



Assessment Report

for the Application of University of Latvia, Latvia, for the Accreditation of the Study Program “Medicine”

according to the “European Standards and Guidelines for Quality Assurance in the European Higher Education Area” in consideration of “Basic Medical Education WFME Global Standards for Quality Improvement”

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1 Basic Information

1.1 Overview of the study program

University	University of Latvia, Latvia	
Title of the study program	"Medicine"	
Degree awarded	Medical Doctor (MD)	
Language of studies	Latvian and English	
Period of education	12 semesters or 6 years	
Credit Points (CP) according to the European Credit Transfer System (ECTS)	360	
Workload	In total hours	9.862
	Contact hours	5.851
	Practice hours	1.448
	Self-study hours	4.011
Implemented in (year)	1919, reestablished in 1998	
Number of available places per year	160	
Number of enrolled students	646 (academic year 2024/2025)	
Number of graduates	123 (June 2025)	

1.2 Expert Group

The following experts were appointed by the Accreditation Commission of AHPGS:

- Arno Luis Fischer, Medical School Berlin - University of Applied Sciences for Health and Medicine, Germany
- Prof. Dr. Stephanie Herbstreit, MME, Essen University Hospital, Germany
- Dr. Christian Schirlo, MME, University of Lucerne, Switzerland
- Prof. Dr. Marjo Wijnen-Meijer, Dresden University of Technology, Germany

The curricula vitae of the experts and a written declaration of independence are available.

1.3 Procedure

The Accreditation Agency in Health and Social Sciences (hereinafter AHPGS) was commissioned by the University of Latvia (hereinafter the University) to accredit the study program “Medicine” (Medical Doctor (MD)).

The procedure is carried out according to the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” in consideration of the “Basic Medical Education WFME Global Standards for Quality Improvement” (BME Standards 2020), established by the World Federation for Medical Education (WFME).

The expert group met on April 27, 2026, for preliminary talks prior to the on-site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised. Furthermore, they prepared the plan for the on-site visit at the University.

The on-site-visit was carried out on April 28-29, 2026, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

In the course of the on-site visit, experts conducted discussions with the University management, representatives of the Faculty of Medicine and Life Sciences, representatives of the Pauls Stradins Clinical University Hospital, and the teaching staff of the program “Medicine” as well as with students currently studying in the program and alumni. Furthermore, they inspected the learning premises, such as House of Science, Clinical Study Base – Building 10 at Pauls Stradins Clinical University Hospital, the Pauls Stradins Clinical University Hospital, and the lecture halls of the University. Moreover, experts had the opportunity to see the equipment and the capacity of the laboratories. In the course of the on-site visit, the University submitted the following additional documents at the request of the experts:

- Faculty of Medicine and Life Science Strategy 2025-2027

The documents submitted by the University, the experts’ feedback to the documents, the observations made during the on-site visit, and the results of discussions with the representatives of the University and the Faculty of Medicine and Life Sciences serve as the basis for the statements made in the report.

The expert report is structured according to the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” in consideration of the “Basic Medical Education WFME Global Standards for Quality Improvement”. The study program will be described and analyzed in a comprehensive manner below. After the announcement of the accreditation decision, the report including the decision will be

published.

2 Overview

2.1 Profile of the University

The University of Latvia (Latvijas Universitāte) is a public university located in Riga and the largest and one of the leading higher education institutions in Latvia. It was founded in 1919, shortly after the country gained independence, and has since developed into a major academic and research center in the Baltic region.

The University of Latvia currently has six faculties: Economics and Social Sciences, Science and Technology, Humanities, Education Sciences and Psychology, Law and Medicine and Life Sciences. Additionally, LU has 28 research institutes and conducts research in more than 50 research areas. The University of Latvia offers 112 study programs at the undergraduate, graduate, and doctoral level.

In 2024, a total of 15.276 students from over 70 countries are enrolled at LU.

2.2 Profile of the Program

The main objective of the medical education study program offered at the Faculty of Medicine and Life Sciences at the University of Latvia is to provide students with the knowledge, skills, and competencies necessary for the qualification of a medical doctor and to prepare students for independent professional activities and further postgraduate training. The study program requires the obtainment of 360 credit points (CP) according to the European Credit Transfer System (ECTS). One CP corresponds to 27.4 hours of student workload.

The total workload of the program constitutes 9,862 hours, of which 5,851 are contact hours, including 1,448 hours of clinical practice, and 4,011 are hours of self-study. It is a full-time study program with a regular duration of six years (12 semesters). The program curriculum consists of 86 modules, of which 78 are obligatory and 8 are elective. The program curriculum consists of a structured sequence of courses covering basic, pre-clinical, clinical, and social science subjects. The program includes restricted and free elective components that enable students to broaden their knowledge in selected areas within and beyond the medical field. The study program “Medicine” offers a Latvian and English track with the same curriculum.

Admission requirements for the program include a completed secondary education, sufficient grades in Biology and Chemistry, or Natural Sciences and English language proficiency (for the English track). The admission requirements for foreign nationals

with their secondary education completed outside of Latvia may differ slightly and can be found on the website. Students are informed about the tuition fees in advance. LU determines tuition fees separately for Latvian and international students, and this information is published annually on the University's website. Admission takes place once per year for entry into the academic year starting in fall.

Upon completion of the study program, students are awarded the professional qualification "Medical Doctor (MD)". The study program Medicine was implemented in 1919, temporarily closed due to national reorganization of higher education, and reestablished in 1998. There are a total of 160 study places in total per year; of these 45 are state funded and 80 full fee study places for local students (Latvian track), and 35 are full fee study places for international students (English track).

3 Evaluation

3.1 Mission & Strategy

ESG 1.1: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

WFME 1.1: The institution has a public statement that sets out its values, priorities, and goals.

Summary

The University of Latvia (LU) is a public university. Founded in 1919, it is the largest and leading comprehensive research university in Latvia, located in Riga. The mission of the University of Latvia is expressed in its motto *Scientiae et Patriae* - For Science and Fatherland. The University contributes to the global science, higher education, knowledge, technology transfer and innovation, and ensures the growth of Latvian democracy and culture, the development of the Latvian language and the prosperity of the national economy.

The University of Latvia's strategy 2021–2027 (Annex A) focuses on strengthening its role as an internationally recognized research university while contributing to Latvia's societal and economic development. At its core, the strategy defines six main development directions and goals: scientific excellence, study development, contribution to society, talent development, environment and governance, and organizational culture. It aims to offer high-quality, competitive study programs and improving graduate outcomes. At the same time, the University aims to invest in staff and talent, and promote a sustainable, efficient institutional environment. Finally, it emphasizes an inclusive, innovation-driven culture based on cooperation, academic freedom, and interdisciplinary collaboration.

