



**STUDIJŲ KOKYBĖS VERTINIMO CENTRAS  
CENTRE FOR QUALITY ASSESSMENT IN HIGHER EDUCATION**

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**MEDICAL TECHNOLOGY FIELD OF STUDY  
PANEVĖŽIO KOLEGIJA  
EXTERNAL EVALUATION REPORT**

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# I. INTRODUCTION

## 1.1. OUTLINE OF THE EVALUATION PROCESS

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

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

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

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

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

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

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

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

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

## **1.2. REVIEW PANEL**

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

The composition of the review panel was as follows:

1. Panel chair: Prof. dr. Dalia Giedrimienė
2. Academic member: doc. dr. Aiga Švede
3. Academic member: doc. dr. Andžela Šešok
4. Social partner representative: doc. dr. Aurika Vanckavičienė
5. Student representative: Ömer Faruk Sönmez

## **1.3. SITE VISIT**

The site visit was organised on 6 November 2025 onsite.

Meetings with the following members of the staff and stakeholders took place during the site visit:

- Senior management and administrative staff of the faculty(ies);
- Team responsible for preparation of the SER;
- Teaching staff;
- Students;
- Alumni and social stakeholders including employers.

Translation was needed during the meetings, so an interpreter was present.

## 1.4. BACKGROUND OF THE REVIEW

### Overview of the HEI

Panevėžio Kolegija/*Panevėžys College* (hereinafter referred to as the College) is a state higher education institution established in 2002 by a resolution of the Government of the Republic of Lithuania. The College is a public legal entity operating as a public institution. Panevėžys College has three academic departments – the Faculty of Biomedical Sciences, the Faculty of Social Sciences and the Faculty of Technological Sciences. At the beginning of 2025, 22 accredited study programmes (19 first-cycle and 3 short-term study programmes) were registered in the Register of Studies, Training Programmes and Qualifications, divided into 7 study field groups (health sciences, social sciences, engineering sciences, computer sciences, business and public management, law and educational sciences).

### Overview of the study field

Medical Technology study field studies are being implemented in the Faculty of Biomedical Sciences. The faculty is implementing 6 study programmes: 5 – of health sciences fields group (General Practice Nursing, Dental Hygiene, Beauty Therapy, Physiotherapy and Emergency Medical Aid) and 1 – of social sciences fields group (Social Work). The College is implementing one Medical Technology study field programme – Emergency Medical Aid (EMA).

The aim of EMA programme is to prepare emergency medical aid paramedics who are able independently and together with the medical team to provide the necessary (first and emergency) medical assistance to people of all ages, evaluating the degree of vital functions disorders and the nature of the injuries, demonstrate critical thinking and to develop science-based practical activity. The quality and speed of emergency medical services directly determine how many people survive after injuries or accidents and how quickly they recover. Timely assistance is often a decisive factor in the patient's health. Paramedics play a crucial role in the health system - they are the first to provide assistance to people in critical condition due to heart attack, stroke, injuries or other acute disorders.

### Previous external evaluations

In 2021, an external assessment of the College's activities was carried out. An international group of experts assessed the College's activities positively and the College was accredited for a maximum period of 7 years.

In 2020, a self-assessment summary of the Emergency Medical Aid (EMA) program intended to be implemented was prepared and submitted to the Center for Study Quality Assessment for external assessment. The program was accredited until the next evaluation of the medical technology studies by order No. SV6-5 of the Director of the Center for Study Quality Assessment on 2020-08-05.

### Documents and information used in the review

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

- *Self-evaluation report and its annexes*
- *Final theses*
- *College EMA study program descriptions*

Additional sources of information used by the review panel:

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

- Information from the <https://panko.lt/> website.

## II. STUDY PROGRAMMES IN THE FIELD

### First cycle/LTQF 6

|   |   |
|---|---|
| <b>Title of the study programme</b>   | <b>Emergency Medical Aid</b>  |
| State code  | 6531GX048   |
| Type of study (college/university)  | College   |
| Study cycle   | First cycle   |
| Mode of study (full time/part time) and nominal duration (in years)                                   | Full-time, 3 years  |
| Workload in ECTS  | 180   |
| Award (degree and/or professional qualification)  | Professional bachelor in health sciences, professional qualification of emergency medical aid paramedic |
| Language of instruction   | Lithuanian  |
| Admission requirements  | Secondary education   |
| First registration date   | 06-08-2020  |
| Comments (including remarks on joint or interdisciplinary nature of the programme, mode of provision) |   |

### III. ASSESSMENT IN POINTS BY CYCLE AND EVALUATION AREAS

The **first cycle** of the Medical technology field of study is given a **positive** evaluation.

| No.    | Evaluation Area  | Evaluation points* |
|--------|--|--------------------|
| 1.     | Study aims, learning outcomes and curriculum                         | 3                  |
| 2.     | Links between scientific (or artistic) research and higher education | 3                  |
| 3.     | Student admission and support  | 3                  |
| 4.     | Teaching and learning, student assessment, and graduate employment   | 3                  |
| 5.     | Teaching staff   | 3                  |
| 6.     | Learning facilities and resources                                    | 3                  |
| 7.     | Quality assurance and public information                             | 3                  |
| Total: |  | 21                 |

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\*

**1 (unsatisfactory)** - the area does not meet the minimum requirements, there are substantial shortcomings that hinder the implementation of the programmes in the field.

**2 (satisfactory)** - the area meets the minimum requirements, but there are substantial shortcomings that need to be eliminated.

**3 (good)** - the area is being developed systematically, without any substantial shortcomings.

**4 (very good)** - the area is evaluated very well in the national context and internationally, without any shortcomings.

