

APPLICATION

Study field "Social Welfare" for assessment

Study field	<i>Social Welfare</i>
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Self-evaluation report

Study field "Social Welfare"

Rēzekne Academy of Technologies

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1. Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development fields,.

RTA was founded in 1993 under the name of Rezekne Higher Education Institution with the aim to develop culture, education and science in Latgale region and throughout Latvia. In 2016, Rēzekne Higher Education Institution changed its name to Rezekne Academy of Technologies, respecting its academic and scientific capacity development indexes, implementing the goal defined by its Constitution - to provide students with academic and professional higher education that is competitive in the European education space and complies with the level of scientific development and Latvian cultural traditions, by developing regional studies and research.

RTA vision in line with [RTA operating and development strategy 2016-2023 \(RTA Strategy\)](#) is to become an internationally competitive Academy of Technologies in the space of European higher education and science integrated with engineering, social sciences and humanities with motivated and creative students that are demanded in the labour market and an open, dynamic academic and scientific environment for sustainable development of the community.

RTA mission is to contribute to the transformation and growth of society and economy through education, research, science and innovation providing new products and technologies in the scientific fields and interdisciplinary fields represented by RTA both nationally and internationally.

The long-term goal set in the RTA Strategy is to strengthen RTA strategic role in Latgale region, in the system of Latvian and European higher education and scientific institutions, positioning itself as an academy of technologies focusing on the development, acquisition, research, popularization and application of multidisciplinary technological solutions.

In the academic year 2021/2022 RTA study process is implemented in 3 faculties, 14 study directions and 49 study programmes (see Table 1.1.) at all study levels - from first level professional higher education to doctoral study programmes.

Table 1.1.

Study directions implemented at RTA

Faculty of Engineering (FE)	Faculty of Economics and Management (FEM)	Faculty of Education, Languages and Design (FELD)
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- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • "Architecture and Construction" • "Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Management and Computer Science" • "Mechanics and Metalworking, Heat Power Industry, Heat Engineering and Mechanical Engineering" • "Production and processing" | <ul style="list-style-type: none"> • "Management, Administration and Real Estate Management" • "Internal Security and Civil Defence" • "Law" • "Economics" • "Information and Communication Sciences" | <ul style="list-style-type: none"> • "Social Welfare" • "Arts" • "Education, Pedagogy and Sport" • "Translation" • "Language and Culture Studies, Native Language Studies and Language Programmes" |
|---|--|---|

RTA study and research infrastructure are located in Rezekne at Atbrivosanas aleja 115. Some study programmes are implemented at RTA branches in Madona and Livani, which were established at the request of Madona and Livani municipality in order to support the preparation of qualitative workforce in accordance with regional development strategies. Since 2017 study programmes are not implemented in Madona, but Livani branch is implementing first level professional higher education study programme "Mechanical Engineering", which is in line with Livani county development strategy and is aimed at training and employment of specialists in local enterprises.

In 2015 RTA founded Eastern Latvia High School of Technologies, where the general secondary education programme is implemented in STEM fields in order to promote the purposeful and systematic preparation of students for studies in science, technology, engineering and mathematics.

Number of students at RTA from 2014 to 2021 show declining dynamics (see Figure 1.1.)

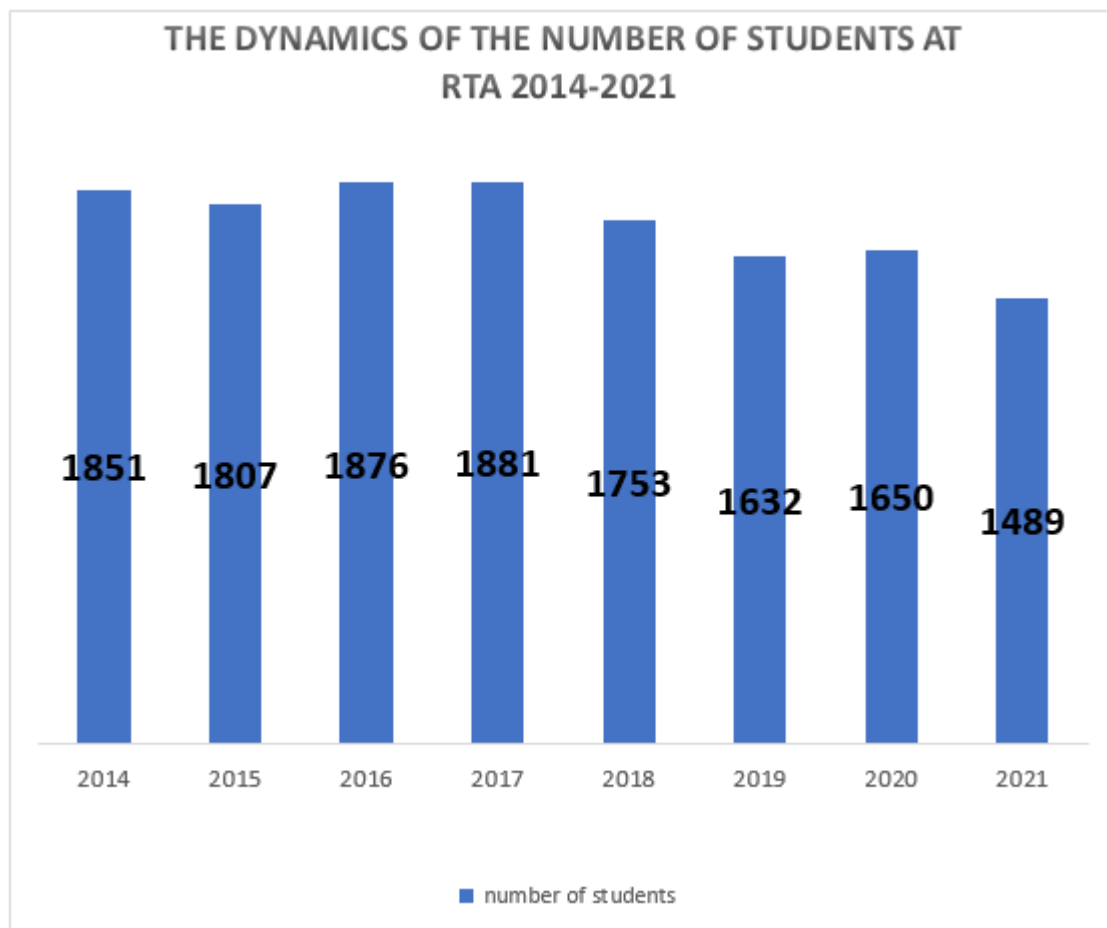


Figure 1.1 The dynamics of the number of students at RTA 2014-2021

According to the statistics data 2020 of the Ministry of Education and Science, RTA is the 6th largest higher education institution among 16 state universities and the 10th largest among 29 state and private education institutions.

RTA operates in accordance with the RTA strategy, strategy, which defines its main strategic objectives:

01. To ensure purposeful, coherent and successive implementation of STEM and resource-intensive study direction geared towards the development, acquisition and application of innovative technologies in Latgale region by preparing specialists necessary for Latgale, Latvia and European economic growth, promoting the involvement of young specialists in science and research.

02. To offer science-based, interdisciplinary study programmes focused on the acquisition, application and development of innovative technologies, attractive and modern study and research environment, preparing competitive professionals for regional, national and international job markets and enhancing study quality.

03. To implement the principle of unity of pedagogical and research work, to develop the scientific research capacity of RTA academic staff, ensuring technological excellence and transfer for the development of business environment and national economy.

04. To create a modern and sustainable RTA infrastructure complex and modern equipment particularly developing STEM and resource-intensive directions for fundamental and applied research, excellent study environment and innovation support.

05. To develop the attractiveness of the region by involving academic staff and students of RTA in the social, cultural and economic life of Latgale, sustainable use of resources, preservation and circulation of the region's cultural and historical values.

Each objective has tasks and main short-term (until 2019) and long-term (until 2023) outcomes.

In the RTA Strategy the following RTA Key Performance Indicators (KPIs) are defined and annually measured and analyzed:

- dynamics of the number of students;
- number of foreign students;
- employment of graduates;
- number of companies founded by graduates;
- matriculation competition coefficient;
- the amount of attracted financial resources;
- percentage of academic staff with a doctoral degree;
- scientific qualification of the academic staff;
- number of defended doctoral theses;
- number of patents obtained and number of licenses sold.

In the academic year 2021-2022 there are changes in the higher education governance model in RTA. The RTA Council is formed, the operation of which is regulated by the Regulations approved by the RTA Senate.

1.2. Description of the management structure of the higher education institution/ college,

the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers of these institutions.

In accordance with the [RTA Constitution](#), RTA is an autonomous educational and scientific institution with self-governing rights. Its autonomy is expressed in the right to freely choose the types and forms of implementation of tasks set by RTA founder that are in compliance with the [Law on Higher Education Institutions](#), as well as in responsibility for the quality of education provided by RTA, purposeful and rational use of financial and material resources, observance of the principles of democracy and the laws regulating the activities of higher education institutions.

RTA has the right to draft and adopt RTA Constitution, to form RTA staff, independently determine the content and forms of study programmes, student enrolment regulations, basic directions of scientific research work, RTA organizational and management structure, pay wage rates not lower than those set by the Cabinet of Ministers and to do other activities that do not contradict the principles and tasks set by the RTA founder and the [Law on Higher Education Institutions](#). See the RTA management structure in Annex 2.

The main RTA institutions involved in the decision-making process are the Constitutional Assembly, the Senate, the Student Council, the Study Council, the Science Council, the Faculty Council, the Study and Direction Council. See Table 1.2.1 for their composition and description of their powers.

Table1.2.1.tabula.

Main RTA bodies involved in RTA decision-making process

RTA decision-making bodies	Structure of the institution	Power of the institution
Constitutional Assembly	39(60%) representatives of academic staff, 9(20%) general staff and 12(20%) students.	Adopts and amends the regulations of the RTA Constitutional Assembly and accordingly adopts and amends the RTA Constitution, elects RTA Senate, approves or amends RTA Senate regulations, revokes RTA Senate members, elects and dismisses RTA Rector, hears RTA Rector's report, elects RTA Academic Arbitration court, approves its regulations, as well as considers other issues of RTA in accordance with the regulations of RTA Constitutional Assembly.

Senate	19(75%) representatives of academic staff members, 1(rector 5%) general staff member and 5(20%) students	Approves the rules and regulations governing all areas of RTA.
Student Council	21 student representatives - 7 from each faculty.	Represents RTA students' interests in the study, science and culture issues participates in the work of RTA institutions (Constitutional Assembly, Senate, Academic Arbitration Court, Faculty Council, Scholarship Commission, Credit Granting Commission, Study Program Self-Evaluation Preparation Working Group), develops and implements projects related to students' interests.

Faculty Council	<p>The Dean of the Faculty, the professors and associate professors elected by the Faculty and RTA, the heads of study directions of the respective faculty, the student representatives, whose proportion in the Council shall not be less than 20% of the composition of this Council.</p>	<p>Defines the basic directions and principles of the development of studies, scientific activities and material and technical base in the faculty. Develops the faculty development concept and controls its implementation. Elects the Dean and heads of the structural units of the faculty. Approves study plans. Approves changes to the content of the study programme if they do not exceed 20% of the content of accredited study programme. Approves and controls the financial estimates of the faculty. Evaluates and directs study field self-evaluation reports, licensing / accreditation materials for approval to the Study Council. Decides on the organizational issues of the faculty scientific and academic conferences. Approves the proposals of the study directions regarding the composition of state and final examination commissions and time of these examinations.</p>
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Study Direction Council (SDC)	Directors of the study programmes and modules	SDC plans, coordinates and promotes scientific activities, the development of SD studies and scientific infrastructure, the activities of SDC in the study, research and other projects for the development of the study direction. SDC decides on the main issues of SD study, methodological, scientific and organizational activities, development of study programmes/modules, making significant changes in the study programmes, organization of internships, methodological and organizational provision and management of study research, regular, final and state examinations, planning, preparation and publishing of scientific literature, ensuring self-assessment of SV, co-operation with employers, Latvian and foreign institutions in the field of studies and research, promotion of SD and study programmes in society.
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List of RTA laws and regulations, see Annex 1.

1.3. Description of the mechanism for the implementation of the quality policy and the procedures for the assurance of the quality of higher education. Description of the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

RTA quality management system is maintained based on the priorities in higher education set forth in the European Higher Education Standards and Guidelines for Quality Assurance and the Higher Education Act. Quality processes at RTA are monitored by a quality management system specialist who is responsible for analysing, developing, implementing and maintaining the RTA quality management system.

RTA's Quality Management System (QMS) has been developed in line with the Excellence model taking into account the Standards and Guidelines for the Quality Assurance in Higher Education Area elaborated by the European Foundation for Quality Management (EFQM) and ISO9000: 2015 standard recommendations. RTA quality policy is aimed at RTA mission, sustainable development and achievement of strategic goals by providing high-quality study process and scientific work that meets standards and regulatory requirements. RTA has approved QMS implementation plan till 2020, which is fulfilled. RTA has developed and implemented all procedures related to study quality management, supervision and improvement. Since 2005 there is a **study quality management**

system (available [on RTA website](#)) in RTA that covers all major areas of study work: compliance of study process with RTA development strategy, academic staff, study program, study process, infrastructure, financing, etc. quality aspects.

On December 1, 2021, the RTA Quality management system basic process management improvement and automation workgroup was established, which developed the RTA Quality Management System Development Plan 2021 - 2022.