According to the University of Latvia (UL), including the Faculty of Medicine and Life Sciences (FMLS), a quality assurance system that is integrated into its strategic management was established and is based on the Plan–Do–Check–Act (PDCA) cycle. This system is applied both at an institutional level and within study fields and programs, including the “Medicine” study program.

The responsibility for quality assurance is distributed across multiple levels of the University structure. The UL administration oversees the development, implementation, and monitoring of study programs, while the Study Department

coordinates reporting and evaluation processes. The Strategic Information and Data Center conducts surveys among students, academic staff, and employers and analyzes their results. Academic staff, including professors, participate in the evaluation of study quality. At the faculty level, the Dean is responsible for ensuring the functioning of the quality management system, while program directors and study field councils oversee program implementation, development, and quality monitoring.

The quality assurance system also includes cooperation with external partners. The Faculty maintains more than 70 cooperation agreements with healthcare institutions, companies, and public bodies that provide clinical training and contribute to teaching. These agreements define responsibilities and quality requirements, ensuring that external activities meet the same standards as internal teaching and that student feedback is collected and evaluated consistently.

The Faculty of Medicine and Life Sciences has a publicly defined mission statement that outlines its values, priorities, and goals. The mission focuses on providing high-quality education, promoting scientific research, and preparing students for professional careers in healthcare and life sciences. It emphasizes interdisciplinarity across fields such as medicine, biology, pharmacy, and biotechnology, as well as the integration of education, research, and clinical practice.

The development of the mission and strategy involved internal stakeholders, including academic staff, researchers, administrative personnel, and students through the Student Council. The process was linked to the restructuring of the Faculty in 2024 and the development of the FMLS Strategy 2025–2027. External stakeholders, such as employers and cooperation partners, contributed indirectly through study field development processes and consultations, ensuring alignment with professional and societal needs.

The mission statement reflects the Faculty's role in society by emphasizing the preparation of qualified professionals whose work contributes to public health and well-being. It highlights collaboration with healthcare institutions, industry, and public bodies, as well as engagement in scientific communication and public activities. The mission also includes the development and use of the Latvian language in medicine and life sciences and the contribution to national healthcare and scientific development.

According to the University, the mission is used as a guiding framework for planning, quality assurance, and management. Strategic priorities, development plans, and quality objectives are aligned with the mission, and program evaluation and improvement processes are conducted with reference to it. The mission also informs

decision-making and resource allocation at faculty level.

The mission and strategy are aligned with national legislation and European requirements for higher education and medical training. The Medicine program complies with relevant Cabinet of Ministers regulations and EU directives regarding the structure and content of medical education. According to LU, the program is developed in line with ESG and WFME standards, including outcome-based learning, integration of clinical training, and continuous quality improvement processes.

The mission statement is formally approved and made available through the University's internal information system. It is communicated within the Faculty through meetings, seminars, and strategic planning processes. For international staff, the mission is communicated through discussions and consultations.

Judgement

The University of Latvia has a clearly defined institutional mission and strategy, which are publicly available and provide the overarching framework for the development of the University and the Faculty of Medicine and Life Sciences. The experts consider the strategic orientation towards scientific excellence, high-quality education, and societal contribution to be well reflected in the development of the "Medicine" study program. During the site visit, the University further explained the strong connection between research activities and medical education, particularly through the integration of scientific work into the curriculum and the close collaboration with clinical partners.

The University has established a quality assurance system based on the Plan–Do–Check–Act (PDCA) cycle. The experts consider the responsibilities for quality management at the institutional, faculty, and study program level to be clearly defined. During the discussions on site, it became evident that the strategic goals are monitored through annual reports, defined key performance indicators, and regular discussions within the responsible bodies. The experts appreciate that the quality assurance system includes different levels of evaluation and enables a continuous reflection of study program development.

Internal stakeholders, including academic staff, administrative staff, and students, are involved in quality assurance and strategic development through established structures, such as the Student Council and the Study Field Councils. The experts positively note that external stakeholders, including representatives of healthcare institutions and professional organizations, contribute to the further development of the study field and provide feedback on societal and professional needs.

The experts acknowledge the strategic development of the Faculty of Medicine and

Life Sciences following its restructuring in 2024 and the development of the Faculty Strategy 2025–2027. The presented structures indicate that the Faculty has established appropriate mechanisms to translate institutional goals into faculty and study program development. The experts consider the conditions for the implementation of the strategic objectives to be promising.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.2 Curriculum and Learning Outcomes

ESG 1.2: Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and consequently to the Framework for Qualifications of the European Higher Education Area.

WFME 2.1: The institution has defined the learning outcomes that students should have achieved by graduation, as well as the intended learning outcomes for each part of the course.

WFME 2.2: The institution has documented the overall organisation of the curriculum, including the principles underlying the curriculum model employed and the relationships among the component disciplines.

WFME 2.3: a) The institution can justify inclusion in the curriculum of the content needed to prepare students for their role as competent junior doctors and for their subsequent further training.

b) Content in at least three principal domains is described: basic biomedical sciences, clinical sciences and skills, and relevant behavioural and social sciences.

WFME 2.4: The institution employs a range of educational methods and experiences to ensure that students achieve the intended outcomes of the curriculum.

Summary

The “Medicine” study program at the University of Latvia is a six-year full-time study program leading to the qualification of Medical Doctor (MD). The program comprises 360 ECTS credits and has a total workload of 9,862 hours, including 5,851 contact

hours, of which 1,448 are practice hours, and 4,011 hours of self-study. Graduates of the program are prepared for professional medical practice and may continue their education in residency or doctoral studies.

The program is organized in accordance with national and European regulatory requirements. According to the University, it complies with several Cabinet of Ministers regulations governing higher education, medical training, and professional qualifications, as well as with EU Directive 2005/36/EC, which defines the minimum requirements for medical education (SER 2.1.3).

The learning outcomes of the study program are defined in an outcome-based approach and cover knowledge, skills, and professional competences required for independent medical practice. These include comprehensive medical knowledge, clinical and diagnostic skills, communication abilities, ethical and professional behavior, and the capacity for evidence-based decision-making. The learning outcomes also emphasize research competence, critical thinking, and lifelong learning.