**5 (exceptional)** - the area is evaluated exceptionally well in the national context and internationally.



## IV. STUDY FIELD ANALYSIS

### AREA 1: STUDY AIMS, LEARNING OUTCOMES AND CURRICULUM

|      |   |
|------|---|
| 1.1. | Programmes are aligned with the country's economic and societal needs and the strategy of the HEI |
|------|---|

#### FACTUAL SITUATION

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

The College offers one study program in the field of medical technology – Emergency Medical Care. Its goal is to prepare emergency medical care paramedics who are able to independently and together with the medical team provide essential (first and emergency) medical care to people of various ages, after assessing the degree of vital function impairment and the nature of injuries, demonstrate critical thinking and develop science-based practical activities. The study goal is clearly formulated. The program objectives reflect the practical skills and knowledge needed in the market. During the meetings, social partners confirmed the need for these specialists. The objective and learning outcomes of the study program are periodically reviewed in response to new external legal acts, taking into account the opinions of social partners and graduates. The study content includes practical activities (39 credits), which help to gain real work experience. The content of the study program meets current professional and technological requirements. The modules (subjects) are arranged logically and consistently. This study program prepares future paramedics for work in emergency medicine. Students acquire medical knowledge, practical skills, learn to act in stressful situations, make quick decisions, and work in a team. The program is distinguished by the fact that it prepares qualified specialists who are ready for various challenges in this field.

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

The goal of the program is related to the College's mission (<https://panko.lt/apie-kolegija/>) to develop higher education studies based on scientific knowledge and practice, providing students with modern competencies that have added value in a smart society.

#### ANALYSIS AND CONCLUSION (regarding 1.1.)

The SER presented shows that the goal of the study program is clearly formulated, focused on the needs of the labor market, practical skills and professional abilities required for emergency medical specialists. The objective specifically defines what kind of professionals it aims to train and is based on the real needs of the sector. SER emphasizes the acquisition of medical knowledge, practical skills, the ability to work in a team, act in stressful situations, and make quick decisions - these are the core competencies of emergency medical care. The program includes a lot of practice (39 credits), and the modules are presented in a logical and consistent order. The content meets modern professional and technological requirements. This demonstrates a strong theory-practice balance and the relevance of the program to professional reality. The good preparation and professionalism of the graduates were also confirmed by social partners during the visit.

The goals and learning outcomes of the Emergency Medical Care study program correspond to the mission, operational goals and strategy of the institution. The Emergency Medical Care program

meets the needs of society and the labor market, therefore it is relevant and important. The aim in this part is fully achieved.

It is stated that the objective and results are periodically reviewed in response to new legislation, the opinions of social partners and graduates. This practice demonstrates systematic and continuous quality assurance of studies. The aim in this part has been fully achieved.

|      |  |
|------|--|
| 1.2. | Programmes comply with legal requirements, while curriculum design, curriculum, teaching/learning and assessment methods enable students to achieve study aims and learning outcomes |
|------|--|

## FACTUAL SITUATION

### 1.2.1. Programmes comply with legal requirements

The scope and structure of the program comply with the requirements of legal acts: Order No. V-1168 of the Minister of Education and Science of the Republic of Lithuania of 30 December 2016, "On the Approval of the Description of General Requirements for the Implementation of Studies" (consolidated version valid from 01 September 2023).

The program complies with the cycle description approved by the Minister of Education, Sports and Science: Order No. V-1012 of the Minister of Education and Science of the Republic of Lithuania of 16 November 2016, "On the Approval of the Description of Study Cycles". Learning outcomes of each study cycle are described in terms of the following structural parts: *knowledge and its application, research skills, special abilities, social abilities and personal abilities*. The goal of the program also corresponds to the goal of medical technology studies (Descriptor of the Study Field of Medical Technology, Order No. V-301 of the Minister of Education, Science and Sport of the Republic of Lithuania of 24 February 2021)- to provide graduates with knowledge and a comprehensive understanding of medical technologies, their role in medicine and application possibilities in solving current problems of strengthening public health, as well as to develop critical thinking, reasoning skills, the ability to creatively and professionally assess problem situations and make appropriate decisions based on deep knowledge and competences in their field. The EMA program corresponds to the description of the study field of Medical Technology in terms of learning outcomes: it provides knowledge about human anatomy and physiology, pathologies, health law and ethical principles, develops the ability to apply emergency technologies, use information technologies, communicate and cooperate with healthcare professionals, other specialists and patients. The EMA study program has 39 credits for practical training, which corresponds to the requirement of the description of the study field of Medical Technology - at least 30 credits of practical training.

Structure of programme: The duration of studies is 3 years (6 semesters). The scope of the EMA program is 180 credits. 12 credits in the study program consist of general college study modules (subjects). 162 credits are allocated to study field modules (subjects) and 6 credits are allocated to optional subjects established by the college. The scope of the EMA program internships is 39 credits. 9 credits are allocated for the final assessment. The scope of subjects studied in the EMA program is at least 3 credits (80 hours), and the scope of the module is at least 9 credits (240 hours). The scope of studies during one academic year is 60 credits, and during one semester 30 credits. This meets the requirements of legal acts.

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

The objectives of the study program and the intended learning outcomes are mutually consistent and correspond to the purpose of the program - to prepare qualified emergency medical paramedics. The selected study methods (lectures, discussions, observation, demonstration of practical skills, procedure performance, analysis of cases and situations, work in pairs, groups) ensure that students acquire the necessary theoretical knowledge and practical skills. Assessment methods (exams,

assessment of practical skills, reflections) correspond to the study results and allow for an objective assessment of students' achievements.

#### 1.2.3. Curriculum ensures consistent development of student competences

The set of study modules is logically consistent and aligned with the goals and outcomes of the study program. The modules ensure targeted development of students' competencies, the balance of theoretical knowledge and practical skills, and their application in professional activities. Internships take place in the second to sixth semesters. The final thesis is prepared in the sixth semester. Internships, which take place in several stages, allow for gradual improvement of skills. When preparing the final thesis, students can rely on the experience and research accumulated during the internship.