1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 2(1) of the Law on Higher Education Institutions by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as justification.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>The RTA Quality Handbook, which also covers the RTA quality policy, is available on the RTA website. https://www.rta.lv/uploads/source/content_EN/Studies/SQMS/2/RTA%20Quality%20Management%20Handbook%2020190502-en.pdf RTA study quality management system</p> <p>The quality policy of the RTA is focused on the implementation of the mission of the RTA, sustainable development and achievement of strategic goals, ensuring a high-quality study process and scientific activities that comply with the requirements of standards and regulatory enactments. RTA maintains a quality management system in accordance with the requirements of the international standard "Model of Excellence", ensuring a continuous process of improvement and a high level of satisfaction of the needs of stakeholders.</p>
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>Regulations on academic and professional studies and study programmes at RTA, Annual self-evaluation system of RTA study directions and study programmes Expert councils of RTA study fields have been established The development and approval of a new study programme at RTA is planned one study year before the start of the implementation of the study programme. The following procedure is observed in the development and approval of the study programme: in September of the current study year, the structural units of the Faculty submit to the Faculty Council a proposal on the development of the study programme. If the Faculty Council supports the development of the study programme, it approves a workgroup for the preparation of the study programme materials. The RTA Senate analyzes the substantiation of the necessity and topicality of study programmes. If the RTA Senate supports the development of the study programme, the Faculty Council submits licensing materials to the RTA Senate. Licensing materials are reviewed by the RTA Senate. If the RTA Senate approves the licensing materials of the study programme, the structural unit in charge submits them to the AIC.</p> <p>The faculty and the director of the study programme approved by the Senate are in charge of the implementation of the study programme and the quality of studies. The Study Direction Council is responsible for the content and quality of the study programme.</p>

3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	There has been developed study quality system based on learning outcomes, Regulations on study course exams and tests, Regulations on state and final examinations. Available on RTA website, in RTA Student Manual The director of the study programme who, based on the qualification framework, defines the study outcomes of the study programme, and the lecturers of the study courses, who define the study outcomes and plan examinations in the study course to check the planned study results, are involved in the implementation of the study quality system based on the study outcomes.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	RTA human resource development plan, academic personnel development guidelines, regulations on RTA lecturer procedure for evaluation of academic staff quality, professional development programme in higher education didactics or innovation in higher The evaluation of the quality of the work of the academic staff (hereinafter AS) consists of three stages - self-evaluation of the AS, administrative evaluation and final evaluation. The AS, who apply for the application of the quality coefficient to their salary in the next academic year, submit to the Dean's office a completed AS self-assessment form by the end of May, where they evaluate their activity in maintaining and developing the student-centered study process. The Administrative Commission (hereinafter referred to as the Commission), which is established by the Dean's order, carries out the administrative evaluation. The Commission consists of the directors of the study programmes implemented at the Faculty, the head of the Student Council of the Faculty and the Dean. In cases when the Dean's academic activity is evaluated, the Vice-Rector for Studies and Science is invited to the Commission. The final value of the coefficient is formed as the arithmetic value between the self-assessment of the AS and the administrative assessment.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Student surveys, Annual study program self-evaluation reports, RTA annual reports In order to self-assess and improve the quality of the study process, RTA conducts surveys of students, graduates and employers, which are evaluated by the Study Direction Council. During the evaluation of the surveys, measures to improve the quality of studies are developed and organized (recorded in the Study Direction development plan).

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	Annual study direction self-evaluation reports, RTA study direction expert councils RTA has Councils of Study Direction Experts (hereinafter CSDE), which work to improve the quality of study programmes implemented by RTA, taking into account the development trends of the economy, education and science in Latvia, as well as promoting the training of competitive specialists. CSDE provides proposals on changes in RTA study directions and study programmes, opinions on new study programmes to RTA Study Direction Councils, Faculty Councils, gets acquainted with self-evaluation reports of study directions and study programmes, provides proposals for improvement of their work, participates in internal and external evaluation of RTA study programme events.
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2.1. Management of the Study Field

2.1.1. Aims of the study field and their compliance with the scope of activities of the higher education institution/ college, the strategic development fields, as well as the development needs of the society and the national economy. The assessment of the interrelation of the study field and the study programmes included in it.

The goals of the Study Direction (hereinafter SD) are defined using the brainstorming method and SWOT analysis, involving stakeholders, such as students, teaching staff, representatives of the administration and employers, in the development of SD. In the RTA Development Strategy 2016-2023 (hereinafter RTA Strategy), the RTA is positioned as a regional development center, where human resources and infrastructure are concentrated so that all subjects of the innovation system, such as education, science and business, develop areas and directions important to the region and the country, including the direction of social welfare.

RTA Strategy Task U1.2. envisages to ensure the transfer of technological excellence and innovation for strengthening special and inclusive education, socialization and resocialisation, public health and welfare [...] in the Latgale region and in Latvia in general.

RTA Strategy Measure P.1.2.5. intends to provide research-based higher education support for strengthening Latgale social policy and organization of social work by improving the professional bachelor's study programme "Social Work and Social Rehabilitation" until 2019 (R.1.2.5.1). SD "Social Welfare" programmes have been improved during this time in accordance with professional standards, social work trends in the world, i.e., a systemic approach and a research-based approach. In the period until 2023, the Strategy envisages (IR.1.2.5.1.) transfer of the professional master's study programme "Career Counselor" to the SD "Social Welfare" (IR.1.2.5.2.), as well as an international accreditation of the SD "Social Welfare" and its study programmes.

The RTA Strategy envisages a number of measures related to the development of SD and corresponding study programmes. The academic staff of the RTA participates in the evaluation of

strategic problems and in the decision-making process by participating in the work of the Council of Social Work Specialists of the Ministry of Welfare and cooperating with the social services of the regional municipalities. Complex measures aimed at the development of entrepreneurial initiative have been introduced in the RTA study process: a business module in all professional study programs and a problem-based approach. This module also includes a study course that directly emphasizes opportunities of social entrepreneurship.

The RTA research strategy for 2019-2023 envisages increasing the number of employees in science by upgrading and developing human resources in science, technology and innovation (highly qualified specialists and researchers in science, research, education and enterprises), promoting international excellence and quality in the following directions: development and implementation of rehabilitation technologies, prevention strategies and measures, development of support technologies for families at social risk, education of inclusive work technologies and development of socialization and resocialization strategies. The goal is to ensure technological excellence and innovation transfer in the process of social assistance and social services, thus strengthening the business environment in Latgale region and Latvia in general.

The SD **goals** are as follows:

1. to prepare specialists in the field of social work corresponding to knowledge, skills and competence of LQF level 5 and 6;
2. to promote the involvement of qualified social workers in strengthening the social welfare system, as well as in the development of the science of social work in Latvia and in the European Union.

Implementing SD study programmes, the quality of social support measures in the region will be improved, new social services will be developed and introduced, the implementation of which will require new qualified specialists - independent, innovative and creative personalities focused on lifelong learning and further professional development.

RTA Strategy for Achieving Strategic Goals of SD Development Strategy 2016-2023 sets the tasks as follows:

1. to promote international high quality higher education in the field of social work and professional training in accordance with the requirements of employers, therefore it is necessary:
 - to improve the quality of studies;
 - to improve the existing SD study programmes and update the content of study programmes;
 - to develop new study programmes, in-service training and further education study programmes in accordance with the requirements of the labor market, the latest scientific positions and technologies in the field of social work;
 - to expand cooperation with Latvian and foreign higher education institutions to ensure the development and improvement of study programmes;
 - to increase students' professional skills by finding opportunities to perform internship tasks in institutions of foreign social welfare systems;
 - to expand the availability of e-courses in study programmes;
 - to attract foreign guest lecturers;
 - to promote the implementation of the international exchange of experience of the academic staff and students in the exchange of students, research and improvement of the education content and methodological provision;
 - purposefully supplement the library funds with the latest teaching and scientific literature in the field of social work;

- to prepare qualified social work specialists who are able to compete in the changing socio-economic conditions and are motivated for further education.
2. To promote the scientific research and methodological activity of the academic staff by participating in international projects, as well as attracting foreign lecturers, therefore it is necessary:
- to cooperate with foreign universities;
 - together with the Research Institute for Regional Studies of the RTA (hereinafter REGI) to carry out scientific and applied research commissioned by the employer;
 - develop monographs, textbooks and study aids.

The SD belongs to the Health and Social Care Thematic Group that matches LQF corresponding to European Qualifications Framework (EQF). Both SD study programmes belong to the group of social services and have been developed in accordance with the Cabinet of Ministers regulations on "Procedure for the Commencement of Studies at Later Stages of Studies" of 16.11.2004. which state that after obtaining the first level professional higher education, studies may be continued in the higher education study programme for obtaining a bachelor's degree or the second level professional higher education. Respectively, the knowledge, skills and competence acquired in RTA 1st level programme "Social Rehabilitation" are included and comply with the content and requirements of the first and second study years specified in the professional bachelor's study programme "Social Work and Social Rehabilitation".

2.1.2. SWOT analysis of the study field with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/improve weaknesses, prevent threats, and avail themselves of the given opportunities, etc. The assessment of the plan for the development of the study field for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study field for the next assessment period shall be provided.

The SWOT analysis was updated and discussed at the meeting of the SD Council, with the participation of the members of the SD expert commission on 30 September 2021. Regarding the goal **M.1. to prepare specialists in the field of social work corresponding to knowledge, skills and competence of LQF level 5 and 6** defined in the SD strategy, the following strengths, weaknesses, opportunities and threats have been identified in the SD:

M.1. Strengths:

- SD-compliant study programmes fully meet the requirements of education and professional standards;
- Succession of SD programmes ensures continuity of studies within the thematic area of education;
- The study programme "Social Work and Social Rehabilitation" is a joint programme that has been implemented together with VU Siauliai Academy;
- Leading specialists of social work sector in Latgale region are involved in the implementation of SD programmes;
- Material and technical provision (including the library) fully complies with the requirements of study programme and modern technologies and is constantly improved;
- The content of the programmes is improved in accordance with the latest scientific findings,

- and taking into consideration employers' and graduates' recommendations;
- Employers provide internships for students;
- Students have the opportunity to get involved in solving practical problems in separate study courses by applying theoretical knowledge in practice, using the Problem Based learning (PBL) approach;
- Students and academic staff use ERASMUS + mobility opportunities.

M.1. Weaknesses:

- Insufficient number of foreign students in SD programmes;
- Narrow geographical representation of foreign teaching staff employed in SD (mainly Lithuanian teaching staff);
- Graduates and social work practitioners are not sufficiently provided with the opportunity for professional development in further education;
- Insufficient number of textbooks and teaching aids prepared and published by the academic staff.

M.1. Opportunities

- Academic staff improves their English language skills with the aim to obtain C1 level;
- Academic staff improves their professional experience by having internships in branch institutions;
- Academic staff develop digital and leadership skills in line with the paradigm shift in higher education.

Regarding the goal defined in the SD strategy **to promote the involvement of qualified social workers in strengthening social welfare system, as well as in the development of the science of social work in Latvia and in the European Union**, the SD identifies the following strengths, weaknesses, opportunities and threats:

M.2. Strengths:

- High proportion of academic staff with doctoral degrees;
- Developed cooperation with employers, regional municipalities, institutions;
- Cooperation with Latvian and Lithuanian HEIs that train social work specialists. Close cooperation with foreign universities in the implementation of study programmes;
- Cooperation with REGI in the development of research programs, technology transfer in practice, ensuring synergy of academic and research work;
- Annual international scientific conference "Society. Integration. Education", in which SD lecturers actively participate and publish scientific articles in the conference proceedings (included in the Web of Science database);
- RTA IVDF annual student scientific-practical conference "Personality. Time. Communication", in which students present their research results (study papers, diploma papers, scientific grants). The conference proceedings are freely accessible at journals.rta.lv;
- Guest lectures are provided by industry specialists (Rezekne Municipality Social Service, Rezekne Branch of State Probation Service, NGO);
- Students are involved in research work, projects and other activities promoting students' qualifications;
- About 70% of students already work in the field of social work during their studies.

M.2. Weaknesses:

- Teaching staff is not sufficiently involved in important scientific projects;
- E-learning environment and e-learning programmes are not fully developed;

- There are few guest lecturers from European universities, especially during the COVID-19 pandemic.

M.2. Opportunities

- To involve more regional organizations of the field of social welfare in the implementation of study programmes (lectures, internships, research, study tours);
- Participation of lecturers and students in international scientific conferences;
- More opportunities for lecturers and students to use ERASMUS + mobility, incl. remote activities;
- More active involvement of students in research;
- To develop e-learning and distance learning opportunities in SD-compliant study programmes;
- To participate in more consortia for the development and implementation of scientific projects (Horizon itself).

M.1. and M.2. Threats

- Demographic tendencies (age structure and natural increase) in Latvia and Europe;
- Number of budget places in SD programmes;
- Low prestige of professions in the field of social welfare in the country (vacancies in remote municipalities are open for a long time (even up to a year), the number and qualification of social work specialists employed in social services do not meet the requirements specified in regulatory enactments);
- Some employers do not support students who want to combine work and studies;
- Uneven socio-economic development of the territory of Latvia;

In order to reduce the influence of weaknesses, the RTA Public Relations Department and the External Relations Department participate in exhibitions where higher education opportunities are offered in Latvia and abroad. RTA External Relations Department regularly expands the geography of foreign partners, incl. the opportunities provided by ERASMUS + program. From AY 2019/2020 the number of ERASMUS + mobilities has increased in order to promote the integration of lecturers in the higher education space and the visibility of RTA. In 2021, the number of SD foreign strategic partners was evaluated and tasks for the improvement of the international network were marked. Study programmes are improved in accordance with the recommendations of employers and the development of students' interests in accordance with project no. LM2020 / 24-1-1321 / 28e "On the Evaluation of the Study Programs in the Field of Social Work of Latvian Higher Education Institutions" final report recommendations. Students are involved in research. Lecturers have the opportunity to get involved in commissioned research, for example, in Rezekne region and Rezekne city Social Services, which promotes the provision of students' practical scientific activities.

SD development plan 2019-2025 was approved at the SD Council meeting on 22 October 2019 and is reviewed annually (see Annex 3. SD Development Plan). It contains current activities concerning the recruitment and planning of academic staff, the mobility of SD students, research and student involvement in research, etc. measures. The SD development plan is developed and regularly updated in accordance with the **RTA 3.4.2. procedure for the annual self-evaluation of the SD and the corresponding study programmes**, which envisages evaluation of the SD development plan at the SD Council meeting at least once a year, making notes on the implementation of the plan and defining new topical tasks.

The SD development plan includes tasks for both a shorter period of time and the entire planned period. The plan envisages activities to implement the recommendations from the previous study direction accreditation. Many tasks require gradual, systematic work. The development plan is

aimed at increasing the quality of study programmes to ensure sustainable productive work.

2.1.3. The structure of the management of the study field and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the head of the study field and the heads of the study programmes, their responsibilities, and the cooperation with other heads of the study programmes, as well as the assessment of the support by the administrative and technical staff of the higher education institution/ college provided within the study field.

RTA SDs were established in accordance with the list of SDs specified by the Cabinet of Ministers Regulations No. 793 of 11 December 2018 “Regulations on Opening and Accreditation of SDs”. RTA SD is regulated by the Regulations “On SD Councils”, “On Directors of Study Programmes/ Modules / Specializations”, “On SD Expert Councils”, “On the Faculty Council” approved by the Senate. The most important collegial institutions involved in the administration of the SD are shown in Annex 4.

The RTA SD governance structure provides essential RTA internal quality principles such as **staff involvement, evidence-based process management, continuous learning and improvement.**

Director of the study programme:

- develops the study programme taking into account the demand of the relevant specialists in the labour market, which is substantiated by special surveys, statistical data and other supporting documents;
- prepares the study programme for review in collegial and advisory institutions of RTA;
- leads the process of developing a self-assessment of the programme;
- performs duties related to the realization of the study programme (preparation of study plans, coordination of study programme study results with study course study results, consultations with students and lecturers, popularization of study programme), etc. questions.