According to the SER, the learning outcomes were developed by academic staff in cooperation with the Program Director and are aligned with national and European standards. Students and external stakeholders, including employers and clinical partners, were involved through consultations, feedback mechanisms, and participation in governance structures. The outcomes are reviewed annually within study field reports, ensuring their relevance and alignment with developments in medical science and healthcare practice.

The program aims to prepare qualified medical doctors with the knowledge, skills, and competences required for professional practice, research, and further specialization. The learning outcomes are systematically translated into course-level outcomes, ensuring alignment between teaching, learning, and assessment across the curriculum.

The program is structured to provide a sequential and integrated learning experience. The curriculum includes basic biomedical sciences, clinical sciences, behavioral and social sciences, public health, and research disciplines, ensuring horizontal and vertical integration throughout the program.

In Years 1 and 2, the curriculum focuses on basic biomedical sciences, providing a theoretical foundation for understanding the human body in health and disease. The program includes disciplines such as anatomy, histology, embryology, physiology, biochemistry, molecular biology and genetics, microbiology, immunology, pathology, and pharmacology. These subjects establish fundamental knowledge that supports further clinical training. At the same time, introductory elements related to healthcare

systems and social aspects of medicine are included, providing an initial understanding of the organization of healthcare and its role in society (SER 2.3.3).

In Year 3, the curriculum transitions to pre-clinical subjects, focusing on pathological processes and the development of clinical understanding. Disciplines such as pathology and pathophysiology deepen students' understanding of disease mechanisms and support the development of diagnostic thinking, preparing students for subsequent clinical training.

In Years 4 and 5, the program focuses on clinical sciences and practical training. Students acquire knowledge and skills in major clinical disciplines, including internal medicine, surgery, pediatrics, obstetrics and gynecology, neurology, psychiatry, family medicine, and emergency medicine. Clinical training takes place in hospitals and healthcare institutions, where students work under supervision and apply theoretical knowledge in real clinical settings. Simulation-based training and case-based learning are used to support the development of practical and clinical skills, ensuring that students are prepared for patient care.

In Year 6, the program is focused on advanced clinical training and professional preparation. Students complete clinical rotations in major fields of medicine and further develop competences required for independent medical practice. The final stage of the program includes the preparation and defense of a research-based thesis as well as the completion of final examinations (SER 2.3.4).

Throughout the program, behavioral and social sciences are integrated into the curriculum. These include subjects such as medical psychology, ethics, and public health, which support the development of communication skills, ethical reasoning, and understanding of social determinants of health.

The curriculum also includes elements of health systems science, such as healthcare organization, policy, and management, as well as elements of humanities, including Latin in Medicine and the History of Medicine (SER 2.3.7). These components broaden students' understanding of medicine within a social and cultural context.

Elective courses are included in the curriculum to allow students to deepen their knowledge in specific areas of medicine or broaden their academic profile. The curriculum includes 9 ECTS of restricted elective courses and 9 ECTS of free elective courses, which are completed at specific stages of the program. Restricted elective courses are organized progressively and are offered in the 4th semester (4 courses), 7th semester (6 courses), and 10th semester (6 courses), allowing students to choose from a defined list of medically relevant topics. Free elective courses enable students to select courses more broadly within the University. The offer of elective courses is

determined based on academic relevance, student interest, and available resources.

The study process combines lectures, seminars, laboratory work, clinical training, and independent study. Teaching methods include case-based and problem-based learning, simulation-based training, and the use of digital learning environments. These methods are aligned with the defined learning outcomes and support the development of professional competencies (SER 2.4.1).

Research is integrated throughout the curriculum. Students acquire knowledge in research methodology, epidemiology, and evidence-based medicine and are required to complete a research-based final thesis under supervision (SER 2.3.10.)

The curriculum content is determined by the Program Director in cooperation with course leaders and the study field council and is approved at faculty level. The curriculum is subject to continuous monitoring and periodic revision. Student feedback, graduate surveys, and input from employers and clinical partners are systematically collected and used to improve the program. Annual internal reviews ensure that the curriculum remains aligned with scientific developments, healthcare needs, and regulatory requirements.

Graduates of the Medicine program have access to the medical profession upon completion of their degree. However, entry into professional practice requires registration with the relevant authorities and typically the completion of postgraduate training (residency). The qualification is aligned with European standards, facilitating recognition within the European Union.

Judgement

The experts consider that the study program “Medicine” at the University of Latvia provides a comprehensive curriculum that covers the required areas of basic biomedical sciences, clinical sciences, and behavioral and social sciences and prepares students for professional medical practice and further postgraduate training. The curriculum is well documented, and the experts appreciate the transparent description of courses and the clear structure of the study program.

During the on-site visit, the experts gained the impression that the practical and clinical components represent a particular strength of the study program. The favorable size of the student cohort enables small-group teaching and close interaction between students and academic staff. The experts positively note the high level of engagement of the clinical teachers and the substantial patient contact during clinical training. The integration of family medicine and primary care into the curriculum, including dedicated clinical placements, is considered a valuable component of the program.

The University describes the curriculum as being based on principles of horizontal and vertical integration. However, during the discussions on site, the connections between preclinical and clinical disciplines were not yet sufficiently visible to the experts. The experts therefore recommend establishing regular exchange formats between preclinical and clinical course leaders in order to strengthen the coordination of learning content and to make the internal curriculum structure more transparent for students and teachers.

The experts acknowledge the strong scientific orientation of the study program. The mandatory research thesis with oral defense and the integration of research-related courses contribute to the development of scientific competencies. At the same time, students expressed a wish for an earlier integration into research activities and closer involvement in ongoing research projects. The experts therefore encourage the Faculty to further strengthen opportunities for early research experience throughout the curriculum.

The study program offers opportunities for elective learning (especially C-electives) and, due to the broad spectrum of health-related programs within the Faculty of Medicine and Life Sciences and the University, provides favorable conditions for interprofessional education. The experts recommend making greater use of these opportunities and implementing additional interprofessional learning activities involving students from medicine and other health professions.

The experts acknowledge that a variety of teaching methods are applied throughout the curriculum. The small group setting and the close interaction between students and teachers support the learning process. During the review of the documentation, the alignment between intended learning outcomes, teaching methods, and assessment methods was not fully transparent. The experts discussed this issue during the on-site visit and recommend that the Faculty continue to improve the visibility of this alignment within the study documentation and curriculum management processes.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.3 Student-centered Learning, Teaching and Assessment

ESG 1.3: Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

WFME 3.1: Assessment policy and system

- a) The institution has a policy that describes its assessment practices.
- b) It has a centralised system for ensuring that the policy is realised through multiple, coordinated assessments that are aligned with its curriculum outcomes.
- c) The policy is shared with all stakeholders.