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

Specializations are not provided. This is justified by the fact that the EMA program covers a wide range of modules (subjects), is complex and large-scale. According to the study plan (Appendix 1), there are only two elective subjects - a total of 6 credits. Two more subjects (including a foreign language) can be chosen from the alternative subjects offered in the study plan. The college provides conditions for choosing one of 3 foreign languages: Russian, English and German.

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

The final theses meet the requirements of the direction and level of the study program, correspond to the practical, professional field. The topics are relevant. However, we noticed (SER Appendix 3) that the majority of the final theses topics are focused only on knowledge about specific situations (e.g., polytrauma, meningococcal infection), and not on a broad innovative approach. It is noticeable that there is a lack of topics that examine the implementation and application of new medical technologies in the field of emergency medical care, which could bring innovative insights and practical benefits.

It is necessary to consider the possibility of examining new medical technologies and their application in the field of emergency medical care, which would be new and could provide greater practical benefits and the prism of innovations. The field of EMA is rapidly developing thanks to technologies (telemedicine, AI, diagnostic equipment), and student works could analyze the real impact of technologies on the efficiency of activities.

The final theses are prepared in stages: choosing a topic, drawing up a work plan, preparing parts, formulating conclusions and defending the work. A qualification commission is formed for the defense from 5 competent specialists of the study direction, practicing professionals, representatives of social stakeholders; the chairman of the commission is from another institution. The final theses assessment methodology is clear. The SER indicates the weaknesses of the final theses preparation – literacy and correctness of language. There is a problem with the submission of final theses summaries. The summary does not sufficiently describe the research methodology, and the poor translation of summaries is associated with students' foreign language skills.

### **ANALYSIS AND CONCLUSION (regarding 1.2.)**

The scope and structure of the program comply with the requirements of legal acts. The set of study modules is logically consistent and aligned with the goals and results of the study program.

The structural and legal requirements are fully met.

No specializations are offered in the EMA program. This is justified by the program's complexity, broad scope, and the need to cover essential professional competencies for Emergency Medical Assistance. Although the justification is logical, the lack of specialization and a wider choice of

elective subjects limits students' opportunities to adapt their studies to their interests or career goals. The aim is partially met.

It is necessary to consider the possibility of examining new medical technologies and their application in the field of emergency medicine in the final theses, which would be new and could provide greater practical benefits and a prism of innovation.

There are also shortcomings in the quality of academic writing, description of research methodology and foreign language proficiency, which directly affect the overall quality of the final theses. These shortcomings signal that although the theses formally meet standards, students lack adequate competencies in academic writing, research methodology, and foreign language use—all of which are essential for high-quality final work. The college must develop a plan and measures to strengthen the skills of EMA program students in the field of research methodology and improve literacy. The need for the college to develop measures to improve research methodology training and literacy skills shows that the program currently has gaps in ensuring that all students achieve strong academic writing and methodological competence.

The aim is partially met.

## AREA 1: CONCLUSIONS

| <b>AREA 1</b>      | <b>Unsatisfactory<br/>- 1</b><br>Does not meet the requirements | <b>Satisfactory<br/>- 2</b><br>Meets the requirements, but there are substantial shortcomings to be eliminated | <b>Good - 3</b><br>Meets the requirements, but there are shortcomings to be eliminated | <b>Very good - 4</b><br>Very well nationally and internationally without any shortcomings | <b>Exceptional - 5</b><br>Exceptionally well nationally and internationally without any shortcomings |
|--------------------|---|--|--|---|--|
| <b>First cycle</b> |   |  | 3  |   |  |

### COMMENDATIONS

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### RECOMMENDATIONS

#### To address shortcomings

1. Expand the study program by including relevant elective subjects so that students have more opportunities to individualize their education.
2. It is recommended to develop the involvement of social partners in proposing thesis topics in order to ensure an even closer connection between studies and labor market needs and to promote the relevance of students' practical research to real professional activities.
3. Expand the topics of theses that examine the implementation and application of new medical technologies in the field of emergency medicine, which could bring innovative insights and practical benefits.

#### For further improvement

1. Introduce innovative teaching forms and methods into the study process (e.g. problem analysis, flipped classrooms, etc.).
2. The college must develop a plan and measures to strengthen the skills of EMA program students in the field of research methodology and improve literacy.
3. It is proposed to integrate aspects of bioethics (e.g., personal data protection and confidentiality) in the final works so that students develop the ability to apply ethical principles in practical research and decision-making in professional activities.

## **AREA 2: LINKS BETWEEN SCIENTIFIC (OR ARTISTIC) RESEARCH AND HIGHER EDUCATION**

|      |  |
|------|--|
| 2.1. | Higher education integrates the latest developments in scientific (or artistic) research and technology and enables students to develop skills for scientific (or artistic) research |
|------|--|

### **FACTUAL SITUATION**

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

The lecturers of the Medical Technology field of study belong to the Health Sciences Research Group, whose research topics include research on the quality of emergency medical services, the impact of health promotion and physical well-being services on personal health, etc.

The lecturers of the Medical Technology field of study prepare scientific publications (including Web of Science), participate in national and international conferences. The College organizes an international scientific conference "Trends of Science and Studies in the Conditions of Globalization" and publishes the publication "Applied Research in Studies and Practice", which is referenced in the international databases of open access full-text publications CEEOL, DOAJ, EBSCO and Index Copernicus. However, there is a lack of broader cooperation with foreign higher education institutions in carrying out scientific applied research of the EMA program. Funding for scientific research activities is sufficient, and new equipment is being purchased. The college has adequate infrastructure and resources (laboratories, equipment) for scientific activities.