Head of the study direction: plans the work of the study direction council; organizes, leads and prepares the process of preparation of the self-assessment report, licensing and accreditation materials of the study direction, including the involvement of academic staff and students; organizes evaluation of the staff employed in the study programmes.

Study direction council: decides on all major issues of studies, methodological, scientific and organizational activities in the direction of study, including the development of study programmes/ modules, substantial changes in study programmes, organization of professional practice, methodological and organizational provision of regular, final and state examinations; management, planning, preparation and publishing of methodological and scientific literature, provision of study direction and study programme self-evaluation, cooperation with employers, LV and foreign institutions in the field of study and research activities, popularization of study programmes in the society; plans, coordinates and promotes the development of scientific activities, studies and scientific infrastructure, activities in study, research, etc. projects for the development of the study

direction. On 27 January 2015 RTA Senate approved the "Regulations on Study Councils at RHEI", which also introduced a new study administration model and established a study council, which includes all study program directors. Taking into account the fact that both study programmes corresponding to the SD "Social Welfare" are managed by the director R. Orska, who is also the head of the SD, the SD Council has been established including the leading SD lecturers: Dr.paed., Asoc.prof. Mārite Rozenfelde, Dr.paed., Asoc.prof. Gunārs Strods, Dr.paed., Doc. Aivars Kaupužs, Dr.paed., Guest lecturer Tamāra Pīgozne.

General meeting of the study direction: meet at least three times a study year: at the beginning of each semester and at the end of the study year; nominate and approve, by a majority of the members present, the composition of the study direction council; evaluate information on current study programme implementation measures and tasks; evaluate the report of the head of the study direction on the progress made during the semester and the study year; evaluate the academic staff reports on the workload.

In order to work efficiently in the study direction, RTA staff is supported by:

- **Study process specialists** of the Faculty of Education Languages and design who are responsible for record keeping and organizational aspects of the study process at the faculty level;
- **Study Department specialists** of the study process: responsible for maintenance of study direction data in LAIS, VIIS, Moodle systems, Multirank, workload planning of academic staff, maintenance of lecture list, preparation of diplomas and diploma supplements, preparation of reports, preparation of references and preparation of other documents on study issues, conducting centralized surveys (including electronic graduate survey);
- **Employees of the Lifelong Learning Centre** organize professional development courses in higher education didactics and innovation;
- **Library staff:** participates in the planning of study and scientific literature, ensures availability of electronic databases, is responsible for updating the content of the RTA institutional repository; maintains the publications database of RTA academic staff;
- Project Management and Technology Transfer **Contact Point:** supports the planning and implementation of training, scientific, infrastructure projects, custom research;
- **Department of Information and Communication Technologies:** maintains the study materials website ekursi.rta.lv, e-environment and electronic open access databases conferences.rta.lv, journals.rta.lv, electronic library books.rta.lv.
- **Scientific Institute of Regional Studies:** ensures synergy of pedagogical and scientific work, conducts interdisciplinary research in the field of humanities and social sciences, ensuring research of Latgale region in the context of Latvia, Europe and the world; promotes the practical application, commercialization and integration of research results in the study process and in society as a whole; carries out research and practical support for strengthening the scientific capacity of the SD, provides support in e-publishing of the scientific journal "Education Reform: Curriculum Research and Implementation Problems" and "Education. Innovation. Diversity."

The management system of the SD and the corresponding study programmes can be conceptually assessed as a well-thought-out system, which is focused on the coordinated activities of the SD, based on democratic principles, and provides the necessary support in all basic issues of the SD, such as study process record keeping, scientific activity, financial planning, lifelong learning, etc. **The strengths of the management model** are detailed division of responsibilities of the parties involved in the management process, which is stipulated in the regulations of structural units and job descriptions, in the procedures developed for the implementation of SD and corresponding study programmes, and which is transparent decision-making system accessible to all parties.

RTA's quality management policy envisages several directions **to reduce management risks**. These include staff consolidation, professional development measures, the opportunity to resolve work situations in a collegial manner, reviewing them in accordance with the RTA Code of Ethics.

In order to provide the transparency of the management process and the availability of management decisions, in 2019 RTA introduced an internal electronic document management system (<https://rulv.sharepoint.com/SitePages/s%C4%81kums.aspx>), which focuses on the prevention of management quality risks, harmonized documentation management and operational control.

2.1.4. Description and assessment of the requirements and the system for the admission of students by specifying, inter alia, the regulatory framework of the admission procedures and requirements. The assessment of options for the students to have their study period, professional experience, and the previously acquired formal and non-formal education recognised within the study field by providing specific examples of the application of these procedures.

Admission to study programmes at RTA is governed by the admission rules approved by the Senate, which are based on the Cabinet of Ministers Regulations No. 846 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes". Admission requirement to undergraduate programs is to have previously completed upper secondary education. Students are admitted to an open and equal competition based on the results of centralized exams. The RTA admission rules provide for two centralized examinations, namely Latvian and foreign language, with which applicants participate in the competition. In order to select the strongest and most motivated students, RTA has set the procedure for receiving additional points to those students who have gained first three places in the State Olympiads in mathematics, Russian, German and French, as well as graduates of Eastern Latvia Technology High School.

Admission rules for each subsequent study year are approved by RTA in the Senate and published on the website by November 1 of the current year.

RTA statistical data show that in the reporting period in all SD study programmes there was a competition of 2 students per place. For an overview of the competition ratios and the number of students enrolled, see Table 1.5.1.

Table1.5.1.

Competition coefficient and the number of students enrolled in the 1st year in the corresponding study programmes of SD "Social Welfare"

	2015/2016		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
	Kk*	Sk**	Kk	Sk	Kk	Sk	Kk	Sk	Kk	Sk	Kk	Sk	Kk	Sk
Social rehabilitator	2	6	2	4	1,8	6	2	7	-	-	2	8	2,2	11

Social work and social rehabilitation	2	8	2,4	5	2	9	2	8	1,6	7	2,2	10	2,4	11
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*Kk – Competition ratio, **Sk – Number of students enrolled

Fluctuations in the admission competition coefficient in the study programmes depend on the number of budget places awarded and announced. A smaller number of state-funded places increases the competition ratio; whereas a larger number decreases it, accordingly. It should be noted that in the professional bachelor study programme "Social Work and Social Rehabilitation" budget places were allocated only from 2021.

RTA has developed and implemented procedures **for the recognition of competences acquired outside formal education or acquired through professional experience and the learning outcomes achieved in previous education**, which is in line with Cabinet of Ministers Regulations No. 505 "Regulations regarding the validation of competences achieved outside of formal education or in professional experience and the learning outcomes achieved in previous learning".

In accordance with the "RTA regulations on recognition of competences acquired outside formal education or professional experience and study results achieved in previous education" approved by the RTA Senate, the Social Science Commission reviews the applications and decides on the recognition or refusal of study results. Also, in accordance with the Lisbon Convention, the RTA has developed and consistently applied the procedure for recognizing previous education when transferring from another HEI to RTA, transferring from one RTA study programme to another, resuming studies after a break, continuing the first / second level professional higher education studies for the acquisition of a bachelor's degree or the second level professional higher education, after studies within the framework of interstate or inter-university agreements. During the reporting period, 14 students started studying in SD-compliant study programmes. The courses acquired by those students in the previous education establishment were recognized by RTA. During the reporting period, 4 students from Latvia University of Agriculture, Daugavpils University, Riga College of Entrepreneurship and RTA with the diplomas in entrepreneurship, 2 students with teacher's diploma from RTA and 1 from RTTEMA, 1 student from Alberta College Entertainment industry programme, and 1 student with a master's degree in personnel management from the RISEBA University of Applied Sciences, also a graduate of the RTA study programme "Social Rehabilitator", 2 students from Daugavpils University Medical College, 1 student with a master's degree in personnel management from the Riga Graduate School of Economics and Business Administration, also a graduate of the RTA study programme "Social Rehabilitator" were enrolled in professional higher education bachelor study programme "Social Work and Social Rehabilitation". 2 students from Daugavpils University Medical College with the diploma of social worker, 1 student from Daugavpils University with a master's degree in pedagogy, 1 student from LLU with a master's degree in organization and sociology of public administration are studying in the professional higher education study programme "Social Rehabilitator". The procedure for the recognition of academic courses is stipulated in the Regulations on the Academic Recognition of Study Courses at the RTA approved by the Senate. In accordance with the [Erasmus Charter 2014-2020](#), RTA fully recognizes a period of study undertaken in an ERASMUS mobility abroad.

SD is implementing a joint study programme with Vilnius University Siauliai Academy (Lithuania) "Social Work and Social Rehabilitation". Students of Siauliai Academy are matriculated at RTA, acquire separate study courses, parts of study courses, and have professional internship. The table 1.5.2. shows the number of Siauliai Academy students in the programme.

Table 1.5.2.

Number of students of Siauliai Academy matriculated at RTA in the joint professional bachelor study programme “Social Work and Social Rehabilitation”

2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
26	21	29	28	36	25	35

The enrollment of students of Siauliai Academy at RTA is based on the bilateral agreement between Siauliai University (Lithuania) and RTA (Latvia) on the conditions of the joint bachelor's programme "Social Work and Social Rehabilitation". Admission of Lithuanian students to RTA takes place in accordance with the requirements of the Law on Higher Education Institutions regarding the admission of foreign students to the study programme.

2.1.5. Assessment of the methods and procedures for the evaluation of students' achievements, as well as the principles of their selection and the analysis of the compliance of the evaluation methods and procedures with the aims of the study programmes and the needs of the students.

Procedure for assessment of students' achievements in RTA is designed to ensure consistent application of the student-centered approach. The principles of RTA evaluation are defined by methodological recommendations "Study quality system based on study results", regulations approved by the Senate: "Regulation for the procedure of examination and test session in RTA", "Regulation for the state and final examinations in the RTA", approved by the RTA Study Council "Methodological recommendations for organization of students' independent work in RTA".

The **main principles of assessment of study results** at RTA are as follows:

- *Relevance of the study outcome assessment methods to the study programme and the study outcomes defined in the study course.* The academic staff of RTA incorporates the requirements for the assessment of study results into the study course programmes, which are evaluated and approved by the study council. The assessment focuses on the compliance of the assessment requirements and procedures with the achievement of the goals of the study program, the overall workload of students, as well as preventing any possible duplication of study content.
- *The clarity, consistency and public availability of requirements for the assessment of learning outcomes.* Academic staff of RTA incorporates requirements for assessment of study results into the study course programme, which are placed on RTA e-course website rta.lv and is accessible to students upon commencement of study course. If the teaching staff delays with the placement of the study programme on the e-course website, they receive a repeated invitation and a reminder that the requirements for the assessment of learning outcomes must not change during the course of implementation of studies.
- *Equalized application of learning outcomes assessment measures during the study course,* providing that the form of the examination consists of the results of formative assessment during the semester (at least 40% of the assessment) and assessment at the end of the study course (60%). Such a system allows to follow the progress of students' study

succession, motivates students to purposeful study process during the semester, as well as facilitates the psychological and physical workload of examinations during the sessions.

- *Assessment of students' independent work*, which is a compulsory part of the study process, its content and evaluation are reflected in the content of study courses. The Council for the Study direction decides on the most suitable types of independent work for the study direction, agreeing on the amount of independent work, possibility of forming larger groups of students for independent work, and other issues.
- *The right of students to request explanations and to challenge the assessment in a specific manner* provided in the Regulations on examination and tests of study courses, on state and final examinations.
- As far as possible, *several evaluators* participate in the evaluation of learning outcomes. Such system in RTA works in defence of study research work and professional internship.
- Learning outcomes in the compulsory and limited elective part are graded in a 10-point grading system (exam or differentiated test), while the assessment "passed"/ "failed" is allowed in the elective part.

All information about the summative assessment of study results is available to students in the RAIS environment, where each student has access. The results of formative assessment are only partially available on the RTA e-course website ekursi.rta.lv

2.1.6. Description and assessment of the academic integrity principles, the mechanisms for compliance with these principles, and the way in which the stakeholders are informed. Specify the plagiarism detection tools used by providing examples of the use of these tools and mechanisms.

Principles of Academic Integrity and their application in RTA are governed by the Senate-approved regulations on "Regulations on plagiarism control and prevention in RTA", which is consistent with Copyright Law, Code of Ethics for Scientists, Code of ethics of RTA and RTA Students regulations. Plagiarism control and prevention measures at RTA are applied to the study process and to the academic and scientific activities of the academic staff.

During the study process, measures to control and prevent plagiarism are taken during formative assessment by developing, submitting, and defending written and oral works that include elements of research work, including work with sources, statistics, and literature (study paper, term paper, essay, report, presentation, article, etc.), in the process of designing, evaluating and defending final study research papers, as well as in academic and scientific activities in publicly available study materials, scientific articles and monographs written by the academic staff.

Since 2014 the final study research work at RTA is tested in the unified computerized plagiarism control system of the universities of Latvia. Each case of data coincidence is evaluated at the study direction council meeting, inviting the director of the respective study programme and the supervisor of the final study research work. The study direction council may request oral or written explanations from the student whose work is suspected of plagiarism. If the findings are qualified as plagiarism, the Study council shall propose to the Dean the student's exmatriculation. There have been no cases of plagiarism in the direction of social welfare in the last five years.

To control plagiarism, RTA has acquired and uses the plagiarism tracking system PlagScan, which controls the materials uploaded to the study website ekursi.rta.lv and operates on the RTA conference administration website conferences.rta.lv. and on the free access website

journals.rta.lv, where scientific articles of SD lecturers and students are also published in open access. In addition, RTA staff also use publicly available anti-plagiarism platforms, such as plag.lv, plagium.com, plagiarismchecker.com, plagiarisma.net, etc.

RTA also systematically carries out educational and informative activities related to intellectual property issues. Representatives of the Patent Office of the Republic of Latvia, who cooperate with the RTA Library, give regular guest lectures at the RTA. For example, the seminar "Protection of Intellectual Property (Industrial Property. Copyright)" was organized by the Patent Office on 19 February 2019 and there was also a seminar "Current Issues in the Patent System" on 17 March 2017. RTA CLL also organizes guest lectures and courses on issues related to academic ethics within the framework of the professional development programme "Innovations in Higher Education". For example, from 05.11.2021. until 26.11.2021. there was an online lecture series "Academic Ethics and Integrity" led by Dr.sc.soc., MS Bioethics Signe Mežinska.

2.2. Efficiency of the Internal Quality Assurance System

2.2.1. Assessment of the efficiency of the internal quality assurance system within the study field by specifying the measures undertaken to achieve the aims and outcomes of the study programmes and to ensure continuous improvement, development, and efficient performance of the study field and the relevant study programmes.

In order to achieve the aims and results of the study programmes, continuous improvement, development and effectiveness of the study programme and corresponding study programmes, RTA has established an internal study quality assessment and control system (hereinafter - Quality System), where the following areas are subject to internal evaluation:

- compliance of the study process with RTA development strategy (development policy);
- quality of the academic staff;
- quality of study programmes;
- quality of cooperation with applicants and graduates;
- quality of the study process;
- quality of infrastructure;
- financing and quality of economic activity.

