regarded by all stakeholders.
2. The level of satisfaction of stakeholders is high (review process and site visits).
3. The qualification paper topics are highly relevant and wide ranging.
4. The final examination format is comprehensive and integrated.
Weaknesses:

1. Clarity on who undertakes the assessment of the qualification paper.

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

Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

Criteria:
2.3.1. The study provision, scientific provision (if applicable), informative provision (including library), material and technical provision and financial provision comply with specific features and the conditions for the implementation of the study programme, create prerequisites for the achievement of the learning outcomes and indicate the possibility to ensure a high-quality study process.
The material and technical base of the college can fully ensure the implementation of the study program “Medical massage”. In Addition to general auditoriums there are pre-clinic offices (procedure equipment room, emergency medical care room and) and practical classrooms (massage room). The medical massage training room is equipped with a large monitor and a computer with an internet connection for displaying training material and creating well-being during procedures, as well as an additional temperature regime in the offices.
The provision of premises is described in section 1.3.1.
Library resources can provide full curriculum learning. The library provides students with study literature and periodicals in Latvian, English, German and Russian. The library has a collection of more than 10,300 items, of which 70% is medical literature. In the library, lecturers and students have at their disposal workplaces equipped with 7 computer sets and Internet connection and 16 places in the reading room. There is an information base with an electronic catalog of books created in the library information system SCHOOL ALISE. Students have access to the EBSCO database for the development of research papers, the resources of which can be used both in person and remotely .
The library works in collaboration with Riga Stradins University, the University of Latvia Library and Jūrmala Central Library (based on SAR of program “Medical massage” 3.3.1 and SAR of college 2.3.2).
2.3.2. In the case of a doctoral study programme, the study and science provision, including resources provided within the framework of cooperation with other scientific institutions and higher education institutions, meets the conditions for the implementation of the doctoral study programme, creating preconditions for achieving learning and research outcomes.
Not applicable.
2.3.3. The funding available to the study programme, funding sources and the use of funding ensures full implementation of the study process, the study programme has the minimum number of students to ensure the profitability of the study programme (by separately indicating the different implementation options of the study programme) and facilitates the development of the study programme.
The main source of funding for the Medical massage study programme is personal funding. Implementation of the study process takes place in the college and its Rēzekne branch.

Self-financing of a study place in the Medical massage study programme per one student is 1200 EUR. The real costs of the study programme per student is 1392.97 EUR. Funding for full-fledged implementation of the study programme is obtained from the college's income and projects financed by European Union organizations and other international organizations. The minimum number of students to ensure the profitability of the study programme is 15 (based on SAR of program "Medical Massage" 3.3.3).

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

Conclusions:
LU PSMC has a good material and technical base to ensure the training process in the training program "Medical massage".
Strengths:
1. The material and technical base of the college, premises, library meet modern and high study requirements and can provide European standard level training programme.
Weaknesses:
2. The low level of English language proficiency of students and teachers could be an obstacle to the international exchange of students and the acquisition of the latest scientific 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 material and technical base of the college, premises, library meet modern and high study requirements and can provide high standard level training programme "Medical massage" (based on SAR of program "Medical massage").

2.4. Teaching Staff

Analysis

Criteria
2.4.1. The qualification of the teaching staff members involved in the implementation of the study programme complies with the requirements for the implementation of the study programme and the requirements set forth in the regulatory enactments, and it enables the achievement of the aims and learning outcomes of the study programme and the relevant study courses.
There are 32 teaching staff at Jurmala and 30 at Rezekne campus of various grades and educational and professional backgrounds contributing to this programme in the two sites, 17 and 12 respectively are elected academic staff. Two staff members with doctoral degrees contribute to teaching in both sites. Twenty staff members are engaged in teaching at both sites. The staff qualification and professional background is well suited to this programme.

2.4.2. The higher education institution / college purposefully takes measures so that changes in the composition of the teaching staff do not negatively affect the quality of the implementation of the study programme and the compliance of the study programme with the requirements specified in regulatory enactments.
There is evidence of activities to strengthen the staff composition for this programme. The number of Associate Professors has doubled from 4 to 8 since 2013. Most staff members are continually

engaged in development activities by participating in conferences of their own field and interest as presenters and participants. The proportion of guest lecturers has risen slightly in recent years, but this is to ensure teaching in areas that need specialist experts. (Self Assessment 3.4.2). However, the college should be mindful of the ratio of permanent staff and guest lecturers to ensure continuity and synchronisation of learning and smooth management of the programme.

2.4.3. The scientific publications and the involvement in research- related projects of the academic staff involved in the implementation of the doctoral study programmes contribute to the implementation of a high-quality doctoral study programme (if applicable)

Not applicable

2.4.4. Each member of the academic staff in the last six years has published in peer-reviewed editions, including international editions (if the staff member has worked for a shorter period, the number of publications should be indicated in proportion to the period worked) or artistic achievements (for example, exhibitions, films, theater performances and concerts) or five years of practical experience (except for experience in the implementation of the study programme) in accordance with the Law on Higher Education Institutions.