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

The SER indicates that the content of the study program is regularly updated taking into account the latest trends in science, art and technology. The study program was last updated in 2022 and transformed into a modular study program. The subject Methodology of Applied Scientific Research is scheduled for the 5th semester of the study program.

Currently, the workload of teachers consists of about 20% scientific work and 80% pedagogical activity, therefore, increasing the share of scientific work could further strengthen the academic potential of the college.

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

Teachers encourage students to write scientific articles, participate in scientific conferences, and teachers and students cooperate in carrying out applied scientific activities. The College annually organizes the republican student research conference "ROOTS OF SCIENCE". Since 2024, students have been awarded one-time incentive scholarships for the preparation of a scientific article and/or report. However, SER does not have information on the number of students who have received these scholarships and been involved in research activities. This was not confirmed during the on-site visit.

### **ANALYSIS AND CONCLUSION (regarding 2.1.)**

Lecturers in the Medical Technology field actively participate in the College's Health Sciences Research Group, whose research themes include relevant areas such as emergency medical services quality and health promotion impacts. This demonstrates that the academic staff are engaged in research directly related to the study field and contribute to developing scientific knowledge. Fully met in terms of staff engagement in relevant research.

Regular updates and modularization show responsiveness to scientific and professional developments and ensure program relevance. Currently, the college offers a course in research methodology, sufficient funding, modern equipment and laboratories. According to the college staff, 3 projects are currently underway.

However, students' opportunities to conduct small-scale applied research in collaboration with emergency medical stations, hospitals or other professional partners are limited. Students have difficulty engaging in scientific activities. This is explained by the fact that the majority of students have jobs and families.

Although the basic conditions are in place, students do not consistently participate in practical, applied research that is directly related to professional practice.

The college has dedicated and professional faculty, but most of them are senior. Therefore, it is important for the college to develop strategies for attracting young teachers and strengthening their research competencies. Young teachers can bring cutting-edge knowledge, innovative research methods, and fresh perspectives, which contribute to the improvement of educational quality, academic renewal, and the enhancement of the college's competitiveness and reputation. The aim is partially met.

The College organizes the annual republican student research conference "ROOTS OF SCIENCE", providing a platform for student participation and recognition. Incentive scholarships for preparing scientific articles or reports were introduced in 2024. These measures demonstrate that the College promotes a culture of research and supports student involvement in scientific activities. The aim is fully met in terms of policy and initiatives to encourage scientific engagement but the Self-Evaluation Report (SER) lacks information on: the number of students who have received scholarships, the number of students actively involved in research activities. Without data on actual participation and outcomes, it is difficult to assess the real impact of these initiatives on students' research engagement. The aim is partially met due to the lack of documented evidence of student participation and outcomes.

## AREA 2: CONCLUSIONS

| AREA 2      | Unsatisfactory<br>- 1<br>Does not meet the requirements | Satisfactory<br>- 2<br>Meets the requirements, but there are substantial shortcomings to be eliminated | Good - 3<br>Meets the requirements, but there are shortcomings to be eliminated | Very good - 4<br>Very well nationally and internationally without any shortcomings | Exceptional - 5<br>Exceptionally well nationally and internationally without any shortcomings |
|-------------|---|--|---|--|---|
| First cycle |   |  | 3   |  |   |

## COMMENDATIONS

-

## RECOMMENDATIONS

To address shortcomings

1. The College must create better conditions for students to engage in scientific activities. To create opportunities for small-scale applied research in collaboration with emergency medical stations and hospitals. This will allow students to see direct connections between scientific activities and professional practice. It is recommended to integrate elements of academic

- research into some specialty subjects. To expand cooperation with external partners in conducting research related to the field of study;
2. The College must consider a strategy for attracting young lecturers and strengthening scientific competences.

**For further improvement**

1. Strengthen international cooperation with foreign higher education institutions in carrying out applied scientific research of the EMA program.



## AREA 3: STUDENT ADMISSION AND SUPPORT

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

### FACTUAL SITUATION

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

The admission procedure is clear, public and accessible to all applicants. The college website provides detailed and relevant information about study programs, admission procedures and requirements. Over the past 10 years, a decrease or fluctuation in student admission has been observed. Not everyone who chooses these studies meets the minimum requirements. Because the minimum requirements have increased in recent years. The number of admitted students is not very large - it varies from 9 (2022) to 16 (2023)., in 2024 only 9 enrolled again. According to the Admission Scores, candidates are increasingly stronger in state-funded places (5.61-8.16), while the scores remain low in paid places (2.85). The SER indicates a relatively low dropout rate. In 2024, only 2 students dropped out during the first year of study (no students who entered in 2022 or 2023 dropped out).

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

The College has the right to recognize qualifications acquired abroad related to higher education and acquired under educational programs of foreign countries and international organizations. However, during the Evaluation Period, there were no applications for recognition of competencies.

### ANALYSIS AND CONCLUSION (regarding 3.1.)

The admission procedure is transparent and accessible, and student retention is high, demonstrating effective support and study conditions. The number of admitted students is relatively low and fluctuating, and some applicants, particularly in paid places, have low admission scores.

The College has the legal right and established procedures to recognize foreign qualifications and competencies acquired under higher education programs of other countries or international organizations. The existence of clear rules and authority ensures that the College is capable of handling recognition requests in compliance with national and international standards. The aim is fully met.

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

### FACTUAL SITUATION

#### 3.2.1. Opportunities for student academic mobility are ensured

The College has created conditions for students to participate in mobility programs, including study and internship opportunities under Erasmus+. Establishing the necessary administrative, financial, and academic support demonstrates that the College is actively facilitating student mobility. Despite the existence of opportunities, the number of participants in study exchanges is still low. In 2023–2025, 10 students participated in the Erasmus+ program and went for internships and only 1 went to study. During the analyzed period, no students arrived for partial studies under the Erasmus+ program.