The quality of the implementation of the SD "Social Welfare" and the corresponding study programmes is regularly assessed in accordance with the annual self-assessment procedure of the SD and the corresponding study programmes approved by the RTA Study Council and developed on the basis of the Law on Higher Education Institutions of the Republic of Latvia, regulations of the Cabinet of Ministers "Regulations regarding accreditation of higher education institutions and Colleges", other normative documents binding in the Republic of Latvia and RTA.

The main tasks of the procedure are to evaluate the principles of implementation of the SD and its programmes in accordance with the EU, LR and RTA strategic documents, to analytically evaluate the main aspects of the quality of SD and Programme implementation in accordance with the RTA study quality management and control system, to identify, analyze and eliminate problems in implementation, to plan the content of the SD and programmes in accordance with the level of scientific research and the requirements of the labor market, to determine the development plan of the SD and the principles of further implementation. The calendar of self-assessment activities, the

main parties involved in the self-assessment, their duties and responsibilities and the quality assessment processes are described in the procedure.

The annual self-assessment of study programmes covers such aspects of study programme performance evaluation as the implementation of the licensing/ accreditation recommendation plan, annual SWOT evaluation, evaluation of the development plan and implementation of changes, analysis of current year admission results in study programmes, evaluation of activities, analysis of survey results, analysis of available study literature, evaluation of the teaching staff, mobility evaluation and planning, analysis of internship agreements and places of internship, evaluation of compliance with the standard requirements of the profession, evaluation of problem-based approach courses, evaluation of students' achievements, assessment of material and technical base and other information important to the SD. Each area of the Quality System is documented in RTA but it does not exclude improvements. The RTA Quality System is designed to provide regular feedback on the quality of study implementation. This is achieved in several ways:

- RTA implements a successive procedure of self-evaluation of SD and study programmes, identifying and regularly evaluating the most important quality indicators of the study process in accordance with the evaluation calendar;
- RTA carries out annual surveys of students, graduates and employers, by performing their evaluation and making improvements initiated in the evaluation of the surveys;
- In addition, RTA uses the opportunity to participate in international platforms that deal with the analysis of quality indicators for particular courses, for example, in 2021/2022. RTA participates in the *StudentPlus* system for summarizing and analyzing students' study experience, regularly distributing questionnaires and evaluating students' experience during their studies. The first collected data is expected in November 2021.

2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period, new study programmes have been developed within the study field, describe the procedures of their development (including the process of the approval of study programmes).

The development and review of study programmes is regulated by the Regulations on Academic and Professional Studies and Study Programmes approved by the Senate, which determine the planning schedule, involved parties and procedure for new study programmes. The main principles for the development of study programmes are as follows:

- *relationship between study programme development and key strategic and planning documents*” Operation and development strategy of RTA 2016-2023 and Study program consolidation plan 2018-2023. Regarding the SD “Social Welfare” Development Plan 2018, it was established that the study direction corresponds to the RTA strategy, SD has a high internationalization capacity, which is ensured by the joint professional bachelor study programme "Social Work and Social Rehabilitation" with the Siauliai Academy of Vilnius University in Lithuania;
- *study programme development is based on stakeholder collaboration*. For the development of study programmes there was established a working group, which involves teaching staff, general staff and students. Before considering a new study programme in the Faculty

Council, it must be evaluated by the Study Expert Council. Before the study programme is approved by the Senate, it is independently evaluated by independent experts in the academic or professional sector;

- *regular review of the content and implementation of the study programmes*, which is provided in accordance with the procedure for the preparation and approval of annual study plans and the study direction self-evaluation process. Every year the content of the study programme, the conformity of the study results of the study programmes with the study results of the study programme, and the compliance of the teaching staff with the implemented study programmes are evaluated in the annual study plan approval process. After the curricula have been approved by the faculty council, the teaching staff updates the study course programmes and submits the updated versions for inclusion in the LAIS system, as well as post them on the RTA e-course website.
- *Provision of a regular feedback* through surveys of students, graduates and employers. The results of the surveys are discussed at the study quality commission and study council meetings and taken into account, as far as possible, when reviewing the content of the study programme or the implementation procedures. Students submit their proposals for improvement of the study process.
- *cyclical external evaluation of study programmes* in accordance with the accreditation procedure established by the Republic of Latvia. An important aspect of external evaluation is the recommendations of the expert commission for the improvement of the study direction and study programmes, which are included in the study direction plans and study programme development plans, outlining the schedule, resources and responsible persons for their implementation.

2.2.3. Description of the procedures and/or systems according to which the students are expected to submit complaints and proposals (except for the surveys to be conducted among the students). Specify whether and how the students have access to the information on the possibilities to submit complaints and proposals and how the outcomes of the examination of the complaints and proposals and the improvements of the study field and the relevant study programmes are communicated by providing the respective examples.

All normative documents are available on RTA's internal server, which is accessible to all students in all RTA premises. The most important legal acts regulating students' rights are summarized in the publication "My Academy". The procedures for the submission of student complaints and proposals are provided for in the RTA internal regulations (see Table.2.3.1).

Table.2.3.1

Students' rights to submit complaints and proposals provided for in RTA internal regulations

Complaint about exmatriculation	to rector	Student regulations (4.5)
	possibility of appeal to the Senate	Student regulations (4.5)
Suggestions on the study process	in the Dean's Office	Student regulations 3.3.4.
To lodge an appeal against assessment of State Examination	to the Vice-Rector for studies and science	Regulations on state and final tests (27-33)
To lodge an appeal against assessment of examination and test	to the Dean	Regulations on examination and tests of study courses (6.1. - 6.5.)
To appeal the decisions of the RTA Academic Arbitration Court	In accordance with the procedures prescribed by the <u>Administrative procedure law</u> .	RTA Constitution

<p>The Students' Council has the right to:</p> <ul style="list-style-type: none"> ● request and receive information and explanations from authorized representatives of any RTA department on issues related to interests to students; ● use veto rights in the Constitutional Assembly, the Senate and the Faculty Council on issues affecting students' interests; ● participate in RTA decision-making meetings and participate as observers in tests and examinations in accordance with RTA legislation; ● propose the adoption, amendment and repeal of laws and regulations of the Republic of Latvia and RTA affecting the interests of students. 	<p>RTA Student Self-Government Regulations</p>
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RTA QMS defines RTA policy for dealing with students' complaints. RTA QMS requires person in charge to record complaints, feedback, suggestions, incidents and risks, and to inform the staff and the process supervisor and to solve them within his/her competence and authority, that helps to manage and strengthen relationship with students, coordinate actions, solve problems and complaints, and get regular feedback.

Based on the content of the complaint, explanatory information about the situation is provided (either in writing or orally at initiator's request) and the tasks that will be performed to improve the situation are specified. If the suggestions (more often they are expressed in student surveys at the end of the study year) are related to the improvement of the content of the study programme, then at the beginning of the study year the director of the study programme provides the students of the respective programme with an explanation of the changes made or the tasks that will be performed to improve the programme.

Students' satisfaction is measured and results are used to make improvements.

In 2019, the Whistleblowing Law entered into force in Latvia. Based on this law, there was developed [an internal whistleblowing system](#) of RTA and it is available on the RTA home page. A whistleblower (also a student) is entitled to blow the whistle especially regarding the following violations: failure to act and negligence of officials, or abuse of the official position by them, corruption, fraud, environmental safety threat, labour safety threat, infringement of human rights and other issues.

In 2021, the RTA Student Council created a "trust" e-mail, where students are be able to submit their complaints and proposals, which are addressed by the Head of the Academic Sector of the RTA Student Council in cooperation with the Vice-Rector for Studies and Science.

2.2.4. Provide information on the mechanism for collecting the statistical data, as

developed by the higher education institution/ college. Specify the type of data to be collected, the regularity of collection, and the way the information is used to improve the study field. Describe the mechanism for obtaining and providing feedback, including with regard to the work with the students, graduates, and employers.

RTA QMS identifies the information and knowledge needed for strategic and operational activities, ensuring that the information must be reliable and easily accessible to the eligible persons. The QMS system defines that RTA collects and manages the necessary data in its information systems, analyses, reports and publishes the data to respective user groups, employees and external users to ensure access to the required information, ensuring their security and protection of intellectual property. RTA regularly collects data related to the study process and scientific activities, submits it to external data managers in accordance with national procedures or uses it to improve the study process (see Table 2.4.1). RTA collects internal statistics to ensure more efficient programme management, to evaluate the quality of study programmes, to get feedback and to get suggestions from internal and external evaluators to improve the quality of the iepriekš minētie pasākumi ļauj ieraudzīt problēmjautājumus un meklēt risinājumus. Statistiskie dati par studējošo skaitu, uzņemšanas rezultātiem, studentu sadalījums pēc dažādīstudy programme.

Table 2.4.1

Areas of statistics composed by RTA

Information to third parties:	Internal statistics: (every semester / study year):
<ul style="list-style-type: none"> ● Central Statistical Bureau - study directions, study programmes, number of students, enrolment results, distribution of students according to different criteria, academic staff, budget, etc. ● MoES - studies in state-funded budget places, competition rates, tuition fees, graduates, etc., ● U-Multirank - On-demand information about programme, ● VIIA - Erasmus + Mobility Statistics. 	<ul style="list-style-type: none"> · Student attendance is recorded on the website created by RTA vis.rta.lv · RTA has requested data from the State Employment Agency on RTA graduates registered as unemployed; · Qualification of the academic staff (graduate, elected staff); · Monitoring risk of plagiarism by faculty and study direction; · Student, graduate, and employee survey data.

RTA **compiles internal statistics and collects external data** (every semester / study year), which is used to monitor the quality of studies in several areas. First, **data on student attendance** are used for regular monitoring of student number in the particular programme. Starting from 1 September 2019, the registration of class attendance was performed on the e-course vis.rta.lv for all students, from 2020 the registration of class attendance is performed on the e-course website. The study process specialist checks the attendance of lectures every month. In cases when the student has not attended classes for more than a month, the study process specialist shall contact the student and find out the reasons for his / her absence. If the reason is justified, solutions on how the student can master the number of missed studies and pass the missed formative examinations are offered. Second, the RTA regularly requests data from the State Employment Agency on RTA **graduates registered as unemployed**. According to the information received from the Agency, 3 graduates (alumni of 2020) of SD study programmes have been registered in the list of unemployed in the period from 2017 to 2021. Evaluating the situation, it has

been established that the graduates have been in the SEA register for 2-5 months because they have changed their place of work and one of them has changed her place of residence. RTA also analyzes the monitoring data of graduates compiled by the Ministry of Education and Science, which are available on the website of the Ministry of Education and Science: Studies in the Health and Social Care Group (<https://www.izm.gov.lv/lv/media/11016/download>) and a brief description of the college and bachelor's degree graduates (<https://www.izm.gov.lv/lv/media/2116/download>). Data from the Ministry of Education and Science show that the employment of RTA bachelor and college graduates exceeds 80%, and employment in higher-skilled professions also exceeds 65%. Third, the RTA compiles the qualification of the academic staff, which is an important indicator of the quality of the study process (for more details, see Chapter 3.6). Fourth, the plagiarism risks are accounted for by faculties and study directions, which helps to identify current tasks in the field of anti-plagiarism measures. Fifth, the data from surveys of students, graduates and employers are collected and evaluated according to the described procedures. (<https://www.izm.gov.lv/lv/media/2116/download>).

RTA collects data at the request of third parties in the following areas: Central Statistical Bureau - study directions, study programmes, number of students, admission results, distribution of students according to various criteria, academic staff, budget, etc., MES - studies in state-funded budget places, competition coefficients, study fee, graduates, etc., U-Multirank - at the request information is provided by programme groups, VIIA - Erasmus + mobility statistics.

In order to ensure feedback, surveys of students, graduates and employers are organized in accordance with the procedures specified in the **annual self-assessment procedure of the RTA SD and the corresponding study programs** approved by the Study Council. RTA conducts regular student surveys (at the end of each semester, express surveys on specific issues of the study process organization, surveys at the end of the study course), graduate surveys and employer surveys (on employed RTA graduates, on student evaluation in professional internship, final examinations). The results of the surveys are discussed at the meeting of the SD Council and taken into account when reviewing the content of study programmes or implementation procedures. Students submit their proposals for the improvement of the study process.

All of the above measures enable to see the problems and look for solutions. Statistical data on the number of students, admission results, distribution of students according to various criteria, employment of graduates, academic staff, etc. encourage the study council to look for more effective options for advertising study programmes, developing new projects to improve the quality of programmes. Content analysis of qualitative data of surveys helps lecturers to update the content of the topics included in the study course. In general, the obtained information helps to improve the overall operation of the study direction.

RTA provides and monitors the provision of feedback on the survey results to the respondents involved in the survey. The RTA Study Department prepares informative announcements about the centralized surveys, which are placed on the RTA website or sent to the respondents individually.

2.2.5. Specify the websites (e.g., the homepage) on which the information on the study field and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers (State Education Information System (VIIS), E-platform).

Information about SD and corresponding study programmes is available on the RTA website and in the LAIS system.

Information on SD and SD programmes

Information	Website	Access	Person in charge
Study programmes implemented by RTA	RTA website: https://www.rta.lv/rta_istenas_studiju_programmas LV ENG - https://www.rta.lv/study_programmes	Free access	RTA Study Department study process specialist Mārite Mežāre Marite.Mezare@rta.lv
RTA SD self-assessment reports	RTA website: https://www.rta.lv/pnzs	Free access	RTA Study Department study process specialist Mārite Mežāre Marite.Mezare@rta.lv
RTA study programme register, study plans	LAIS - https://luis.lu.lv/pls/lu/stud.menu?!=1&mn=K	For authorized users	Chief specialist of the study process of the RTA Study Department Iveta Volkova Iveta.Volkova@rta.lv
ECTS catalogue of SD study programmes	RTA website: https://www.rta.lv/uploads/source/content_LV/sadarbiba/%C4%80SD/ErasmusPlus/ECTS_catalogue_2021-2022.pdf (ENG)	Free access	RTA External Relations Coordinator Sanda Kauliņa Sanda.Kaulina@rta.lv

2.3. Resources and Provision of the Study Field

2.3.1. Provide information on the system developed by the higher education institution/ college for determining and redistribution of the financial resources required for the implementation of the study field and the relevant study programmes. Provide data on the available funding for the scientific research and/or artistic creation activities, its sources and its use for the development of the study field.

The sources of funding of the study programme consist of the financing of the state budget and students' tuition fees. The tuition fee is approved by the decision of the RTA Senate for each subsequent study year. The tuition fee for the professional bachelor's study programme "Social Work and Social Rehabilitation" and the first level professional higher education study programme "Social Rehabilitator" are determined taking into account the basic costs of the study place, level, duration and form of the study programme, structure of an academic staff and field of study.