The Publication record of most academic/elected staff is impressive, both in reputable journals and conferences (some over 80 publications). There are however few, whose CVs do not include a list of publications. Most staff members have however presented in conferences.

2.4.5. A mechanism for mutual cooperation of the teaching staff in the implementation of the study programme has been established, it ensures the achievement of the aims of the study programme and the interconnection of study courses within the study programme.

There is a reference in the self assessment document 3.4.5 to a meeting at the end of the year, where the head of the study field , teachers, students and practice supervisor come together to update and improve the content of the study fields. This in itself is commendable, but is perhaps too late. I could not find a record and it did not come up in the discussions, whether there are planning meetings at the start of the studies and semesters where the involved subject coordinators and others ensure that all the subjects and topics are synchronised in a way that the whole programme is managed well.

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

Conclusions

The qualifications and experiences of the teaching staff are appropriate to support students learning in this programme which is delivered in two locations. Most of the teachers teach in both locations, which ensures equity between the two student groups. In the discussions and also observations via the video visit, the two locations are well set out for this study programme again serving the two student groups in similar ways.

The profession is well recognised and the teaching staff are experienced and developing their knowledge and skills into the new trends of this well appreciated profession in Latvia.

Strengths

1. The number, variety, qualifications and publications of the staff cohort is strong.
2. There are an adequate number of Associate Professors, and staff members with doctoral degrees.
3. More than half of the staff teach on the two sites, which ensures equity for the students.

Weaknesses

1. Generally a large number of staff, and also a fair proportion of guest lecturers may not enable a consistent and smooth delivery of the programme, and there may be great variations of the level of commitment, and also the level of teachers expertise and teaching skills.

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 number, variety and qualifications of the staff are adequate to provide this programme. The publications and engagement in further education ensure the compliance with the requirements for currency of the programme (SAR 3.4.2, 3.4.2, 3.4.5 and Annex 11).

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: Fully compliant

Compliance according to Cabinet of Ministers regulations No. 141 of March 20, 2001 on “The State Standard of First-Level Professional Higher Education”, Environmental protection law of November 29, 2006, Civil Protection and Disaster Management Law of October 1, 2016 described in ANNEX 39 and therefore the expert panel concludes that this point is fully compliant. with the basic requirements.

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

Compliance to Professional standard – PROFESSIONAL STANDARD FOR MASSEUR, concerted in the Tripartite Cooperation Sub-Council of the National Tripartite Cooperation Council, on February 10, 2021, protocol No. 2, described in ANNEX 40 and Cabinet of Ministers Regulations No. 268 Regulations regarding the competence of medical practitioners and students acquiring first or second level professional higher medical education programs, competence in medicine and the amount of theoretical and practical knowledge of these persons described in attached document fulfils all basic requirements.

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: Fully compliant

The study programme is implemented in Latvian and all descriptions and study materials complied and were accessible during site visit and included as annexes in application.

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

In ANNEX 37-the sample of the diploma complies with requirements for recognition.

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

Complies with Cabinet of Ministers regulations No. 733 of 7 July 2009 “Regulations on the Amount of Knowledge of the Official Language and Procedures for Testing Proficiency in the Official Language for Performance of Professional and Occupational Duties”- statement confirmed by Director of College, ANNEX 12.

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

The sample of the study agreement includes mandatory provisions, ANNEX 8. Therefore the expert panel concludes full compliance.

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

Confirmation of College described in ANNEX 6 - Statement of the Agency of the University of Latvia “P.Stradiņš Medical College of the University of Latvia” on the possibility to continue studies in International College of Cosmetology Esthetic Cosmetology study programme Agency of Daugavpils University “Medical College of Daugavpils University” Medical Massage study programme or Agency of the University of Latvia “Riga Medical College of the University of Latvia” Hydrotherapy and Massage study programme; attached cooperation agreements (No. 5.8./6 and 5.8./7).

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 certifies that college students are guaranteed compensation for losses in case a study programme is not accredited or a study programme licence is revoked due to actions or inactivity of the college, and the student does not want to continue studies in another study programme. Verified in ANNEX 7.

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

Regulated Professions and Recognition of Professional Qualifications of the Republic of Latvia Article 9. Regulated professions in the field of health care Paragraph 1 and 2.; Cabinet of Ministers Regulations No. 716, paragraphs 3 and 4; Environmental Protection Act, Article 42 (2); Labour Protection Act, Article 23 (7); Personal Data Processing Law, Section 2; - Confirmed in attached document of College.

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: Fully compliant

In documentation of Application and during visit in College were collected proof evidence that study programme complies with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

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

Conclusion:
The study program "Medical massage” is completely appropriate for the field of study. The material ,

facilities, technical base, staff, and library of the LU PSMC, in both LU PSMC Jurmala and LU PSMC Rezekn fully ensure the implementation of the study program in accordance with Latvian legislation. The programme delivers quality graduates that are sought after, appropriately equipped in terms of knowledge, skills and professionalism to meet the demand of the labour market and are highly respected by external stakeholders.
Strengths:
1. Is in the quality of the study process and the material basis of the study program.
Weakness as mentioned before in each chapter.
The shortcomings are insignificant in the implementation of the study process and do not significantly affect the assessment and need to be improved in the future.