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



Students are provided with academic, financial, social, psychological and personal support. This was confirmed by the students during the visit. Academic groups include not only lecturers-tutors, but also student-mentors, who help students adapt more quickly to the study environment. Students are provided with individual opportunities for adjusting their schedules, and consultations and other academic support are organized. In addition, students can receive financial support from the State Study Fund - social scholarships, loans, tuition fee compensation, etc., which contributes to the accessibility of studies and better social well-being. All students are given the opportunity to live in the College dormitory. Information about student support is publicly available on the college website, in the For Students section.

### 3.2.3. Higher education information and student counselling are sufficient

The SER indicates that each entrant receives a student memorandum, which concisely provides all the information relevant to students. The academic year for first-year students begins with an introduction to studies. First-year students sign a declaration of fair learning. The chair of the study program committee provides a more detailed presentation of the program content. The chair of the study program committee is responsible for ensuring that the consultations provided to students during their studies are sufficient. The chair of the study program committee constantly informs and consults students of the study program on relevant issues.

Information about studies is publicly available to students at <https://panko.lt/category/studijos/>.

### ANALYSIS AND CONCLUSION (regarding 3.2.)

The College has created conditions for students to participate in mobility programs, including study and internship opportunities under Erasmus+. Establishing the necessary administrative, financial, and academic support demonstrates that the College is actively facilitating student mobility. The aim is fully met in terms of providing opportunities. Despite the existence of opportunities, the number of participants is very low, particularly for study mobility and incoming students. This limits the program's internationalization impact and the practical experience of mobility. The low actual participation, especially in study exchanges and incoming students, means that the aim of promoting active international student mobility has not been fully achieved. However, this is explained by the fact that the majority of students work and have families, which is difficult to reconcile with Erasmus+ mobility activities.

The College provides comprehensive academic guidance through tutors and mentors. Individual support measures and financial aid opportunities are available and accessible, effectively ensuring student well-being and the ability to succeed academically. No significant gaps or obstacles in the provision of support have been identified. The aim is fully met.

All new students receive structured and relevant information about their studies, academic integrity, and the study program. The process includes both written guidance and personal orientation, ensuring students are adequately prepared to begin their studies. The aim is fully met.

## AREA 3: CONCLUSIONS

| AREA 3      | Unsatisfactory<br>- 1<br>Does not meet the requirements | Satisfactory<br>- 2<br>Meets the requirements, but there are substantial shortcomings to be eliminated | Good - 3<br>Meets the requirements, but there are shortcomings to be eliminated | Very good - 4<br>Very well nationally and internationally without any shortcomings | Exceptional - 5<br>Exceptionally well nationally and internationally without any shortcomings |
|-------------|---|--|---|--|---|
| First cycle |   |  | 3   |  |   |

### COMMENDATIONS

-

## RECOMMENDATIONS

### To address shortcomings

1. Increase marketing and outreach efforts to attract stronger candidates.
2. To further promote academic mobility of students, to provide them with all the necessary information, resources and consultations on this topic. In order to strengthen internationality, the college should encourage foreign students to choose studies through exchange programs. It is important that the college becomes open and attractive to foreign students who want to participate in exchange programs.

### For further improvement

1. Establish partnerships with more foreign institutions to attract incoming students and diversify mobility options.

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

|      |   |
|------|---|
| 4.1. | Students are prepared for independent professional activity |
|------|---|

### FACTUAL SITUATION

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

The majority of students' contact work with the teacher is carried out in direct contact. There are also opportunities for remote classes (Zoom, Google Meet). The college uses the virtual learning environment Moodle, which hosts learning materials. Lecture attendance is over 50%, and practical work attendance is mandatory.

Teaching is clearly student-oriented, encourages their active involvement and creates favorable conditions for the learning process. Teachers use a variety of student engagement methods, such as simulations and problem-solving, and laboratories are equipped with the necessary tools. These methods enable students to actively learn and help develop the practical skills needed to achieve the intended learning outcomes.

Graduates of the EMA program, who have obtained a professional bachelor's degree and completed additional studies or fulfilled other requirements established by the higher education institution, have the right to enroll in second-cycle master's studies in accordance with the procedure established by the higher education institution.

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

The college provides opportunities for students with limited working capacity to study. Consultations on accessibility of education are provided. There is an opportunity to individualize the study process according to the needs of a disabled person. The college is equipped with a stationary lift and there are two mobile lifts for students with mobility disabilities, there are several computer desks and chairs adapted for them. Students with visual impairments are offered programs that allow reading in Braille, there are two image magnifiers. However, during the evaluation period, no students with special needs studied in the EMA study program.

### ANALYSIS AND CONCLUSION (regarding 4.1.)

Teaching is primarily conducted through direct contact with teachers, with additional options for distance learning via Zoom or Google Meet. Learning materials are provided in the Moodle virtual environment. The teaching process is student-centered, promotes active engagement, and uses methods such as simulations and problem-solving supported by well-equipped laboratories, helping students develop the practical skills needed to achieve learning outcomes. Graduates of the EMA program may continue to second-cycle master's studies in other universities if they meet the institution's requirements. The college offers conditions for students with reduced work capacity, although no students with special needs were enrolled in the EMA program during the evaluation period. The aim is fully met, as teaching methods, learning resources, and study organization effectively support student engagement, accessibility, and achievement of the intended learning outcomes.

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

### FACTUAL SITUATION

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

Student opinions on the quality of studies and satisfaction with studies are systematically collected. After completing a module (subject), a mandatory student survey on satisfaction with studies is carried out. Information, consulting, and tutoring services are provided. Feedback on the intermediate results of subject studies is provided to student groups or individually to each student. Either e-mail or Moodle is used for this. Teachers also provide direct or remote consultations. The college is very open and provides student feedback and complaints on its website [https://panko.lt/apie-kolegija/kokybes\\_uztikrinimas/](https://panko.lt/apie-kolegija/kokybes_uztikrinimas/), as well as what has been done and improved to eliminate shortcomings.