In 2021 the financial provision for the study programmes of RTA SD "Social Welfare" is approximately 118 thousand EUR, which includes financing from the state budget, see Table 3.3.1.1).

Table 3.3.1.1.

Financial resources for the implementation of SD study programmes (EUR)

Funding	2018. EUR	2019. EUR	2020. EUR	2021. EUR
State budget financing for the study direction	15 692	16 418	73 231	118 292

The increase in funding starting from 2020 is related to the allocation of state-funded study places to both the 1st level professional higher education study programme “Social Rehabilitation” (2020) and the professional bachelor’s study programme “Social Work and Social Rehabilitation” (2021).

Funding for the science and for scientific activities (performance) is not divided by study directions, but directed to the provision of RTA scientific activities (remuneration of scientific staff, business trip expenses, grant financing, database subscriptions, capital expenditures) and scientific institutes, while academic staff represents various SD. In 2020, the revenue of RTA's scientific activity reached almost 718 thousand euros (see Table 3.3.1.2).

Table 3.3.1.2.

Funding for the provision of research (creative) activities of the academic staff (EUR)

Funding	2018. EUR	2019. EUR	2020. EUR
Science base funding	209 367	193 629	191 094
Funding of national research programs	87 065	91 916	326 952
Performance funding	138 087	98 012	80 480
Other revenue from the state budget			
EU structural funds	1 143 562	347 687	90 712
Revenue from contract work with legal entities of the Republic of Latvia	21 536	15 691	28 488
Total funding:	1 599 617	746 935	717 726

Funding for the RTA library stock is not divided by study directions, because often the library

resources in the study process are used by students of several SDs (see Table 3.3.1.3). The most important literature within each course is updated cyclically, but the most current additional literature items are updated on a regular basis.

Table 3.3.1.3.

Funding for library stock

Expenditure on library collection	2018. EUR	2019. EUR	2020. EUR
Recurring expenses	3 009	3 333	3 369
Books	8 206	7 419	12 407
Electronic documents and databases	15 828	7 086	2 930
Total:	27 043	17 838	18 706

Funding for the students' self-government is provided annually in the amount of at least one twentieth of the state funding for the study process and tuition fee revenues and fluctuates at around twelve thousand EUR per year (see Table 3.3.1.4).

Table 3.3.1.4.

Funding for student self-government

Funding	2018, EUR	2019, EUR	2020, EUR
Funding for student self-government	12 729	12 331	12 918
<i>State budget financing for the study process</i>	<i>2 076 881</i>	<i>2 162 918</i>	<i>2 242 195</i>
<i>Tuition fees</i>	<i>468 832</i>	<i>303 241</i>	<i>341 409</i>
Total income of the study process	2 545 713	2 466 159	2 583 604
<i>Student self-government funding ratio,%</i>	<i>0.5</i>	<i>0.5</i>	<i>0.5</i>

The use of financial resources is carried out in accordance with the estimates prepared in the structural units and approved by the RTA Rector, which is also reviewed by the Faculty Council. The tuition fee is mainly used for the provision of the study process, co-financing of projects, and the remuneration of guest lecturers.

RTA has developed and operates a mechanism for evaluating the funding and resources available to SD for the next academic year. For this purpose, a working group has been established, which includes the Vice-Rector for Studies and Sciences, a financial analyst, the head of the study

department and a senior specialist of the study process, who is responsible for calculating the academic workload. Each year in May, the working group analyzes the study plans prepared by the SD heads and the directors of study programmes from the point of view of financial adequacy and sustainability, prepares proposals for ensuring the operation and financial sustainability of SD. SD financial stability is good and the study direction can function with the available funding. The financial reserve, if any, is included in the total funding of the faculty and used for the purchase of teaching materials and other resources necessary for the improvement of the quality of studies in the definite study direction.

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/college, available to the students, and the teaching staff.

RTA owns a 4.2-hectare lot at 115 Atbrivosanas aleja, where a campus has been built, bringing together educational and scientific resources in a single location, thus ensuring a much higher quality, attractive and, above all, rational and economically efficient infrastructure. The study process at RTA is implemented in four study blocks. The total area of the central building at 115 Atbrivosanas aleja is 4844.5 m². 19 classrooms with a total area of 2059.4 m² are available in the study process.

The Information Technology Centre with two classrooms and two spacious computer classes is used for the study process. The building of the Faculty of Engineering houses a large and modern library and a reading room, which are accessible to students. There are two computer rooms with an area of 104.9 m² and 97.9 m² with 25 and 21 computers. Students and academic staff have access to all necessary resources for the study process. All buildings are accessible to people with special needs, equipped with an entrance and indoor lifts.

In the field of SD, RTA REGI has established the **Social Pedagogy and Rehabilitation Technology Laboratory** (SPRTL), which provides an experimental base for approbation of scientific research, performs methodological activities and provides social services for the solution of social pedagogy problems. Its head is Dr.paed. A.Kaupužs. In 2018, SPRTL equipped a multisensory room, which is one of the most modern in the Baltic States. The equipment has been purchased within INTERREG LAT LIT projects MODPART LLI-223 (2012-2013) and POZCOPING LLI-163 (2017-2019) for research in the field of social rehabilitation and stress reduction. The state research programme INOSOTEREHI (2014-2018) has conducted research on the introduction of telerehabilitation in inclusive education, and other areas, which ensures the interdisciplinarity of research in social sciences (education), medical sciences (rehabilitation) and information technologies.

The material and technical facilities are constantly updated and improved. The lecture rooms are equipped with new and comfortable furniture, the air conditioners are installed, all the lecture rooms (100%) are provided with the necessary equipment, i.e. boards, screens, blinds, overhead projectors etc. All computers are connected through a computer network. Lecturers and students can use the *open-access Internet and Wi-Fi network*. Video and audio equipment as well as instructional films are used to learn foreign languages. RTA has acquired equipment for translation of small conferences and international seminars.

RTA students have access to a student's hostel at 22 Maskavas Street, but it is scheduled that in

2022 a new student hostel will be opened on the RTA campus at 115 Atbrivosanas aleja, which is currently undergoing renovation. In order to satisfy students' needs for sports and interests RTA provides premises for sports activities, dancing, choir activities, professional and interest education programmes.

2.3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study field by specifying whether the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study field, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and possibilities for the subscription to the databases.

The RTA library has been located in the new building of the Faculty of Engineering since 2014. The library offers its users well-equipped premises - a reading room, a subscription, suitable individual workspaces for independent study and research work. The total area of the library is 459 m², providing users with 30 workplaces

The library is accessible to people with reduced mobility. See Table 3.3.1 for a description of the library facilities.

Table 3.3.1

Library premises, suitability for continuous study and research work

Library premises	Indicators/ evaluation
Total area of premises (m ²) <i>When working in the reading room, one can use the reading room computers or come with their own computer and connect to the Wi-fi network.</i>	459
A reading room (m ²)	418.8
Number of reader work places in the library	30
Technical condition of premises (good, satisfactory, repairs needed, emergency)	good
The last time a reconstruction, overhaul or routine remodelling was done	The building was built in 2014

RTA Library holds 55041 items. The latest literature on the relevant fields is regularly purchased,

and most of the funding is used for the acquisition of books in English in the relevant field. (for an overview of the literature available in the field of RTA, see Tables 3.3.2 and 3.3.3). In accordance with the “Regulations on the Provision of Literature”, book requests are regularly submitted to the Library. In order to make the submission process more convenient and faster, a Form for replenishing library funds was created, which is available in an electronic form in the RTA document management system. Books purchased or published in projects provide a significant replenishment to the Library collection. Interlibrary loan services are available to library users.

Table 3.3.2.

Literature available in the library for the implementation of SD 04.10.2021.

UDC index, field	Number of items	Number of titles
008 Civilization. Culture. Progress	595	235
303 Social science methods	98	35
31 Demography. Sociology. Statistics	1683	792
36 Social provision and social assistance	736	217
37 Education	5265	1992
5 Natural sciences	7213	1687
6 Exact sciences	9935	3476
61 Medicine	918	473
7 Art	2234	1395
74 Drawing and sketching. Decorative and applied arts. Arts and crafts. Design. Interior	551	278
81 Linguistics.	4869	1874
82.0 Literary studies	1119	606
9 Geography. History	4483	2225

Table 3.3.3.

Books received in the library collection during the period from 2015 to the first semester of 2021 for SD Social Welfare

Field, UDC	RTA Library collection		
	Number of titles (total)	Number of items (in Latvian)	Number of items (in English)
Sociology 316	124	164	29
Psychology 15	188	237	23
Social provision and social assistance 36	63	132	24
Medicine 61	111	166	37
Social science methods 303	9	7	8
Civilization. culture, progress 008	28	77	6

In the academic year 2021-22 RTA Library offers databases: iFinances, iTiesības, iBizness, Latvian Standard Library, BalancePLZ, EBSCO, ScienceDirect, Scopus, Web of Science, LNB Digital Collections. Database trials are also offered: in AY 2020-21 there were 4 offers. Databases can also be used remotely. In 2020, the use of databases made up 31,592 sessions. In order to inform students about the RTA library e-resources, their use and availability, the library offers classes and individual consultations.

Using the electronic catalogue of the RTA library, it is possible to select literature in a field of interest. For the convenience of users, a section “e-resources” has been created on the Library's website, where links to databases, scientific articles of RTA and other universities, open access resources, and e-books have been compiled.

From the RTA Library's e-catalogue website, it is possible to connect to the joint catalogue of higher education institutions and special libraries, the joint catalogue of Rezekne region, the joint catalogue of national significance, which provides the search and ordering of the necessary resources using interlibrary loan options.

The library is open on weekdays from 9.00 to 17.00.

Every year, at the suggestion of master's/ part-time students or SD administration staff, the library also provides reader services on Saturdays, but these schedules are adjusted to the current demand and return to normal working hours when the actual demand runs out. Also, during the emergency situation affected by Covid-19, the RTA library provides remote service to readers, including the remote use of the electronic databases available in the Library.

The list of sources necessary for the study process as well as the materials prepared by the lecturers for the study process can be obtained in the e-course (Moodle) system which provides access throughout the study process.

RTA is purposefully working to ensure the widest possible availability of information about the study process and study content that is freely accessible to all students. The most important information resources available to students at RTA include:

1. Electronic Information System of Latvian Higher Education Institutions (LAIS) providing the

following information available to students: course descriptions, study plans, timetables, changes in them, students' academic performance, information on orders related to the study process (matriculation, exmatriculation, scholarships, etc.) . There is also a unified anti-plagiarism control system in LAIS, where students' final papers are tested.

2. Electronic study site in the *Moodle* system ekursi.rta.lv, where study course programmes, evaluation requirements, lists of recommended literature and study course materials are available. The system is improved every year.
3. [Website](#) of scientific journals and articles provides open access to RTA conference proceedings and journals.
4. Annual RTA International Student Conference "Individual. Society. State. " materials are available on the website journals.rta.lv.
5. Repository of newly published electronically available books of RTA.
6. Latvian Library Information System ALISE <https://biblio.rta.lv/Alise/en/home.aspx>, which provides remote access to library catalogues and diverse ways of information search, as well as ordering / booking editions for authorized users.

2.3.4. Provide a description and assessment of information and communication technology solutions used in the study process (e.g., MOODLE). If the study programmes within the study field are implemented in distance learning, the tools specially adapted for this form of study must also be indicated.

RTA uses the *Moodle* system in the study process. RTA Regulations on lecturers stipulate that for each study course the lecturer develops a description of the study course in accordance with the regulations approved by the RTA Study Council "Regulations on development of study course / module descriptions at RTA", study course materials, which cover the theoretical material of the study course, students' self-examination tasks, tasks for independent work, learning outcome evaluation criteria/materials. The lecturer places the study course materials on the study course website ekursi.rta.lv, following the "Methodological recommendations for creating and maintaining the study course content on the website ekursi.rta.lv" approved by the RTA Study Council, where a study course template is developed, including questionnaires that the lecturer can use for feedback after the completion of the study course. The created template makes it easier for lecturers to create a study course in *Moodle*. According to the order of the Rector of RTA, student attendance is also recorded in the *Moodle* environment.

In the conditions of distance learning the contact hours (lectures, practical classes, including laboratory works, if they can be implemented remotely, consultations, discussion clubs, forums, etc.) and virtual mobilities are provided through *Microsoft Teams communication tool* or *Google Meet* (if *Microsoft Teams* is not available). RTA has developed methodological recommendations for lecturers and students to work in the *Microsoft Teams* environment. Upon need or individual request, RTA provides courses, individual consultations or technical assistance for work in the *Moodle* or *Microsoft Teams* environment.

In order to find out the lecturers' needs in terms of the use of the communication platforms specified by the RTA, the RTA organizes surveys, where the academic staff is invited to make proposals for the necessary support measures. 20 lecturers responded to the survey conducted in September 2021. 12 of them replied that no additional training or advice is required, welcoming the guidance material and instructions provided, but 8 lecturers received individual consultation and technical support for work in a *Microsoft Teams* environment. There were no requests for a seminar

or individual consultation for work in Moodle environment.

2.3.5. Provide information on the procedures for attracting and/or employing the teaching staff (including the call for vacancies, employment, election procedure, etc.), and the assessment of their transparency.

RTA academic staff planning issues are regulated in [Operation and Development Strategy of RTA 2016-2023](#), Academic Staff Development Guidelines 2016-2020, [RTA Academic Staff Development Plan 2018-2023](#). Other issues related to the planning of academic staff at RTA are regulated by the [Regulations on planning, registration, control and payment of RTA lecturers' methodological developments and scientific research](#), [Procedure for planning and accounting of workload of RTA academic staff](#), [Procedure for assessing the quality of work of RTA academic staff](#) and other documents. The most important criteria for the selection of the academic staff are scientific and professional competence.

RTA assistants, lecturers and assistant professors are elected for six years in accordance with the requirements of the Law on Higher Education Institutions. Professors and Associate Professors shall be elected for a term of six years, providing the conversion of a fixed-term contract into a contract of indefinite duration after the assessment of eligibility within the time limit set by RTA. All vacancies for academic staff are advertised in open competition, published in the newspaper "Latvijas Vestnesis", and other information sources. Applicants' eligibility for the advertised vacancy is assessed in accordance with the [Regulations on Academic Positions in RTA](#). To attract foreign teaching staff, RTA publishes advertisements on the [Euraxes](#) portal.