WFME 3.2: Assessment in support of learning

- a) The institution has in place a system of assessment that regularly offers students actionable feedback that identifies their strengths and weaknesses, and helps them to consolidate their learning.
- b) These formative assessments are tied to educational interventions that ensure that all students have the opportunity to achieve their potential.

WFME 3.3: Assessment in support of decision-making

- a) The institution has in place a system of assessment that informs decisions on progression and graduation.
- b) These summative assessments are appropriate to measuring course outcomes.
- c) Assessments are well-designed, producing reliable and valid scores.

WFME 3.4: Quality control

- a) The institution has mechanisms in place to assure the quality of its assessments.
- b) Assessment data are used to improve the performance of academic staff, courses, and the institution.

Summary

The study program “Medicine” at the University of Latvia is implemented in accordance with the principles of student-centered learning. Teaching and assessment methods are designed to ensure that students actively participate in the learning process and that the intended learning outcomes are achieved in line with institutional and national requirements (SER 2.4.1).

According to the University, the study process is organized to respect the diversity of students and their individual learning needs. The curriculum accommodates students with different educational, cultural, and linguistic backgrounds through differentiated

instruction, flexible learning formats, and targeted support measures. Teaching is delivered using a combination of lectures, seminars, laboratory work, clinical practice, and digital learning tools. Depending on the subject and level of study, methods such as case-based, problem-based, and team-based learning are applied alongside traditional teaching formats.

Academic staff apply a variety of pedagogical approaches aligned with learning outcomes and course content. Teaching methods are regularly reviewed and adjusted based on student feedback, program evaluations, and quality assurance processes. Digital platforms such as Moodle and MS Teams support blended and flexible learning, enabling access to study materials and communication between students and teachers.

The study process promotes increasing student autonomy. Students are encouraged to engage in independent learning, project work, and research activities, while receiving guidance from academic staff and mentors. The program fosters mutual respect between students and teachers and promotes open communication through formal and informal interaction channels.

Student feedback is systematically collected through surveys, focus groups, and discussions with student representatives. The results are analyzed by program management and academic staff and are used to improve teaching methods, course content, and learning conditions. Adjustments to the study process are made within the framework of the internal quality assurance system (SER 2.6).

Formal procedures for handling student complaints, proposals, and appeals are defined in the University's regulations. Students may submit complaints through established mechanisms, and all submissions are processed in accordance with institutional procedures. The system ensures confidentiality, fairness, and transparency in decision-making, and students are informed about outcomes.

Assessment in the "Medicine" program is governed by University regulations and follows the principles of fairness, consistency, and transparency. Assessment methods, grading criteria, and requirements are defined in the module handbook and are communicated to students in advance through the e-study environment. Assessments are designed to measure the achievement of intended learning outcomes and include both formative and summative elements (SER 2.5.1).

A variety of assessment methods is used, including written and electronic tests, oral examinations, practical assessments, and Objective Structured Clinical Examinations (OSCEs). Clinical competencies are evaluated through supervised clinical practice and structured observation. Whenever possible, assessments—particularly in clinical

subjects—are conducted by more than one examiner to ensure objectivity.

The assessment system includes provisions for mitigating circumstances, such as illness or other justified reasons, and allows for rescheduling or alternative assessment arrangements. A formal appeals procedure is in place, enabling students to contest assessment results through a structured review process.

Quality assurance of assessment is ensured at multiple levels. Course supervisors are responsible for aligning assessment methods with learning outcomes, while program directors and the Study Field Council oversee consistency and quality at program level. Assessment results and student feedback are analyzed regularly, and improvements are implemented through the continuous quality assurance cycle.

Academic staff receive training in assessment methods, feedback provision, and student-centered teaching through institutional training activities. This supports the development of reliable and valid assessment practices across the program.

According to the SER, the University of Latvia ensures that teaching and assessment in the “Medicine” program are student-centered, transparent, and aligned with institutional regulations. Continuous feedback, systematic monitoring, and staff development contribute to maintaining the quality and fairness of the study process.

Judgement

The experts consider that the “Medicine” study program applies a variety of teaching and learning methods that support the achievement of the intended learning outcomes and encourage active student participation. During the on-site visit, the experts gained the impression of a constructive learning environment characterized by close interaction between students and academic staff. The favorable size of the student cohort enables teaching in small groups and facilitates direct communication between students and teachers. The experts particularly appreciated the high level of commitment demonstrated by clinical teaching staff.

The experts positively note the broad range of educational methods used throughout the study program, including lectures, seminars, practical training, clinical teaching, and simulation-based learning. The existing facilities, including the House of Science and House of Nature, as well as the planned House of Health and Sports and the simulation center, provide favorable conditions for the further development of practical and simulation-based training.

Regarding assessment, the experts acknowledge that the Faculty has established a comprehensive assessment system and has already identified further measures for

quality development. The experts recommend systematically implementing the planned quality assurance measures for assessment, including annual reviews of assessment content and methodology, peer review of examination materials, and continuous monitoring of grading consistency. This will further support transparency and consistency within the assessment process.

The experts appreciate that students are actively involved in providing feedback on teaching and learning activities and that the Faculty demonstrates openness towards student perspectives. The direct interaction between students and teachers contributes to the continuous improvement of the learning environment. Overall, the experts conclude that the study program provides a student-centered learning environment with appropriate teaching and assessment methods.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.4 Student Admission, Progression, Recognition and Certification

ESG 1.4: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

WFME 4.1: The institution has a publicly available policy that sets out the aims, principles, criteria, and processes for the selection and admission of students.

Summary

Admission to the "Medicine" study program at the University of Latvia is organized in accordance with the University's Admission Regulations (*Annex D and E*) and relevant national legislation. The University ensures that admission procedures are transparent and aligned with its objectives, including the recognition of prior qualifications and the fair selection of applicants. The admission process defines the submission of documents, deadlines, evaluation criteria, decision-making procedures, and the rights and obligations of applicants (SER 4.1.1).

Admission requirements for the study program "Medicine" include a completed secondary education, confirmed by a diploma and transcript of grades. Applicants must demonstrate sufficient knowledge in relevant subjects such as Biology, Chemistry, and English, as specified in the admission criteria. Both Latvian and international applicants are subject to the same academic requirements, while international applicants must

additionally provide proof of English language proficiency. Admission takes place once per year, and the selection process is competitive, based on academic performance (SER 4.1.3).