#### **4.2.2. Graduate employability and career are monitored**

Career monitoring of college graduates was previously carried out through the career management information system KVIS ([www.karjera.lt](http://www.karjera.lt)), but since 2023 it has ceased its activities. Therefore, career monitoring is currently insufficient. Several responses were received that do not constitute a representative sample. However, according to ŠVIS data, it can be seen that graduates of the program successfully integrate into the labor market immediately after graduation.

In a survey conducted in 2023/24, employers positively assessed the graduates' readiness for work, competencies and professional skills. During the visit, employers emphasized the graduates' good preparation and professionalism.

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

The SER indicates that the College has signed the Declaration of an Honest Higher Education Institution. The procedures for checking the consistency of study works, identifying plagiarism and applying sanctions to dishonest students are established in the Procedure for the Prevention of Plagiarism and the Ethical Use of Artificial Intelligence Tools in the Preparation of Study Works (2025). The honesty of the performance of intermediate works is controlled. The College ensures equal opportunities for all individuals and adheres to a non-discrimination policy. This allows us to state that the College implements a policy of ensuring academic honesty, tolerance and non-discrimination. During the assessment period, no incidents related to dishonesty, discrimination were reported in the SER.

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

The College ensures that students can dispute (appeal) the assessment they received and receive reasoned responses regarding the consideration of the appeal. The SER states that students who disagree with the assessment of the module (subject) semester study achievements, who see violations of the procedure for assessing the module (subject) semester study achievements, or the procedures for assessing the final thesis, have the right to file appeals. The procedure for submitting and considering appeals is regulated by the Appeals Regulations. SER did not provide information on appeals filed during the assessment period.

### **ANALYSIS AND CONCLUSION (regarding 4.2.)**

Student opinions on study quality are systematically collected through mandatory surveys after each module. Students receive information, consultation, and tutoring services. Feedback on study progress is provided individually or to groups via email or Moodle, and teachers offer direct or remote consultations. The college demonstrates transparency by publishing student feedback, complaints, and implemented improvements on its website. The aim is fully met.

Graduate career monitoring was previously conducted through KVIS, but this system stopped functioning in 2023. As a result, career monitoring is currently insufficient and lacks representative data. Despite this, ŠVIS data shows that graduates successfully integrate into the labor market, and employer surveys in 2023/24 confirm that graduates demonstrate strong competencies and

professional preparedness. The aim is partially met (positive outcomes, but inadequate monitoring system).

The College has signed the Declaration of an Honest Higher Education Institution and has clear procedures for checking academic work, identifying plagiarism, and sanctioning dishonest behavior, including new guidelines on ethical use of AI tools (2025). This is very important, as AI tools such as ChatGPT and other models have recently become easily accessible to students and lecturers. Guidelines for the use of AI in studies are important because they ensure clarity, academic integrity and responsible use of AI, as well as help avoid legal problems and ensure equal opportunities for all students.

Fairness in assessment is monitored, and the College ensures equal opportunities and adheres to non-discrimination principles. The aim is fully met.

The College provides effective procedures for students to appeal assessment results and ensures that students receive justified and reasoned responses. The aim is fully met.

## AREA 4: CONCLUSIONS

| <b>AREA 4</b>      | <b>Unsatisfactory<br/>- 1</b><br>Does not meet the requirements | <b>Satisfactory<br/>- 2</b><br>Meets the requirements, but there are substantial shortcomings to be eliminated | <b>Good - 3</b><br>Meets the requirements, but there are shortcomings to be eliminated | <b>Very good - 4</b><br>Very well nationally and internationally without any shortcomings | <b>Exceptional - 5</b><br>Exceptionally well nationally and internationally without any shortcomings |
|--------------------|---|--|--|---|--|
| <b>First cycle</b> |   |  | 3  |   |  |

## COMMENDATIONS

1. The college demonstrates transparency by publishing student feedback, complaints and implemented improvements on its website. This could be an example of good practice.

## RECOMMENDATIONS

### To address shortcomings

1. Collect graduates' opinions on the quality of studies and their relevance to the labor market

### For further improvement

1. Improve the monitoring of college graduates' careers.
2. Increase the number of practical sessions using innovative teaching methods.

## AREA 5: TEACHING STAFF

|      |   |
|------|---|
| 5.1. | Teaching staff is adequate to achieve learning outcomes |
|------|---|

### FACTUAL SITUATION

5.1.1. The number, qualification, and competence (scientific, didactic, professional) of teaching staff is sufficient to achieve learning outcomes

A lecturer is responsible for no more than 4 final theses per academic year. The modules (subjects) of the EMA programme study field are taught by 14 lecturers, of which 8 lecturers (i.e. 57%) are full-time lecturers of the College, working at the College at least half-time and for at least 3 years.

The ratio of the number of lecturers of the modules (subjects) of the study field to the number of students studying is 0.4. Subgroups of 8–12 students are formed for practical classes.

Teachers have appropriate education (appropriate to the level of study) and/or professional experience, i.e. not lower than **a master's degree or equivalent**. The competences of teachers meet the requirements of legal acts.

However, few teachers have a **doctoral degree**. A doctoral degree is often associated with active research activities, which can contribute to the updating of study content and the introduction of innovations.

When there is a need for new teachers, a competition is organized to fill the positions. Teachers may be hired only for a fixed term, not exceeding two years, without a competition. Every year, teachers-practitioners are invited for a fixed term without a competition. Attestation of teachers is carried out every five years.

The college employs dedicated and professional faculty, but most of them are older. Therefore, it is important for the college to consider strategies to attract young lecturers and strengthen scientific competencies. Young lecturers can bring up-to-date knowledge, innovative research methods and fresh perspectives, which contribute to the quality of education, promote academic renewal and strengthen the competitiveness and reputation of the college.