Doctoral studies are an important direction towards the qualification improvement of the academic staff. In addition, the field of study purposefully plans the development of the academic staff, including the promotion of the involvement of practitioners working in the field of social work, as recommended in the final report of the research carried out within the framework of the Ministry of Welfare project No. 9.2.1.1/15/I/001 "Professional development of social work in local governments" activity No. 10 "Evaluation of higher education programmes in the field of social work and development of basic requirements for their content"

As a part of the lecturers' Erasmus +, mobility, the SD students have the opportunity to attend classes led by guest lecturers. For example, in 2020, Professor Palmira Jucevičienė from Kaunas University of Technologies delivered classes for students of the Faculty of Education, Languages and Design on the topic "Learning in the Knowledge Society".

2.3.6. Specify whether there are common procedures for ensuring the qualification of the academic staff members and the work quality in place and provide the respective assessment thereof. Specify the options for all teaching staff members to improve their qualifications (including the information on the involvement of the teaching staff in different activities, the incentives for their involvement, etc.). Provide the respective examples and specify the way the added value of the possibilities used for the implementation of the study process and the improvement of the study quality is evaluated.

RTA quality management policy sets out the RTA quality principles, including:

- *Staff engagement and development* - employees share a similar value system, mutual trust and a sense of responsibility. RTA invests resources in the professional development of its employees and encourages them to become more involved in the development of the institution. RTA evaluates the professional competence of employees and their compliance with the quality of their duties, supports and motivates the improvement of professional qualification, career development, provides social guarantees. RTA promotes the consolidation of employees and the development of a unified corporate culture.
- *Continuous learning and improvement* - introduction and use of new, innovative technologies, knowledge sharing, introduction of innovations and improvements. Employees are introduced and trained to work with new and innovative technologies, to use them in their work and increase the competitiveness of RTA.

RTA Academic Staff Development Guidelines define the main HR development processes in RTA activities:

- Student-centred *study process*,
- A *research process* focused on public demand for innovative products and services,
- *Communication process*, which provides for the exchange of knowledge and innovation in the inter-university level, effective international academic and research co-operation,
- *Technological process* focused on access to high quality science-based higher education, introduction of new modern technologies in the study and research process (including distance learning).

In the system of attraction and motivation of the teaching staff, RTA emphasizes the principles of strategic planning of the teaching staff, principles of determining the workload, principles of payment for the amount and quality of work, measures of motivating the growth of the teaching staff.

The academic staff of the study field “Social welfare” is selected in order to be able to implement the study programme objectives consistently and to achieve the defined learning outcomes. Both the elected lecturers and the visiting lecturers are employed in the study field “Social welfare”. Visiting lecturers' employment policy at RTA complies with the strategic principles of RTA academic staff development - professionals with great professional work experience are invited to professional study programmes.

Lecturers - practitioners with professional experience in the direction are involved in the implementation of the study programme. S. Strankale, who is a 10-year experienced professional in the field and has worked as a social worker and is a head of the Social Service of Rezekne municipality, teaches professional study courses in social work, A. Kondrova, who has more than 30 years of experience in the work of a psychologist and 5 years of experience in the work of a psychologist in the Social Service, teaches study courses in psychology and social policy. M. Kijaško, who has professional experience in ICT field for 20 years, teaches ICT study course.

The qualification of the teaching staff at RTA is evaluated and raised in several ways:

1. Academic staff elected once at RTA must complete a 160-hour professional development programme in “Higher education didactics” or “Innovation in higher education”. The programme offers, among other things, courses on personal development, scientific writing, and other topical issues of higher education: student-centred approach, quality management, etc.;
2. All lecturers have the opportunity to apply for the evaluation of the quality of work of the academic staff, which provides the determination of the quality factor applicable to the salary

of the following year. Starting from 2018, the quality indicators of lecturers' work are aligned with the student-centred approach, assessing the contribution of the lecturer to the development of the academic, scientific and professional competence of the student. In the academic year 2018-19 this opportunity was used by eight lecturers involved in SD. They obtained from 2 to 50 points, which is a corresponding percentage increase in salary for the following year. In AY 2019-20 - 11 lecturers obtained from 4 to 108 points, but in AY 2020-21 there were 7 SD lecturers.

3. Growth opportunities. RTA Faculty of Education, Languages and Design plans to develop the professorship in the reporting period, envisaging that by 2022 the SD "Social Welfare" will employ 2 more professors (currently there are 2).
4. The lecturers involved in SD "Social Welfare" increase their English language skills, acquire digital skills and leadership competencies within the framework of the RTA project No. 8.2.2.0/18/I/002 "Strengthening of RTA academic staff in SD "Education, pedagogy and sports"".

The qualification assessment of SD teaching staff takes place in several stages: when concluding an employment contract, compliance with the formal requirements of the specific position is assessed; during the study process, student surveys on the competence and professionalism of the teaching staff are organized. In all cases, feedback on the results of the surveys is prepared and sent to both students and lecturers.

2.3.7. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

20 lecturers are involved in the implementation of SD-compliant study programmes. 16 (80%) are elected to RTA academic positions, 4 (20%) are guest lecturers. 10 (50%) lecturers are simultaneously elected to academic and scientific positions. 11 or 55% of all teaching staff hold a doctoral degree, 9 (45%) - a master's degree. The elected lecturers hold the positions of professor (2), associate professor (4), docent (5) and lecturer (9). Visiting lecturers hold the positions of a guest docent (1) and a guest lecturer (3). See Annex 9 for basic information on the teaching staff involved in the implementation of the SD. See the biographies of the teaching staff in Annex 10.

The types of academic workload of the teaching staff, regulations on the volume of workload, the planning of work, accounting and control procedures are regulated by the workload planning and accounting procedure of the academic staff of RTA for the current academic year. RTA procedure has been elaborated in accordance with Cabinet of Ministers Regulations No. 445 "Regulation on remuneration for teachers' work" and provides for a full-time professor, associate professor 800 hours per year, an assistant professor with a doctor's degree - 900 hours per year, an assistant professor without a doctor's degree, lecturer, assistant - 950 hours per year. The academic load consists of the work of the teaching staff in the classroom, consultations, conducting of research work and evaluation of the study outcomes.

Scientific work is a mandatory part of the work of the academic staff. This can be done by working as a scientist (leading researcher, researcher or research assistant), scientific technical staff or scientific service staff. The academic staff elected to the scientific position performs the scientific work in accordance with the RTA scientific workload schedule, accounting, control and payment

regulations. The workload consists of the implementation of scientific projects/contracts, development of scientific publications, study research (if the research staff is studying for a master's or doctoral degree) and other types of scientific work, such as research expertise, evaluation, review, compilation of scientific articles, collections and research, editing, etc. At the same time, a researcher may be elected to the academic position of professor, associate professor, assistant professor, lecturer or assistant. RTA ensures that the total annual workload of the academic staff does not exceed the number of hours stipulated in the labor law.

RTA full-time academic staff has a 40-hour workweek. The total annual workload of the HR in accordance with the procedure for planning and accounting of the workload of the RTA academic staff approved by the Senate may not exceed the number of hours stipulated in the labor law.

The academic load of the teaching staff employed in the study direction, like at RTA in general, prevails over the volume of scientific work. This is due to two factors: firstly, according to the legislation of Latvia, the monthly base salary per researcher corresponds to 50 percent of the professor's lowest monthly salary rate, which weakly motivates teaching staff to become more involved in scientific research; secondly, scientific activity is connected not only to the teaching load, but also to professional activity in the field or to administrative duties at RTA, which limits the opportunity to be involved in large-scale research projects.

In order to promote the mobility of teachers and ensure high quality in the field of social welfare, the RTA focuses on the development of international cooperation on a global scale and, above all, on integration into the European economic system. In the ERASMUS + programme, SD has concluded cooperation agreements with universities in Turkey, Poland, Lithuania, Romania, Portugal, Serbia, Greece, etc. countries. See <https://www.rta.lv/partneri>

During the reporting period, lecturers from Lithuania and Turkey delivered lectures in the study programmes of SD "Social Welfare" within the framework of ERASMUS + mobility.

During the reporting period, the teaching staff of SD "Social Welfare" delivered classes in Lithuania, Poland, Bulgaria, the Netherlands, Spain, Estonia, Germany, Sweden, Turkey, etc. within the framework of ERASMUS + mobility.

In general, the mobility of RTA lecturers of SD "Social Welfare" is assessed as good, which is confirmed by the active participation of lecturers and staff in the mobility programme. In general, RTA shows high student mobility rates. In 2018 and 2021 RTA was nominated as one of the Top 25 universities in the field of student mobility in the U-Multirank rating system. In AY 2018-19 before Covid-19 pandemic influence on the RTA mobility, there were 131 outgoing mobilities of lecturers, representing 147% of the number of RTA-elected academic staff (89). In AY 2019-20 eight or 40% of the academic staff involved in the implementation of the study programme of SD "Social Welfare" participated in the outbound mobility. During the reporting period, an average of 7 lecturers have used outgoing mobility every year. In order to plan the mobility schedule in time, the RTA has set up the order in which lecturers apply for Erasmus + mobility. It is a collegial procedure that is approved by the faculty councils and the RTA administration. Preference is given to teachers who deliver lectures in joint study programmes, work with incoming Erasmus + students or use mobility for the first time. RTA fully guarantees opportunities for staff to participate in Erasmus + mobility activities. In AY 2020-21 Erasmus + mobility has been hampered by the effects of Covid-19 pandemic, the consequences of which are still ongoing.

Statistics on outgoing and incoming mobility of teachers are provided in Annex 18.

2.3.8. Assessment of the support available for the students, including the support

provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.).

To provide a successful higher education environment, RTA provides both physical resources (libraries, study equipment and IT infrastructure) and human resources (teaching staff, study consultants and other advisors). In addition to the aforementioned RTA administrative units (Dean's Office, Study Department, Science Department, External Relations Department, etc.), RTA offers to its students:

- individual psychologist services on the psychological issues of organizing personal studies, psychological interrelations, etc. issues related to studies and communication in the study process. RTA offers individual and group classes. Exercise-trainings for *interaction, relationship building skills and formation of "I" image* are possible. The service is offered by a practicing psychologist. Consultation for RTA students is free of charge;
- individual career counselling services to help students better identify their interests, skills, opportunities and values, deepen their understanding of career choices, and professional suitability, to study about their personality and occupational characteristics, to obtain up-to-date information on career issues, to get support for successful career planning, to make sure they have chosen the right profession. In the field of career choice, RTA offers individual and group classes led by a certified career counsellor. Consultation for RTA students is free of charge. In addition to individual career counselling services, RTA operates the RTA [Career Portal](#), where information on professional practice, work and volunteering opportunities is regularly posted;
- the possibility to create an individual study plan for independent studies, which is supported by RTA in cases when the student is working or due to family circumstances cannot fit into the common study schedule. It is determined by RTA student regulations;
- In the SD "Social Welfare" study programmes there has been introduced the tradition when the director of the study programme meets with the 1st year students once in two months to discuss topical issues related to the study process.
- To provide student support, in 2021 the RTA Student Self-Government created a trust e-mail, where students can write about their problems and which are solved by students of the Student Self-Government.

2.4. Scientific Research and Artistic Creation

2.4.1. Description and assessment of the fields of scientific research and/or artistic creation in the study field, their compliance with the aims of the higher education institution/ college and the study field, and the development level of scientific research and artistic creation (provide a separate description of the role of the doctoral study programmes, if applicable).

In 2013 RTA was entered in the Register of Scientific Institutions of Latvia (Reg. No. 1172165) as a

scientific institution. The goals of its scientific activity are set in the Scientific Activity Strategy 2019-2023, which follows from the RTA Strategy. The aim of RTA scientific activity is *to develop the potential of knowledge-based economic development by ensuring technological excellence and transfer to the business environment and economic development*. Its main tasks are to provide science, research and innovation in accordance with the research directions defined in the RTA operation and development strategy, as well as to develop scientific research capacity, to increase the number of people employed in science by renewing and developing human resources in science, technology and innovation, promoting international excellence and quality, and maintaining and improving the scientific infrastructure.

1. Synergy of academic and scientific work in SD (10 out of 20 SD teaching staff (50%) elected to both pedagogical and scientific positions).
2. RTA publishes a scientific journal "Education Reform: Curriculum Research and Implementation Problems" which is freely available on the RTA website <http://journals.rta.lv>. RTA lecturers and students have an opportunity to publish the results of their research in the journal.
3. RTA organizes an international scientific conference "Society. Integration. Education", which brings together scientists from more than 20 countries; Within the framework of the conference, collections of articles will be published, which since December 2016 are freely available on the RTA electronic website <http://journals.rta.lv>.
4. The lecturers of SD "Social Welfare" publish their scientific articles in the Lithuanian scientific journal "Social Welfare Interdisciplinary Approach". Ž.Truskovska, R.Orska, V.Lubkina have publications in the scientific research journal „Socialine Sveikata" (co-operation between Lithuania, Latvia, Poland, Belarus and Russia). Dr.paed. Ž.Truskovska is in the editorial board of this magazine.

The scientific activities of the SD are provided by REGI. It operates in accordance with the RTA Strategy and Research strategy. The aim of the Institute is to conduct interdisciplinary research in the field of humanities and social sciences, ensuring research of the Latgale region in the context of Latvia, Europe and the world; to develop the scientific base of the institute; to promote the practical application, commercialization and integration of research results in the study process and in society as a whole. Research at the Institute is carried out both as systematic research by academic staff in the fields of their competence and as a part of the education process when implementing a respective RTA study programme. In the international evaluation of scientific institutions, REGI received a rating of "3" out of 4 possible points.

REGI:

- Carries out research according to the directions: social sciences: Education sciences; Sociology and social work; Humanities and Arts: Linguistics and Literary Studies;
- Performs commercialization of scientific research results, integrates them into the study process and the national economy;
- Promotes the integration of human resources into the international scientific community in the field of social sciences by strengthening the collaboration between practitioners, the public sector and RTA;
- Involves the staff of the Institute and RTA students in scientific projects;
- Creates an environment and conditions for innovative research and activity;
- Ensures cooperation with other research and academic partners on the basis of mutual agreements for the performance of academic research and social procurements;
- Ensures the publicity of the Institute's research outcomes in scientific periodicals,

monographs, and international databases;

- Organises and participates in conferences and other scientific activities.

REGI is the only scientific institution in the Baltics that deals with the development of regional studies as a new branch of science, implementing the European Union's regional policy and promoting the growth and sustainability of the region. The aim of the institute is to conduct interdisciplinary research in the field of humanities and social sciences, ensuring research of the Latgale region in the context of Latvia, Europe and the world; to develop the scientific base of the institute; to promote the practical application, commercialization and integration of research outcomes in the study process and in society as a whole. REGI's scientific activities are closely related to the National Guidelines for Science, Technology Development and Innovation and the set goals for 2014-2020, which are a part of the Smart Specialization Strategy in the national development planning system and promote the achievement of goals set in national long-term and medium-term policy planning documents. The Institute has a strong network of academic and research staff ready to contribute to the development of science. In addition, taking into account the technological provision of RTA and the development of science-based technologies, the academic staff is ready to transfer their knowledge to students, creating new and innovative solutions in the field of social sciences and humanities. REGI is a strong international player that wants to achieve world-class importance and achieve the highest standards of originality, significance and accuracy.