The admission process is implemented and monitored by the responsible University structures, which verify applicants' compliance with formal requirements, organize the competition, and decide on enrollment. Applicants have the right to appeal decisions in accordance with national legislation and internal regulations (SER 4.1.5).

The University of Latvia maintains cooperation with secondary schools and other institutions to inform prospective students about study opportunities. Information is disseminated through the University's website, educational events, and communication activities. Support is provided to applicants, including guidance during the application process and assistance for international students.

Progression through the study program is regulated by University regulations that define the requirements for academic performance, enrollment in subsequent semesters, and the completion of courses. Students are required to successfully complete the courses of each stage of the program before progressing further. Academic progress is assessed through examinations and continuous assessment, and results are recorded in the University's information systems.

Students who do not meet the required academic standards may receive support measures, including academic counseling and the opportunity to repeat courses. The University provides support through academic staff, program management, and student support services. Students are informed about available support mechanisms and procedures for improving academic performance.

Individual study arrangements may be granted in justified cases, such as health conditions or participation in academic or professional activities. Applications are reviewed and approved in accordance with university regulations. Additional support measures are available for students with special needs, ensuring equal access to education.

The recognition of prior learning and qualifications is carried out in accordance with University procedures and national regulations (Annex H). Students may apply for the recognition of study results obtained at other higher education institutions. Recognition decisions are based on the comparison of course content, scope, and learning outcomes and are approved at the program or faculty level. Recognized courses are recorded in the student's academic record (SER 1.4.2).

Upon completion of all program requirements, students are awarded the professional

qualification Medical Doctor (MD). The final assessment is the State Examination, which includes final examinations and the completion and defense of a research-based thesis. The procedures, structure, and evaluation criteria for the State Examination are defined in University regulations and are implemented by an appointed State Examination Commission.

Graduates receive a diploma and a diploma supplement (*Annex 08*), which provides information on the content, level, and outcomes of the study program and the qualification obtained. The diploma supplement supports the international recognition of the degree and is issued in accordance with European standards (SER 1.4.3).

Judgement

The University of Latvia has established transparent procedures for student admission, progression, recognition, and certification. The admission process is based on predefined criteria and allows for the selection of students with the necessary academic qualifications and motivation to successfully complete the study program “Medicine”. During the on-site visit, the experts were informed that the admission procedure combines a point-based assessment of previous academic achievements with an interview, allowing the University to evaluate applicants beyond their academic records.

The experts acknowledge that the University has established clear regulations regarding student progression, recognition of prior learning, and the completion of studies. The procedures are communicated through relevant regulations and information systems. The final assessment, including the state examination and the defense of the scientific thesis, ensures that graduates demonstrate the competencies required for the qualification as a Medical Doctor.

During the discussions with students, the experts gained the impression that communication between students and faculty representatives is open and that student concerns are generally addressed in a timely manner. The University provides several support measures, including first-year coordinators, peer mentoring initiatives, student organizations, and psychological counseling. However, the experts see potential to further strengthen student support structures, particularly regarding mentoring and systematic guidance throughout the different stages of the study program. The experts therefore recommend further developing the existing support services to provide more comprehensive and continuous support for students during their studies.

The experts further note that the study program is offered in Latvian and English tracks. Although some opportunities for interaction between local and international students already exist, the experts recommend creating additional opportunities for mixed

student groups and joint learning activities to strengthen intercultural exchange and further integrate students from both tracks.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.5 Academic Staff

ESG 1.5: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

WFME 5.1: The institution has the number and range of qualified academic staff required to put the institution's curriculum into practice, given the number of students and style of teaching and learning.

WFME 5.2: The institution has specified and communicated its expectations for the performance and conduct of academic staff.

WFME 5.3: The institution implements a stated policy on the continuing professional development of its academic staff.

Summary

The "Medicine" study program at the University of Latvia is implemented by academic staff whose number, qualifications, and professional experience correspond to the scope and requirements of the program. According to the University, in the 2024/2025 academic year, the program was delivered by a total of 18 professors, 26 associate professors, 27 assistant professors, 32 lecturers. According to the University, the Faculty ensures an optimal ratio of professors, associate professors, and assistant professors to teaching assistants and clinical instructors to support both theoretical and practical components of the curriculum (SER 1.5.1).

Teaching is carried out by both University academic personnel and practitioners employed in healthcare institutions. Clinical disciplines are taught by certified medical doctors who are actively engaged in clinical practice, ensuring the integration of theoretical knowledge and practical experience. Clinical teaching is delivered in partnership with university hospitals — Pauls Stradins Clinical University Hospital, Riga East Clinical University Hospital, and Children's Clinical University Hospital — under formal cooperation agreements. This structure ensures access to qualified clinical

teachers and supervisors in all major medical disciplines. The teaching matrix and CVs of instructors can be found in Annexes 2 and 3.

According to the University, academic staff are appointed to teaching roles according to their academic qualifications, research background, and clinical expertise, ensuring that all courses are delivered by specialists in the respective field. The Faculty employs both full-time academic staff and part-time clinicians with hospital appointments. The required number of teaching staff is calculated based on several parameters, including the number of enrolled students, the ECTS volume and contact hours of each study course, the type of teaching activity (lectures, seminars, laboratory work, clinical practice), and regulatory requirements for medical education, particularly for clinical training.

For practical and clinical training, group sizes are deliberately kept small to ensure patient safety, effective supervision, and achievement of practical competencies. As a rule, clinical and practical groups consist of approximately 8-10 students per one teaching staff member, depending on the discipline and clinical setting; laboratory and skills-based training follows similar limits to ensure hands-on experience and individual feedback (SER 5.1.1).

The University provides opportunities for academic staff to develop their professional competencies. All staff are informed about professional development opportunities via the University intranet and the Faculty newsletter. The *Professional Development Academy* provides regular courses on pedagogy, digital learning, academic writing, and research supervision. Clinical teachers are encouraged to attend specialty conferences and workshops relevant to their fields (SER 5.3.1). The Faculty's Vice-Dean for Studies oversees the implementation of Continuing Professional Development (CPD), ensuring that staff meet the University's requirements for continuous improvement. Participation in CPD activities is recognized as an essential component of academic performance and career development, contributing to the maintenance and enhancement of teaching competence, clinical expertise, and alignment with contemporary medical education standards.