It is commendable that some of the teachers spoke English during the visit. However, others needed an interpreter. In order to increase internationality, it is necessary to improve the English language skills of the teachers.

### ANALYSIS AND CONCLUSION (regarding 5.1.)

The EMA program's teaching staff meets the required qualifications for college study programs, but only a small number hold doctoral degrees, which limits the potential for active research and innovation in study content.

The faculty is distinguished by its professionalism and dedication, although the majority are older, highlighting the need to develop strategies to attract younger staff and strengthen research competencies to ensure renewal and long-term competitiveness. The aim is partially met.

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

### FACTUAL SITUATION

5.2.1. Opportunities for academic mobility of teaching staff are ensured

College lecturers are encouraged to participate in international mobility visits and gain international experience. During the analyzed period, 6 lecturers of the EMA program study field (i.e. 43%) went to give lectures in Latvia, Italy, and Poland. However, during the evaluated period, there was not a single lecturer of the medical technology field coming from foreign higher education institutions.

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

SER states and it was confirmed during the visit that teachers must constantly improve their knowledge and skills. The qualification improvement procedure established in the College obliges teachers to plan and submit reports on their qualification improvement every academic year. The main methods of qualification improvement are participation in international mobility projects, practical training, seminars, courses and other qualification improvement events. Teachers use all these opportunities.

## **ANALYSIS AND CONCLUSION (regarding 5.2.)**

The College encourages teachers to participate in international mobility, and 6 EMA teachers participated in teaching visits abroad during the evaluation period. However, no visiting teachers from foreign institutions participated in mobility activities in the field of medical technology.

The aim is partially met.

Teachers continuously improve their competencies, following a College procedure that requires annual planning and reporting of professional development. Staff participate in internships, seminars, courses, and other training activities, ensuring ongoing qualification enhancement.

The aim is fully met.

## **AREA 5: CONCLUSIONS**

| <b>AREA 5</b>      | <b>Unsatisfactory - 1</b><br>Does not meet the requirements | <b>Satisfactory - 2</b><br>Meets the requirements, but there are substantial shortcomings to be eliminated | <b>Good - 3</b><br>Meets the requirements, but there are shortcomings to be eliminated | <b>Very good - 4</b><br>Very well nationally and internationally without any shortcomings | <b>Exceptional - 5</b><br>Exceptionally well nationally and internationally without any shortcomings |
|--------------------|---|--|--|---|--|
| <b>First cycle</b> |   |  | 3  |   |  |

## **COMMENDATIONS**

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## **RECOMMENDATIONS**

### **To address shortcomings**

1. Promote international cooperation among teachers – increase participation in exchange programs, internships, and international projects, invite foreign teachers to give lectures and conduct seminars, and more widely integrate international experience into study programs through joint projects, literature, and case studies.
2. It is recommended to strengthen research potential, aiming for as many lecturers as possible to have a higher scientific degree (doctoral degree).
1. It is important for the college to consider strategies for attracting young teachers and ensuring teacher turnover.

### **For further improvement**

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## AREA 6: LEARNING FACILITIES AND RESOURCES

|      |   |
|------|---|
| 6.1. | Facilities, informational and financial resources are sufficient and enable achieving learning outcomes |
|------|---|

### FACTUAL SITUATION

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

During the assessment visit, it was confirmed that the college has sufficiently well-equipped laboratories and practical training areas that meet the requirements of the study program. Specialized laboratories have basic tools and modern equipment necessary for the development of practical skills. Auditoriums are equipped with video demonstration equipment - projectors, computers.

Opportunities for practice outside the college have been created. Practices are carried out after the I, II and III years in various hospitals and the emergency medical service, the activities of which correspond to the nature of the work of the trained specialists.

The college has 18 computerized classrooms and laboratories, which are equipped with 240 computerized workplaces for students. The college operates effective information systems that facilitate the learning process ("AKADIS", virtual learning environment "Moodle"). Students and teachers are provided with access to databases, electronic books, educational materials. The library fund is constantly replenished.

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

When assessing resource planning and renewal, it is evident that the college has a clear strategy and procedure for ensuring the necessary material, informational and financial resources to maintain the quality of studies. The college is making efforts to invest in the renewal and modernization of physical infrastructure. The college plans to seek opportunities to participate in EU structural funds support projects in order to purchase additional equipment and tools in laboratories.

### ANALYSIS AND CONCLUSION (regarding 6.1.)

The physical, informational and financial resources of the study programme are appropriate and sufficient to ensure an effective learning process, although it is recommended that they be constantly updated and adapted to changing study needs and technologies. The SER indicates that over the past five years, 71.0 thousand euros have been allocated for the renewal of library funds. However, after analyzing the additionally submitted descriptions of study subjects, we noticed that the List of Mandatory Information Sources contains a significant amount of old literature (literature that is 20 years old). Therefore, the List of Mandatory Information Sources needs to be updated in the descriptions, including the latest sources. The aim is partially met.

## AREA 6: CONCLUSIONS

| AREA 6             | <b>Unsatisfactory<br/>- 1</b><br>Does not meet the requirements | <b>Satisfactory<br/>- 2</b><br>Meets the requirements, but there are substantial shortcomings to be eliminated | <b>Good - 3</b><br>Meets the requirements, but there are shortcomings to be eliminated | <b>Very good - 4</b><br>Very well nationally and internationally without any shortcomings | <b>Exceptional - 5</b><br>Exceptionally well nationally and internationally without any shortcomings |
|--------------------|---|--|--|---|--|
| <b>First cycle</b> |   |  | 3  |   |  |



## COMMENDATIONS

1. The college allocates significant funding to update the material base.

## RECOMMENDATIONS

### To address shortcomings

1. It is recommended to continue to systematically analyze resource needs and optimize their use in order to ensure the innovativeness of the study process and compliance with changing professional standards.
2. In the descriptions of EMA study subjects, update the List of Mandatory Information Sources (especially if it is 20-year-old literature) by including the most recent sources.