REGI publishes anonymously peer-reviewed scientific publications in internationally accessible databases. In 2020, the new international scientific e-journal EDUCATION. INNOVATION. DIVERSITY. was published under an international license: Creative Commons Attribution 4.0 International License. The outcomes of the Institute's research are published in leading forums in the field (Thomson Reuters WoS; SCOPUS; Journals CI). They have a significant impact on the development of the discipline. REGI is highly regarded as a partner in international research projects.

In accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 27 Informative Report of the Ministry of Education and Science "Proposals for providing conceptually new competence-based teacher education in Latvia that meets education requirements" and EC priorities in the field of research and higher education in Latvia, a joint doctoral study programme "Educational Sciences" was developed in Latvia.

The programme also includes the RTA doctoral study programme "Pedagogy", in which the RTA will be responsible for the implementation of the module "Special Education and Social Work" in Latvia. Cooperation between several higher education institutions within one country is also unique at the global level, as the traditional model of cooperation is usually based on international joint programmes (e.g. Monaco International University, etc.).

2.4.2. The relation between scientific research and/or artistic creation and the study process, including the description and assessment of the use of the outcomes in the study process.

One of the main tasks of RTA Strategy is implementation of science-based study process. Requirements for scientific research in the study directions in RTA are defined according to the descriptions of knowledge, skills and competences corresponding to the Latvian Qualifications Framework (LQF), which envisage certain skills, knowledge and competences in each programme group.

The connection of scientific research with the study process in SD is also realized by the participation of teaching staff and students in scientific and scientific-practical conferences, seminars, and other public events. RTA ELD faculty annual student scientific conference "Personality. Time. Communication." (traditionally held in April) is attended by representatives from both RTA and other higher education institutions. The conference usually has six sections, one of which is Social Pedagogy, Social Work and Rehabilitation, which is represented by students of SD programmes.

Participants of the student conference 2019 - 2021

Study programme	Student's surname, first name	Topic	Scientific supervisor
"Social work and social rehabilitation" 2021	4th year student	Research on the possibilities for improvement of social rehabilitation services for seniors in a long-term care institution	Mg.psych. R.Orska
	4th year student	Self-help groups for alcohol addiction as a social work resource for reducing alcohol addiction in adults	Mg.paed., Mg.sc.sal. A.Jurčenko
Year 2019	4th year student	Social support for alcohol addicts after the rehabilitation period	Mg.psych. R.Orska
	4th year student	Portrait of the long-term unemployed in a rural community	Mg.psych. R.Orska
	4th year student	Promoting the quality of life of seniors in a long-term care institution	Mg.paed., Mg.sc.sal. A.Jurčenko
	4th year student	Problems of adaptation of the elderly in a long-term care institution	Mg.paed., Mg.sc.sal. A.Jurčenko

In 2020 and 2021, research and scientific communication activities were adversely affected by the Covid-19 pandemic. Restrictions did not allow to meet with the respondents, the planned works and activities had to be postponed. In 2020, it was impossible to organize the student scientific conference.

The outcomes of students' scientific research are used in the acquisition of the topics of the corresponding study courses. For example, the results obtained in the research on seniors are used in the acquisition of the study course "Gerontology and social work with seniors".

The connection of scientific research with the study process is realized by using the funding of RTA

internal grants (for this see Paragraph 2.4.5) and engaging scientists, lecturers and students in its implementation.

2.4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.

International cooperation in scientific and applied research at RTA takes place in at least three ways: firstly, by organizing international scientific conferences, secondly, by participating in international projects, and thirdly, by publishing the materials of international scientific conferences and scientific journals with international editorial boards.

Current projects during the reporting period:

Latvian-Lithuanian cross-border project **“Developing of social psychological support service system through implementation of method of positive coping strategies and enhancement of social inclusion for people in vulnerable groups” POZCOPING INTERREG” (No. LLI-163)** 01.04.2017- 31.03.2019. Four SD lecturers were involved in the project: V.Lubkina, R.Orska, T.Pigozne, A.Kaupužs. Within the project there was done the research on the causes of stress in adolescents and young people and the most commonly used stress management strategies. As a result, methodological manuals for the development of stress management skills for adolescents and young people were developed. The study course "Stress Management" was created, which was introduced in two RTA professional bachelor's programmes "Social Work and Social Rehabilitation" and "Social pedagogue". The need for these courses was also reinforced by the research conducted by the lecturers of the joint study programme "Social Work and Social Rehabilitation" R.Orska, T.Pigozne (RTA) and D.Alifanoviene, O.Sapelyte, K.Rudūte, A.Vaitkeviciene, Siauliai Academy , Lithuania) on stressors and stress management techniques among social workers and social educators. Publications on these issues are available in the proceedings of the scientific conference "Society, Integration. Education":

- Alifanoviene (Lithuania), O.Sapelyte (Lithuania), K. Rudytė (Lithuania), R.Orska (Latvia) *The analysis of contexts of stress experienced by social welfare professionals: experience of Lithuania, Latvia and Great Britain.*// International Scientific Conference Articles “SOCIETY, INTEGRATION, EDUCATION” (Rezekne Academy of Technologies) materials . – Rezekne, 2018
- Orska, T.Pigozne, S. Usca *Adolescents’ Self-Report on the Use and Helpfulness of Stress Coping Strategies.*// Scientific journal „Social Welfare” included EBSCO's Academic Search Complete, Lithuania, Šiauliai, 2018.
- Orska, D.Alifanoviene, O. Šapelyte *Lithuanian and Latvian social educators occupational stress and the analysis of its coping possibilities: social educators experiences.*//International Scientific Conference Articles “SOCIETY, INTEGRATION, EDUCATION” (Rezekne Academy of Technologies) materials – Rezekne, 2017.
- Alifanoviene, O. Šapelyte, R. Orska *Manifestation of Stress and Coping Concerning Profesional Experience.*// International Scientific Conference Articles “SOCIETY, INTEGRATION, EDUCATION” (Rezekne Academy of Technologies, 27-28 May,2016)

- Alifanoviene, A.Vaitkeviciene, R.Orska, D. Kauneckiene *Development of communication possibilities between participants of the temporary child guardianship situation: the relation of variables.* // International Scientific Conference Articles "SOCIETY, INTEGRATION, EDUCATION" (Rezekne Academy of Technologies, 27-28 May, 2016)

Erasmus + programme KA2 Strategic partnership project No 2017-1-LT01-KA201-035234 **"The mediation system development in the education sector"** 11.2017 - 08.2019. The project was implemented together with the Vilnius Youth Initiative Support Center, Vilnius College, Vilnius Pedagogical University (Lithuania), Arbeit und Leben Thüringen" (Germany). Three SD lecturers participated in the project: R. Orska, A. Jurčenko, V. Korkla. The main goal of the project was to develop non-violent communication skills in schools by implementing a mediation system. Project outcomes: teacher - mediator training programme and teaching materials and student - mediator training programme and teaching materials. These materials are used in the study programme "Social Work and Social Rehabilitation" in the study course "Counselling and mediation in social work", "Individual social work", in the study program "Social rehabilitator" in the study course "Communication at work with clients of different target groups"

In AY 2021-22 there are several ongoing projects:

- Project of the State research programme **"Development of a sustainable and cohesive Latvian society: solutions to the challenges of demography and migration"** (No. VPP-IZM-2018 / 1-0015) 01.01.2019-31.12.2021. Project activities include such socially labeled activities as identifying the potential of higher education institutions to address demographic challenges; identification of the main factors influencing the attraction and retention of qualified human capital; improving the professional competence of teachers for the integration and retention of talented students;
- EEA and Norway Grants Fund for Youth Employment **"SOCIALNEET from civil society organizations to social entrepreneurship. Combating youth unemployment and addressing the needs of NEETs"** (No. 2017-1-351) 01.04.2019. - 31.03.2022.
- ERASMUS + project **"Reducing social exclusion (EliSE)"** (No. 2019-1-LV01-KA204-060427) 10.2019-09.2021.
- ERASMUS + project **"Social media marketing skills for fostering the inclusion and employability of young people with disabilities - SMM4WIN"** (No. 2019-2-PL01-KA205-066133) 10.2019-09.2021.
- ERASMUS + Strategic Partnership project **"Distance learning for students and children with autism spectrum disorder"** (DILASD) (No. 2020-1-PL01-KA226-VET-095338) 01.09.2021. - 30.04.2023.
- ERASMUS + project **"Development of social entrepreneurship skills in higher education institutions"** (financing agreement: 2020-1-LT01-KA203-078013-E10203143), which envisages raising awareness of teachers about social entrepreneurship in general and its contribution to society; to provide knowledge, skills and competencies to students about social entrepreneurship; to promote the competence of society in starting and using social entrepreneurship. Project duration 01.11.2021 - 31.10.2022.

International activities are illustrated by a number of activities during the reporting period:

- SD Social Welfare lecturers, together with Lithuanian researchers, publish joint and individual research in the scientific journal **"Social Welfare Interdisciplinary Approach"** (the journal is included in the EBSCO Academic Search Complete database)
- SD lecturers together with lecturers of Siauliai Academy participate in the international scientific conference "Society. Integration. Education. " organized by the RTA Research Institute for Regional Studies (REGI) and publish scientific articles in the conference

proceedings (included in the Web of Science database); <http://journals.rta.lv/index.php/SIE>)

- Professorships of the Direction (V.Lubkina, A.Juško - Štekele, Ē.Kalvāns, A.Kaupužs, M.Kijaško, S.Martena, M.Opincāne, T.Pīgozne, M.Rozenfelde, G.Strods) are involved in the scientific organizing committees of international scientific conferences and collections of articles, also as reviewers, for example, CROMA Journal (<http://journal.avada.lt/editorial-board>), International Scientific Conference Society. Integration (<http://journals.rta.lv/index.php/SIE/about/editorialTeam>), ASERC Journal of Socio-Economic Studies (<https://www.ajses.az/editorial-board>, Scientific Journal of Polonia University, <https://nuife.org/index.php/pnap/about/editorialTeam>) etc.

RTA has planned the following activities for the maintenance and promotion of international cooperation in the next study period:

- measures for attracting foreign students to the professional bachelor's study programme and mobility measures for SD students (including studies, internships, postgraduate internships);
- maintenance and development of co-operation with other foreign universities, participation of foreign lecturers and students in the international scientific annual conference "Society. Integration. Education. ";
- Participation in the annual scientific conference of lecturers and students "Personality. Time. Communication", international student competitions, participation of lecturers in international conferences;
- Student and teaching staff mobilities in the Erasmus + program (~ 15-20 staff mobilities per year);
- Strengthening cooperation with Vilnius University Siauliai Academy and Utena University of Applied Sciences in the implementation of joint research projects and academic activities.

2.4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study field by providing examples.

The involvement of RTA faculty members in scientific research is governed by the "[Regulations on Scientific Activities at RTA](#)", which stipulates that scientific work is a mandatory part of the academic staff's work. This can be done in the form of academic work as a researcher (leading researcher, researcher or research assistant), scientific research technical staff, scientific research service staff. Exceptionally, the Regulations stipulate that scientific work in the workload may not be planned if the academic staff perform full-time or part-time administrative duties at RTA or if the academic staff is elected as the academic staff of professional study programmes and their main task is to ensure the acquisition of practical knowledge and skills in professional study programmes.

The academic staff of the study direction is involved in scientific research processes. SD faculty members participate in State research programs:

- Project of the National research program "Development of a sustainable and cohesive latvian society: solutions to the challenges of demography and migration" (No. VPP-IZM-2018 / 1-0015) 01.01.2019-31.12.2021. (V.Lubkina)
- "Life with COVID-19: Evaluation of overcoming the coronavirus crisis in Latvia and recommendations for societal resilience in the future" (VPP-COVID-2020 / 1-0013)

01.07.2020. - 31.03.2021 (V.Lubkina)

Academic staff have presented the results of scientific research in Latvia (RTA, LU, LLU, TTI, DU) in other countries (Lithuania, Poland, Serbia, Croatia, Bulgaria, Ukraine, Byelorussia, etc.), scientific publications published in databases of scientific articles EBSCO, SCOPUS, WOS etc.).

The lecturers involved in the field are LCS experts: V.Lubkina, A.Juško - Štekele, S.Martena, M.Rozenfelde. LCS experts also participate in project expertise and work as reviewers in the Promotion Boards.

The involvement of the academic staff in scientific research at RTA is encouraged in several ways:

- Since September 2018, RTA has joined the EURAXESS Latvia Network of Contact Points **to provide information and advice to foreign researchers on scientific career opportunities** at RTA, as well as to provide practical support to foreign researchers in mobility and their family members who wish to work and live in Latvia. In addition, the EURAXESS Latvia Network of Contact Points provides information and contacts for support abroad, both in Europe and worldwide and for researchers planning to participate in an outgoing mobility.
- RTA uses **project funding** to support and motivate its research staff. In 2018-2022 RTA is implementing the project "Support to international cooperation projects in research and innovation at RTA", No. 1.1.1.5/18/I/012, which provides financial support for Horizon2020 projects.
- RTA has developed a research support system, which provides for the **application of a coefficient** for the remuneration of the scientific staff, if they exceed the planned amount of scientific workload. The coefficient is also assigned to RTA staff who are experts at LCS.
- A research support fund has been set up at RTA to provide financial support in the amount of 400 EUR per year until 2020 and from the year 2020 - 200 EUR per year for each research staff member to provide the opportunity to attend conferences and/or to be published in international scientific journals.
- RTA foresees that research units' **performance funding** can be used for various research support activities, including allocation of a coefficient to the academic staff employed in the unit, increased workload for the research staff employed in the unit, introduction of new workloads of research staff, conference fees and business trip expenses.
- RTA staff have **financial incentives** when publishing in RTA collections of scientific articles, including publications indexed in international databases.
- RTA announces **internal scientific grants** to promote the involvement of students and partners in research.

Indirectly, the support provided by the RTA for research activities increases the competitiveness of the teaching staff, allows them to freely choose their research topic or to participate in larger research projects. RTA provides scientific mobility and the opportunity to establish national and international scientific partnerships.

See the list of publications by the teaching staff in the reporting period in Annex 14.

2.4.5. Specify how the involvement of the students in scientific research and/ or applied research and/or artistic creation activities is promoted. Provide the assessment and description of the involvement of the students of all-level study programmes in the relevant study field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

The content and volume of students' research work is determined by the content of the study programme and the work plans of the scientific units. See table 4.5.1. for the structure of students' scientific work.