Academic staff performance is monitored within the University's quality assurance system. Evaluation includes teaching activities, research output, and contribution to program development. Student feedback, survey results, and internal evaluations are used to assess teaching quality and to identify areas for improvement. The results are analyzed at Faculty level and incorporated into quality assurance processes and development plans (SER 7.1.1; 1.7.1). Academic staff are expected to follow the principles of academic integrity, professional ethics, and respectful communication. The University has established regulations and procedures to ensure compliance with

these principles, and responsibility for their implementation is distributed across institutional levels within the quality management system (SER 7.1.2)

Judgement

The University of Latvia ensures that the study program “Medicine” is delivered by a sufficient number and appropriate range of qualified academic staff whose competencies correspond to the scope, objectives, and teaching methods of the program. The experts find the number of human resources allocated to the program to be suitable to carry out its functions. During the site visit, the experts gained the impression of highly committed clinical teaching staff who contribute substantially to the quality of medical education. The close interaction between teachers and students, supported by the favorable size of the student cohort, was considered a particular strength of the study program.

The University provides structures and opportunities for the professional and pedagogical development of academic staff. Teaching staff reported being generally satisfied with the support provided by the University. Existing support measures include introductory and continuing education activities for academic staff, such as teaching-related training opportunities and the services offered through the Lifelong Learning Centre.

However, the experts recommend further strengthening the didactic qualification of academic staff by introducing medicine-specific training formats covering the domains of learning psychology, teaching and learning methods, and assessment formats. The experts emphasize that these opportunities should be communicated broadly among academic staff to ensure their systematic use and contribute to the continuous improvement of medical education.

Decision

From the experts’ point of view, the requirements of this criterion are **X**.

3.6 Learning Resources and Student Support

ESG 1.6: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

WFME 6.1: The institution has sufficient physical facilities to ensure that the curriculum is delivered adequately.

WFME 6.2: The institution has appropriate and sufficient resources to ensure that students receive the required clinical training.

WFME 6.3: The institution provides adequate access to virtual and physical information resources to support the institution's mission and curriculum.

WFME 4.2: The institution provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance.

Summary

According to the University, the Faculty of Medicine and Life Sciences provides academic and personal support through faculty-based and central University services. Students have access to academic advising, mentoring, and counseling to support their academic progress and adaptation to the study process. Each student is assigned an academic advisor in the first semester, who monitors progress and provides guidance throughout the study period (SER 4.2.1).

Information about available support services is communicated at the beginning of studies through orientation activities, the Faculty website, and the Moodle learning platform. Students also receive information through email communication and newsletters. Faculty staff and the Student Council are involved in informing students about available services (SER 4.2.2).

Student organizations, particularly the Student Council, participate in the development and review of support services. They collaborate with Faculty management in the design of initiatives such as mentoring schemes, peer support activities, and academic skills development (SER 4.2.3). The LU describes that support services are available in Latvian and English and are provided for both local and international students. Services include academic, psychological, and career support. The approach takes into account the diversity of the student body (SER 4.2.4).

Support services are reviewed regularly through student surveys, meetings with student representatives, and feedback from advisors. The results are used to make improvements to services. According to the University, the accessibility and confidentiality are ensured in accordance with data protection requirements (SER 4.2.6).

According to the University, the adequacy of its physical resources are evaluated regularly through the University's infrastructure audit. Teaching facilities are located in the University of Latvia Academic Centre (Torņakalns campus) and in clinical bases such as Pauls Stradins Clinical University Hospital, Riga East Clinical University

Hospital, and the Children's Clinical University Hospital. These sites together provide classrooms, laboratories, simulation facilities, and clinical departments for hands-on training. Space and equipment planning are based on student numbers, curriculum structure, and course-specific requirements. In addition, lecturers and clinical teachers actively contribute to resource planning by informing their department heads about required or missing teaching materials and visual aids (SER 6.1.1). A description of the laboratories, like the anatomy and histology laboratories or the biochemistry and molecular biology laboratories, can be found in Annex K.

The University of Latvia provides modern and well-equipped facilities to support teaching, learning, and independent study within the study program "Medicine". Teaching is primarily conducted at the Academic Centre in Torņakalns, which include lecture halls and seminar rooms equipped with digital teaching technologies, specialized laboratories for biomedical and preclinical training and study spaces designed for both individual and group work. Students have access to 24/7 study areas, computer workstations and shared learning environments.

According to the University, a key component of the infrastructure is the clinical study base in Building 10 at Pauls Stradins Clinical University Hospital, which provides dedicated teaching rooms for clinical instruction, facilities for distance and hybrid teaching, and a structured environment for the acquisition of clinical and procedural skills prior to patient contact. Training includes simulation-based learning (including basic patient care and procedure clinical examination skills) and is delivered in supervised small groups (approximately 8–10 students per supervisor), ensuring high-quality instruction and patient safety.

Additionally, the University offers several simulation facilities like the House of Science, which is a basic patient care simulation facility, supporting the development of fundamental clinical and nursing skills, or the Children's Clinical University Hospital, supporting pediatric emergency training. The full list of training facilities, including the equipment can be found in Annex N.

The Library of the University of Latvia is registered in the Register of Libraries of the Ministry of Culture and has been accredited with the status of a national significance library. The fundamental principle of the library is accessibility of services to all users. Library services are provided through eight branch libraries. The services are available to students, academic and administrative staff and the general public. The opening hours can be found in Annex N as well.

The library provides 24/7 access to physical and digital resources, including self-service facilities such as book lending, computers, and laptop loans, with a notable

innovative laptop lending system. It offers free access to scientific publications, doctoral theses, and digitized materials, while some resources are restricted to on-site use. Additionally, the library gives access to a wide range of electronic platforms with thousands of journals, e-books, and academic works, many of which can also be accessed remotely.

Judgement

According to the experts, the University of Latvia provides appropriate learning resources and facilities to support the implementation of the study program “Medicine”. Teaching takes place in adequately equipped lecture halls, laboratories, simulation rooms, and other specialized facilities corresponding to the requirements of medical education. During the on-site visit, the experts were particularly impressed by the modern infrastructure, including the House of Science and the House of Nature, as well as the strategic plans for the further development of learning facilities through the planned House of Health and Sports and the new Simulation Center. These developments provide excellent conditions for the further enhancement of medical education. The technical infrastructure is regularly maintained and upgraded.

The experts positively acknowledge the availability of clinical training facilities and the close cooperation with clinical partners, which enable students to gain substantial practical experience and patient contact. The experts gained the impression that the clinical environment provides appropriate conditions for the development of practical and professional competencies. The digital learning environment, including Moodle, further supports the study process by ensuring transparent access to course materials and relevant information. Simulation-based preparation further supports students’ readiness for clinical placements.