### For further improvement

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## AREA 7: QUALITY ASSURANCE AND PUBLIC INFORMATION

|      |  |
|------|--|
| 7.1. | The development of the field of study is based on an internal quality assurance system involving all stakeholders and continuous monitoring, transparency and public information |
|------|--|

## FACTUAL SITUATION

### 7.1.1. Internal quality assurance system for the programmes is effective

The College operates a Quality Management System (QMS). The full description of the study quality assurance process is publicly available on the College website in the “Quality” section. The results of the surveys are collected and analyzed by the Chair of the Study Program Committee and the Dean/Deputy Director of the Faculty of Studies, and changes are organized if necessary. The results of the defense of the final theses are discussed annually at the faculty level.

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

Student representatives participate in all institutions that decide on study issues. Social partners participate in program management, e.g. are included in the work of the study program committee, help organize student internships. Students and teachers use the opportunity to express their observations and wishes in the College's VMA and AKADIS systems throughout the semester on how to improve the quality of studies, study and work conditions.

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

The SER states that all impartial quantitative and qualitative information related to studies, their quality assurance and improvement is discussed at meetings and publicly published on the College's website. The SER indicates that the following data on the implementation of studies are collected and publicly published: study programs, place of implementation, admission requirements, study program evaluation results and progress reports, study documents (regulating the study process),

schedules, student employment results are presented in the College's activity report, results of student surveys on the quality of studies, feedback to students on the implementation of their observations after the surveys.

#### 7.1.4. Student feedback is collected and analysed

Student feedback is actively used in the process of improving the quality of studies. The college is open – it publishes student feedback and complaints on its website, and provides information on actions taken and improvements implemented. Such transparency can be considered an example of good practice. During the visit, students emphasized good communication with the College administration and teachers.

Having familiarized ourselves with the information provided at <https://panko.lt/wp-content/uploads/2025/09/BMF-2025-m.-pavasario-sem.-apklausu-rezultatai.pdf>, we see that between 30 and 82 percent of students participate in the surveys. Similar percentages of participation in the surveys are also in previous years. Student participation in the feedback process currently appears to be optional, which raises the question of how the College ensures that as many students as possible respond to the survey(s).

### ANALYSIS AND CONCLUSION (regarding 7.1.)

The internal quality assurance system is clearly defined, documented und accessible to all stakeholders. The internal quality assurance system of studies is structured, consistently operating and involving all key participants, allowing for systematic monitoring and improvement of the quality of studies. The aim is fully met.

The involvement of social stakeholders in internal quality assurance is systematic and effective, allowing for the needs and opinions of various stakeholders to be taken into account Strengthening communication with social partners is recommended to further increase the impact on quality improvement. The aim is fully met.

All objective quantitative and qualitative information on studies and their quality assurance is both discussed internally at meetings and made publicly available on the College's website. The aim is fully met.

Student feedback is actively used in the process of improving the quality of studies. However, currently, student participation in the feedback process seems not to be mandatory. The goal is partially achieved, because although student surveys are conducted systematically and the results are actively used to improve study programs, the College must ensure that as many students as possible respond to the survey(s).

## AREA 7: CONCLUSIONS

| AREA 7      | Unsatisfactory<br>- 1<br>Does not meet the requirements | Satisfactory<br>- 2<br>Meets the requirements, but there are substantial shortcomings to be eliminated | Good - 3<br>Meets the requirements, but there are shortcomings to be eliminated | Very good - 4<br>Very well nationally and internationally without any shortcomings | Exceptional - 5<br>Exceptionally well nationally and internationally without any shortcomings |
|-------------|---|--|---|--|---|
| First cycle |   |  | 3   |  |   |

### COMMENDATIONS

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### RECOMMENDATIONS

#### To address shortcomings

1. The college must take steps to ensure that as many students as possible respond to the survey(s).

#### For further improvement

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## V. SUMMARY

The study program meets the need for specialists in Lithuania, and its content is appropriate, as it ensures good preparation of graduates for work. Learning takes place through various activities, and theoretical training is closely linked to practical, allowing students to achieve the intended study outcomes.

The program maintains active relations with social partners, and employers have positively assessed the suitability of graduates to work in the field of emergency care. However, it is recommended to further strengthen communication and promote more active involvement of partners in order to achieve an even greater impact on the quality of studies.

We highly appreciate the College's existing material base and efforts to update laboratory equipment.

An effective quality control and management system has been implemented. Student opinions are systematically collected, which are included in the program evaluation and improvement processes. The College is characterized by openness - the results of each year's surveys, feedback and decisions made to improve the quality of studies are presented on the website. This can be considered an example of good practice. However, the College must take steps to ensure that as many students as possible respond to the survey(s).

However, there are areas where there is room for improvement. Faculty should strengthen their research activities and involve students even more actively. It is recommended to strengthen research potential, aiming for as many lecturers as possible to have a higher scientific degree (doctoral degree).

The College employs dedicated and professional teachers, but most of them are older, therefore it is important to attract young teachers and strengthen their scientific competences. Young teachers bring the latest knowledge, innovative research methods and a fresh approach, contributing to the quality of studies and the competitiveness of the College.

The number of students is not yet large. The program participates in the Erasmus+ program, but so far the College has not had students from abroad, therefore the opportunities for international student mobility are poorly utilized. It is recommended to strengthen international cooperation with foreign higher education institutions, including applied research within the framework of the EMA program.

The expert commission thanks the college staff for providing the information necessary for the evaluation, as well as students, graduates, and employers for the time spent in meetings with the experts.