Explanation of evaluation:
The 2 year full-time and 2 years, 5 months part-time study programmes provide education and training for Medical Massage in a programme having comprehensive theoretical and practical content which is clearly fit for purpose. All stakeholders have the facility to impact on its nature, relevance and up-to-date content. Both the study programme and the product (the graduate) are commended by all parties. There are no perceived shortfalls in terms of compliance with any prescribed requirements.

Evaluation of the study programme "Medical massage"

Evaluation of the study programme:

Excellent

2.6. Recommendations for the Study Programme "Medical massage"

Short-term recommendations

To address the issue of large number of dropouts in particular year 1 in UL PSMC Jurmala as well as in UL PSMC in the Rēzekne branch for all academic years under study, by instituting changes in the admission procedures or any other mechanism such as career events, open days, interviews etc.
To consider more interprofessional delivery of course material i.e. joint lectures.

Long-term recommendations

To enhance language proficiencies to improve mobility outside Latvia for students, academic staff and graduates.
To promote internationalisation, and to ensure the relevance of the study programme to EU countries and beyond.
To consider follow-up studies and link to physiotherapy courses.

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

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

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	The policy on quality is in line with the regulatory enactments of the Republic of Latvia, content-coordinated with Standards and Guidelines for Quality Assurance in the European Higher Education Field, as well as the needs of Latvian society. It is also oriented toward international quality standards. The system is centralized and functions in the same way for both LU PSMC Jūrmala and LU PSMC Rēzekne branch according to the stakeholder meetings, mainly - meeting with the management of the LU PSMC. There is a publicly available quality policy as found https://www.psk.lu.lv/en/about-college/documents here. In meetings with all of the stakeholders, the team of experts was assured that the quality assurance system described in self assessment points 1.3., 1.4., is functioning and efficient. The quality assurance system contributes to the aims and learning outcomes of the study programmes in both the LU PSMC Jūrmala and LU PSMC Rēzekne branch - namely to implement study programmes in the fields of health and social welfare to have highly qualified, competent and competitive specialists worthy to the labour market, by ensuring that the principles outlined in the management of the field are upheld. The procedures for the development and review of the relevant study programmes of the study field and the feedback mechanisms (including feedback to students, employers, and graduates) have been defined and they are logical, efficient, and available for all stakeholders. The quality policy, of the LU PSMC is focused on: 1. competence, to guarantee students access to quality education, 2. partnerships to maintain active and effective long-term cooperation with stakeholders at both local and international levels, and sustainability to responsibly promote the development of quality education for society. 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 but have not been published on the homepage, however they were made available to experts upon request.

Requirements	Requirement Evaluation			Comment
R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)	Fully compliant			SAR of the LU PSMC, Annexes 13 and 14 presents the level of development, which is well in par with other similar institutions in Europe, and the expert panel concludes it as fully compliant. The research profile of the staff of the college corresponds with the international trends and levels of research in their field and it also is reflected in the teaching practice as seen in the curriculum content.
R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.		Partially compliant		The number and variety of the partners fit the study field requirements well. There are numerous local and European ERASMUS partners suitable for all study programmes, some are long term partners, but also new partners have been found and added. The main function of the partners, both local and international compliment each other and strengthens the vision as well as activities of the the LU PSMC. Partner s' contribution and collaboration in research, students' qualifying projects and continuing education conferences and workshops are also strengthening the the LU PSMC functions. Collaboration of the students of the LU PSMC with outside students organisations seems to be lacking, perhaps poor availability of information and opportunities and needs attention in both the LU PSMC JŪRMALA and LU PSMC Rezekne branch. In the opinion of the expert team, this part of the requirement is not fully compliant and therefore gives mark Partially compliant for the whole requirement.
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			Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, are evidenced in the SAR, staff CVs and publications and annexes 10 , 11 and 19. These were also confirmed during the virtual visits and meetings with stakeholders. The expert panel considers the evidence as demonstrating full compliance with continuing improvement visibly in place.

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	Biomedical laboratory technician (41721)	Not relevant	Fully compliant	Fully compliant	Fully compliant	Excellent
2	Radiographer (41721)	Not relevant	Fully compliant	Fully compliant	Fully compliant	Excellent
3	Medicine (41721)	Not relevant	Fully compliant	Fully compliant	Fully compliant	Excellent
4	Esthetic Cosmetology (41722)	Not relevant	Fully compliant	Fully compliant	Fully compliant	Excellent
5	Podology (41722)	Not relevant	Fully compliant	Fully compliant	Fully compliant	Good
6	Medical massage (41722)	Not relevant	Fully compliant	Fully compliant	Fully compliant	Excellent

The Dissenting Opinions of the Experts

There are no dissenting opinions of experts.
Raija Kuisma Secretary of the Panel, 05.05.2022