Students and staff have adequate access to both physical and virtual information resources that support the institution’s mission and curriculum. The library provides comprehensive printed and electronic resources, including access to major international medical and scientific databases. The e-studies platform ensures continuous access to course-related materials, learning outcomes, and assessment information, while institutional IT services maintain the necessary digital infrastructure and specialized software.

The University provides additional support services for students, including access to student organizations, peer mentoring initiatives, and psychological counseling. The experts acknowledge that these services contribute to student well-being and integration into academic life.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.7 Quality Assurance

ESG 1.7: Institutions should ensure that they collect, analyze, and use relevant information for the effective management of their programs and other activities.

ESG 1.9: Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all these concerned.

ESG 1.10: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

WFME 7.1 The institution has implemented a quality assurance system that addresses the educational, administrative, and research components of the institution's work.

Summary

The quality management system at LU is based on PDCA (Plan-Do-Check-Act; Deming Circle) cycle, integrating strategic management at its core. Quality assurance systems are being developed to ensure the quality compliance of certain groups of services or projects provided by the LU, also based on the PDCA cycle for example, the quality assurance system for the study fields and programs of the LU.

The LU provides a set of actions and methods to ensure that quality is planned, implemented, systematically evaluated and continuously improved, thereby contributing to the implementation of the mission and the achievement of strategic goals.

To achieve its strategic goals, the LU pursues the excellence approach in the actions it takes; the actions are measured, evaluated and developed to take effective decisions. The quality management system is implemented in accordance with the principles of Total Quality Management (TQM), by integrating the excellence-oriented approach into the corporate culture of the University. For the implementation of the TQM approach, the LU uses an internationally recognized and applicable quality management methodology – European Foundation of Quality Management (EFQM) excellence model 2020. In certain areas of the University, the quality management

system is more detailed, with quality assurance in line with the current standards and frameworks of the sector, including the Standards and guidelines for quality assurance in the European Higher education area (ESG), in order to ensure the quality of the study process.

The University and Faculty maintain defined KPIs for monitoring program performance, including student admission and retention, graduation rates, research output, and graduate employability. These indicators are collected and analyzed annually within the QA framework to inform decision-making and strategic planning (SER 1.7.1). Demographic data, such as nationality, gender, and prior education, are regularly analyzed to tailor support services and teaching methods to a diverse student body. According to the Faculty, the growing international student population is a key factor in bilingual course delivery and intercultural training for staff. Further information can be found in the annual report in Annex 05.

Anonymous surveys are conducted each semester to measure student satisfaction with teaching quality, workload, and support. Results are analyzed by the Study Program Commission and by the Vice-dean of Studies, forming the basis for targeted improvements. Student workload and progression are reviewed annually based on academic records, ECTS workload analyzes, and feedback surveys. Course evaluations help identify subjects where the workload may be higher than expected. When necessary, adjustments are implemented through revisions of course content or redistribution of credits to ensure alignment between learning outcomes and student capacity.

The quality assurance system includes regular monitoring, evaluation, and improvement of study programs. Data are collected through student surveys, feedback from academic staff, and analysis of study results. The results of these evaluations are reviewed at faculty and institutional level and are used for the continuous improvement of study programs (SER 1.7.1).

Students are involved in quality assurance processes through participation in surveys, focus groups, and representation in decision-making bodies. Student feedback is considered in the evaluation of courses, teaching methods, and study conditions (SER 1.7.2). Academic staff are also involved through participation in program evaluation, development activities, and internal reviews. Evaluation of teaching quality includes analysis of student feedback and peer review processes. The results are used to improve teaching methods and course content (SER 1.7.1).

External stakeholders contribute to quality assurance through participation in program development and evaluation. Representatives of healthcare institutions and

professional organizations provide feedback on the relevance of the curriculum and graduate competencies (SER 1.1.2)

Judgement

The University of Latvia has established a comprehensive quality assurance system that supports the continuous development of the study program “Medicine”. The quality assurance processes include the regular collection and analysis of quantitative and qualitative data, such as student evaluations, academic performance indicators, and feedback from academic staff and external stakeholders. The experts acknowledge that quality assurance is integrated into the strategic development of the Faculty and the University and is supported by established procedures, annual reporting, and defined key performance indicators.

During the site visit, the experts gained the impression that the Faculty systematically collects evaluation results and uses them for further development of the study program. However, the experts recommend making the PDCA cycle more visible to all stakeholders by communicating how evaluation results lead to concrete improvement measures. Furthermore, the experts recommend complementing the existing evaluation instruments with additional qualitative formats, such as focus groups or portfolio-based approaches, in order to obtain a more comprehensive understanding of the student learning experience and study process.

The experts positively acknowledge the involvement of students, academic staff, and external stakeholders in quality assurance and development processes. The participation of students in evaluations and relevant committees, as well as the contribution of external representatives through established cooperation structures, support the continuous adaptation of the study program to educational and professional requirements.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.8 Public Information

ESG 1.8: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Summary

The University and the Faculty of Medicine and Life Sciences ensure full transparency of information through publicly accessible platforms. The University and Faculty website publish all essential program details, like admission requirements, study structure, intended learning outcomes, teaching and assessment methods and degree recognition under national and EU framework. Program descriptions, course syllabi, and assessment regulations are available both in Latvian and English on the LU Study Programmes Portal and the Moodle learning platform. Information on student support, academic calendars, and examination schedules is updated regularly.

Pass rates and graduate employment data are presented in the University's self-evaluation reports (Annex 05) and shared with stakeholders during accreditation and quality review cycles. Employment outcomes are monitored via national graduate tracking systems and alumni surveys, ensuring that prospective and current students have a clear understanding of study expectations and career prospects (SER 1.8.1).

Judgement

The University of Latvia publishes accessible and comprehensive information about its study programs and institutional activities. Key information regarding the "Medicine" study program, including admission requirements, program structure, intended learning outcomes, teaching and assessment methods, qualifications awarded, and relevant academic regulations, is publicly available in Latvian and English through the University's official website, the LU Study Programmes Portal, and the Moodle learning platform.

The experts acknowledge that the University provides transparent information about the organization of the study process, student support services, academic calendars, and examination procedures. Furthermore, information regarding study outcomes, graduate employment, and program development is collected and made available through institutional reporting processes. This contributes to ensuring that prospective and current students have access to relevant and up-to-date information about the study program.

The experts consider that the University follows a systematic approach to providing clear, objective, and accessible public information. The available information supports transparency and enables prospective students, enrolled students, and other stakeholders to gain a comprehensive understanding of the study program and its outcomes.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.9. Governance and Administration

WFME 8.1: The institution has a defined governance structure in relation to teaching, learning, research, and resource allocation, which is transparent and accessible to all stakeholders, aligns with the institution's mission and functions, and ensures stability of the institution.

WFME 8.2: The institution has policies and procedures for involving or consulting students and academic staff in key aspects of the institution's management and educational activities and processes.

WFME 8.3: The institution has appropriate and sufficient administrative support to achieve its goals in teaching, learning, and research.

Summary

The governance and administration of the "Medicine" study program at the University of Latvia are organized within the overall structure of the University. Decision-making is carried out through defined governing bodies at institutional and faculty level, in accordance with internal regulations and national legislation (SER 8.1.1).

The University Senate is identified as the highest decision-making body, responsible for approving strategic documents, regulations, and study programs. At the faculty level, the Faculty Study Council is responsible for the implementation and development of study programs, including the "Medicine" program (SER 8.1.1).

According to the University, governance of teaching, learning, and research is ensured through established processes and committee structures. Responsibilities are distributed across institutional levels, including faculty management and academic departments. These structures support the organization of the study process and the implementation of the curriculum (SER 8.1.2). Management of the study program is carried out by the program director in cooperation with faculty bodies and academic departments. The program director is responsible for the coordination of the study process and the implementation of the program (SER 8.1.2).

Students are represented in decision-making bodies, including the Senate and the Faculty Study Council. Student representatives participate in governance processes

and contribute to discussions on study program development and student-related issues (SER 8.2.1).

External stakeholders are involved in governance through cooperation with healthcare institutions and professional organizations. Their involvement contributes to the development and review of the study program and supports alignment with professional requirements (SER 8.2.2).

Administrative support for the study program is provided by faculty and central University units. Administrative processes are defined and documented, and responsibilities are clearly allocated across units involved in the implementation of the program (SER 8.3.1). The governance system is supported by financial planning and resource allocation processes. Budgeting and resource distribution are managed at institutional and faculty level and are linked to the implementation of study programs (SER 8.3.2)

Judgement

The University of Latvia has established a clearly defined governance structure that supports the implementation of teaching, learning, research, and resource allocation. Governance arrangements are based on national legislation and internal University regulations and are aligned with the University's mission and strategic objectives. Roles, responsibilities, and decision-making processes are clearly defined at the institutional, faculty, and study program levels. The experts gained the impression that the governance structures provide an appropriate framework for the implementation and further development of the study program "Medicine".

The experts positively acknowledge that students, academic staff, and external stakeholders are involved in relevant governance and development processes. In particular, the Study Field Councils provide a structured mechanism for discussing study program development and include representatives of academic staff, students, healthcare institutions, and professional associations. The experts consider the involvement of external stakeholders as an important contribution to ensuring that the study program reflects current professional and societal needs.

The experts appreciate that the Faculty of Medicine and Life Sciences has established structures to implement the University's strategic objectives at faculty and study program level. The Faculty Strategy, developed following the restructuring of the Faculty, was identified as a strength during the on-site visit. In addition, the use of annual reports and key performance indicators supports the monitoring and further development of strategic objectives.

According to the experts, the University provides appropriate administrative support to ensure the effective implementation of its educational and research activities. The cooperation between academic leadership, administrative units, and support services contributes to the organization of teaching, student administration, and quality-related processes. The experts gained the impression that communication between the different organizational levels functions effectively and supports the continuous development of the study program.

Overall, the experts conclude that the governance and administrative structures are transparent and suitable for ensuring the stable implementation and continuous development of the study program.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

4 Conclusion

The study program “Medicine” at the University of Latvia is a well-structured program that provides students with the knowledge, skills, and competencies required for the qualification as a Medical Doctor and for further postgraduate training. The curriculum is comprehensive and covers basic biomedical sciences, clinical sciences and skills, as well as behavioral and social sciences. The experts particularly appreciated the well-documented curriculum, the favorable student cohort size allowing small-group teaching, the strong engagement of clinical teachers, and the substantial amount of patient contact throughout clinical training. The strong focus on family medicine and primary care as well as the integration of a scientific thesis with an oral defense are considered particular strengths of the study program. The innovative infrastructure provides good conditions for the further development of medical education.

The assessment system is transparent and applies a variety of assessment methods. The quality assurance system is well-established and supports the continuous development of the study program. The University has established transparent procedures regarding student admission, progression, recognition, and certification as well as appropriate governance structures for the implementation and further development of the study program.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Medicine” offered at the University of Latvia fulfills the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- Regular exchange meetings between preclinical and clinical course responsible lecturers should be introduced in order to improve the visibility of horizontal and vertical integration of learning content throughout the curriculum.
- Further opportunities for interprofessional learning activities involving students from medicine and other health professions should be developed.
- The Faculty should consider introducing earlier and more structured opportunities for student involvement in research activities.
- The planned quality assurance measures for the assessment system, including annual reviews of assessment content and methodology, peer review of examination materials, and monitoring of grading consistency, should be

systematically implemented.

- Medicine-specific didactic training covering learning psychology, teaching and learning methods, and assessment formats should be introduced and communicated broadly among academic staff.
- Existing student support structures, particularly mentoring and systematic guidance throughout the study program, should be further strengthened.
- Additional opportunities for mixed learning groups and joint educational activities involving Latvian and international students should be created to further promote intercultural exchange and integration.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission July 23, 2026

This resolution of the Accreditation Commission of the AHPGS, adopted on July 23, 2026, is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report. The site visit of the University took place on April 28-29, 2025, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG 2015) in consideration of "Basic Medical Education WFME Global Standards for Quality Improvement" (BME Standards 2020) as defined by the World Federation for Medical Education (WFME).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The study program requires the obtainment of 360 credit points according to the European Credit Transfer System (ECTS). The regulated study period in the program "Medicine" is six years. The study program comprises 86 courses, of which 78 are obligatory and eight are elective. The program is offered in English and Latvian. The study program "Medicine" is completed with awarding of the academic degree "Medical Doctor". Admission takes place once per year for entry into the academic year starting in fall. The first cohort of students was admitted to the study program in the academic year 1919/1920.

The Accreditation Commission of the AHPGS adopts the following decision:

The University of Latvia's study program "Medicine" was duly reviewed in an accreditation procedure in accordance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and the Basic Medical Education WFME Global Standards for Quality Improvement (BME Standards 2020). Compliance with both the ESG 2015 and the WFME BME Standards 2020 has been confirmed.

The study program "Medicine", as outlined above, is accredited for the duration of five years until September 30, 2031. The accreditation is based on the circumstances described in the Assessment Report.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.