Table 4.5.1

Structure and volume of students' scientific work

Study programme	Study courses	Study work	Diploma thesis/ bachelor's thesis	The total amount of scientific work
Professional bachelor's study programme "Social Work and Social Rehabilitation"	Introduction to research 1CP	Study work in sociology (2 CP) Study work Social work research methodology (3CP) Study work Quantitative and qualitative research methods (3CP)	Diploma work (12 KP)	21CP
Professional higher education study programme "Social Rehabilitator"	Introduction to research 1CP Social research methods 2CP		Qualification work (8 KP)	11CP

In addition to the basic study courses shown in the table, the elements of research work are included in the content of study courses, more often in the tasks of independent work.

Students in the study direction were involved in RTA scientific grant projects, for example:

- 3 students of the professional bachelor's study programme "Social Work and Social Rehabilitation", 7 students of professional bachelor's study programme "Social pedagogue" and 3 students of the study programme "Social Rehabilitator" were involved in the project "Research of young scientists in the social field: transfer of results in practice" (supervisor doc. Ž.Truskovska) whose implementation started in 2017. They conducted research on their chosen topics, spoke at the closing conference and prepared materials for publication. A collection of scientific and methodological materials "Research of young scientists in the social field: transfer of results in practice" has been published.
- In 2018, the project **"Preventive socio-pedagogical and social work today: challenges, solutions, practical experience"** was implemented (supervisor Doc. Ž. Truskovska). 4 students of the professional bachelor's study programme "Social Work and

Social Rehabilitation" and 6 students of the professional bachelor's study programme "Social Teacher" participated in the project implementation process. They participated in a study and compared preventive work in Latvia and Lithuania. They met with the head of the Lithuanian Association of Social Workers and members of the board, with social work students from Utena University of Applied Sciences, and presented their reports at the closing conference. A collection of project closing conference materials was published.

- In 2020 RTA implemented the project "Social work with children and youth" (guest lecturer T. Pīgozne), in which 2 students of the professional bachelor's study programme "Social Work and Social Rehabilitation" and 3 students of the professional bachelor's study programme "Social pedagogue" were involved. Their responsibilities included interviewing respondents, processing questionnaire data, and presenting their work at a conference.

Each year, students in the bachelor's programme are encouraged to participate in a student conference (see Section 2.4.2). Students' research activities at RTA are also one of the criteria for scholarship competitions.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

In order to improve the quality of the RTA study process, it follows that new scientific, technical, social, cultural or other ideas, developments and technologies are applied in the study process and are aimed at achieving RTA strategic goals. In order to improve the quality of the RTA study process, it is controlled that new scientific, technical, social, cultural or other direction ideas, developments and technologies are applied in the study process and are aimed at achieving RTA's strategic goals. Particular attention is paid to RTA indicators related to the study process, such as the relevance of study programmes to current business development issues, industry needs, research-based studies, student-centered study process. RTA has developed and implemented the innovations as follows:

1. RTA has established a study field expert council, which evaluates the compliance of study programme results with the needs of the branch and recommends improvements in the content of the study programmes and didactic strategy. The composition of the SD expert council, based on the RTA Senate decision No. 4 of 26 February 2019 "Regulations on SD expert councils at Rezekne Academy of Technologies" was approved at Council meeting of the RTA Faculty of Education, Languages and Design on 5 November 2019. SD expert council is made up of business professionals. Their recommendations for improving the content or process of studies significantly increase the compliance of programs with the requirements of the labor market.
2. The quality of RTA lecturers' work is evaluated on the basis of student-centered approach criteria and evaluation of the lecturer's contribution to the development of the professional, scientific competence of students. The quality of work ratio determines the remuneration of the teaching staff for the following year. This model encourages teachers to prioritize the development of student competence in their work.
3. In the result of Latvian-Lithuanian cross-border project "Developing of social psychological support service system through implementation of method of positive coping strategies and enhancement of social inclusion for people in vulnerable groups" (No. LLI-163) 01.04.2017. -

31.03.2019, the study course "Stress Management" was created.

4. ICT facilities: there has been created digitalized student registration system for semesters and courses, as well as digitalized student attendance system, etc., which saves time in tackling other growth-oriented challenges.

5. In 2015 RTA established the Eastern Latvia Technology High School, which promotes the connection and continuity of secondary and higher education.

2.5. Cooperation and Internationalisation

2.5.1. Provide the assessment as to how the cooperation with different institutions from Latvia (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners for the study field and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the cooperation partners.

Cooperation at the national level in SD is developed first of all with **employers, regional municipalities and private institutions**. The most important forms of cooperation are as follows:

- provision of student internships;
- participation in the organization of events (discussions);
- participation in the organization of the event "Career Days";
- participation in State final examination commissions;
- guest lectures for students and staff;
- work-based studies (RTA teaching staff - professionals);
- recommendations on research topics (Social Services);
- internships of academic staff in institutions;
- general education activities for students: study tours.

In order to strengthen cooperation with employers, RTA offers employers to deliver lectures and seminars organized within the framework of RTA cooperation networks. Study tours are organized for students to learn about the diversity of professions in the field of social work. NGOs in the city of Rezekne are happy to show their work and invite students to work as volunteers, as well as to work permanently in their organization. Students have been on excursions in the village of Camphill "Rožkalni", in the community "Kalna Svētību kopiena" in Brukna manor, in the Social Integration State Agency in Jurmala, etc.

For a list of SD cooperation agreements, see Annex 15.

Strategic partners in the social work sector: Social work specialists cooperation council (SDSSP), Rezekne Municipality Social Service, Rezekne city council administration "Social Service", Ludza municipality social service, Rezekne territorial organization of the Latvian society of the blind, Rezekne regional society of the Latvian association of the deaf, Autism support service in Rezekne, association "Eņģeļi ar mums" in Rezekne. Within the framework of cooperation, employees of

institutions deliver lectures on the specifics of social work in the respective field, students get acquainted with the activities of NGOs, forms of social support, practice and internship, if there is a vacancy in one of these institutions, students are the first ones who are offered job opportunities.

The following criteria are taken into account in the selection of cooperation partners:

- The cooperation partner works in the field of social welfare;
- Has experience in dealing with social welfare issues;
- There is positive characteristics about the operation of the institution;
- There has been / is cooperation in joint projects;
- Is interested in training new specialists and offering job opportunities;
- Is responsive, open to the search for new forms of cooperation.

Cooperation agreements are concluded when the cooperation is actually taking place within the framework of projects, organizing joint seminars and webinars.

Cooperation with the academic sector in Latvia and abroad:

- agreements on the right of students to continue their studies if the implementation of the programme at RTA is terminated (for the professional bachelor's programme - Liepāja University partners take responsibility for continuing the programme, for the professional programme "Social Rehabilitator" - University of Latvia Agency "P.Stradins College of the University of Latvia"),
- SD lecturers participate in state examination commissions, review doctoral theses (in cooperation with DU, LU, LiepU, Vilnius University Siauliai Academy).
- Colleagues of cooperation partner universities participate in the international scientific conference "Society. Integration. Education" organized by RTA. Students use conference publications on the issues in the specific study course or for their study/diploma work.

Cooperation with the academic sector in Latvia and abroad is usually based on the following criteria:

- There has been / is cooperation in joint projects, conferences;
- There is cooperation in other study directions;
- Prepares specialists in the field of social work;
- There is a common vision in the training of social work specialists;
- There is joint research on social welfare issues.

Bilateral negotiations on various forms of co-operation ultimately provide an opportunity to conclude co-operation agreements.

Different types of cooperation creates an opportunity for the study direction to improve the training of specialists in the field of social work, improving the connection between theory and practice and providing an opportunity to conduct research on various social welfare issues in real life, and to gather the best experience in solving these issues.

2.5.2. Provide the assessment as to how the cooperation with different institutions from abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners suitable for the study field and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the

attraction of the cooperation partners.

The main strategic goal of RTA internationalization is to become an internationally competitive academy of engineering, social sciences and humanities that are integrated into the European Higher Education and Science, to prepare motivated and creative students who are demanded in labour market, as well as to have an open, dynamic academic and scientific environment for sustainable development of society, at the same time promoting the international recognition of the study programmes included in the SD and sustainable transnational cooperation. The tasks of the implementation of the strategic goal envisage:

- to ensure the acquisition of double and/or dual diplomas at RTA,
- to ensure the export capacity of the study programmes offered by RTA,
- to attract high-level professors from abroad to ensure the study process,
- to develop the implementation of internships abroad,
- to promote the development and implementation of integrated study programmes and programme modules in foreign languages for foreign students,
- to develop the content of study programmes required in the international labor market in cooperation with internships, employers, public administration institutions, professional organizations and associations,
- to develop co-operation with foreign universities (including in the CIS countries) for the improvement of study programmes,
- to participate creatively in European education and science programmes by supporting exchanges of students, lecturers and staff.

SD activities in the field of internationalization are fully in line with the RTA Strategy. A joint bachelor's programme "Social Work and Social Rehabilitation" has been developed and it provides the opportunity to obtain a dual Latvian and Lithuanian diploma. Siauliai Academy has been selected for cooperation. The professional competencies acquired in the studies of the bachelor's programme cover current issues in the field of social work in Latvia and Lithuania, which is an important aspect of Latvian-Lithuanian cooperation in the field of social work. During the reporting period, RTA students practiced in such Lithuanian social work institutions as Public Institution Mother Teresa's Family Home, Šiauliai City Municipal Social Service Center and Rehabilitation Centers for Addicts. In turn, Lithuanian students practice in RTA co-operation professional institutions such as Rezekne City Council Administration "Social Service" - shelter, multifunctional social service center, nursing home, Rezekne territorial organization of Latvian Society of the Blind, Rezekne regional society of the Latvian Association of the Deaf.

Cooperation with the academic sector in Latvia and abroad is usually based on the following criteria:

- There has been / is cooperation in joint projects, conferences;
- There is cooperation in other fields of study;
- Prepares specialists in the field of social work;
- There is a common vision in the training of social work specialists;
- There is joint research on social welfare issues.

The RTA Public Relations Department ensures RTA international and internal (national) cooperation and establishes contacts with foreign institutions in order to maintain and develop the quality of studies and research at RTA, prepares cooperation agreements with higher education, research and other institutions.

The International Staff Training Week has been organized for several years, with the aim to bring together the RTA academic staff and current and future co-operation institutions in order to strengthen international co-operation, exchange ideas and learn together. It is an opportunity to meet new people who can become partners in the future.

2.5.3. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad. Provide the assessment of the incoming and outgoing mobility of the teaching staff in the reporting period, the mobility dynamics, and the issues which the higher education institution/ college faces with regard to the mobility of the teaching staff.

RTA international cooperation and internationalization policy is based on the Erasmus Charter 2021-2027, which is a written document issued by the European Commission, enabling RTA Study Directions to participate in Erasmus+ programme activities. The Charter sets out the basic principles to be followed in organizing and implementing the activities of the Erasmus+ programme. The main principles of RTA internationalization are set out in the ERASMUS Policy Statement. RTA is a member of the Latvian Higher Education Export Association and develops cooperation with partners in Uzbekistan, China, Kazakhstan and India to attract students to the international higher education market. RTA has concluded more than 100 agreements within the ERASMUS + project. In order to promote the activity of partners, the faculty regularly organizes international weeks, which ensure the implementation of the policy of internationalization of studies and research environment.

During the reporting period, lecturers from Lithuania and Turkey delivered lectures in the study programs of SD "Social Welfare" within the framework of ERASMUS + mobility.

During the reporting period, the teaching staff of SD "Social Welfare" taught in Lithuania, Poland, Sweden, Germany, Bulgaria, the Netherlands, Spain and Bulgaria within the framework of ERASMUS + mobility. RTA lecturers regularly use the opportunities offered by ERASMUS.

Foreign lecturers participate in the annual international scientific conference "Society. Integration. Education." In 2018, ten speakers from the universities of Latvia, Lithuania, Italy and Russia participated in the conference, presenting the results of their research on social welfare issues. In 2019, 16 speakers from RTA, Utena College, Pskov State University participated in the conference. In 2021, there were 14 speakers from Latvia, Lithuania, Italy, Poland, the Czech Republic, Slovakia and Ukraine.

Attracting foreign teaching staff is an important indicator of the quality of studies of SD "Social Welfare". Attracting foreign lecturers is organized in several ways: firstly, guest lectures in the relevant SD study programme are regularly delivered by Erasmus + mobility partners. For example, in the academic year 2017-18 there were 3 lecturers from Lithuanian universities, in the academic year 2018-19 - 2 guest lecturers from Turkey, etc. (see statistics in Annex 17,18).

Studies abroad are provided to RTA students by inter-university cooperation agreements, for example, within the framework of the ERASMUS + programme. The number of agreements is being expanded according to the interests of the study programmes. This SD has agreements with universities in European countries that provide a wide range of options for ERASMUS mobility. Each student can choose the amount of one academic semester/year and one internship at a partner university or social welfare institution. Until now, the students of the study programme "Social Work

and Social Rehabilitation" have not used the offered opportunities. This can be partly explained by the fact that most students are already working and do not want to terminate their employment, because they have a steady income and deal with material security issues, most of them have families and small children.

In order to increase the number of outgoing student mobility and develop students' communication in the international environment, the study programme "Practical Foreign Language" in the amount of 4 CP is included in the study programme. In order to promote inbound mobility, the study program is preparing a module on social work with refugees in English. Achieving the results of the study courses included in the study programme will promote the development of students' intercultural communication competencies.

Attracting foreign guest lecturers to the study process also takes place by implementing various projects, which also envisage attracting highly qualified foreign lecturers in the implementation of study programmes. Foreign lecturers are selected through competition, which is announced by advertisement on the EURAXESS portal.

RTA has been supporting the attraction of foreign researchers since 2018 and has become one of the Euraxes contact points in Latvia, whose task is to provide information and advice to foreign researchers on scientific career opportunities in Latvia, as well as to provide practical support to foreign researchers and their family members who want to work and live in Latvia. In addition, the network of EURAXESS Latvia Contact Point provides information and contacts for receiving support abroad, both in Europe and worldwide, for those researchers who plan to go on outgoing mobility. EURAXESS is one of the initiatives of the European Research Area, which aims to promote the international and intersectoral mobility of researchers in Europe and in third countries and to support an open labor market for researchers.

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

2.6.1. Assessment of the fulfilment of the plan regarding the implementation of the recommendations provided by the experts during the previous accreditation of the study field, as well as the assessment of the impact of the given recommendations on the study quality or the improvement of the study process within the study field and the relevant study programmes.

The previous external evaluation of the SD was carried out in 2011-12. A panel of experts (Britta Norgaard, Romas Lazutka, Maija Sarkane) assessed **the quality, resources, sustainability and cooperation of SD**. There was one SD programme, the Professional Higher Education Programme "Social Rehabilitator", which was also assessed as sustainable and recommended to be developed into higher level programmes. In its report, the commission emphasized the strengths of the study programme, such as orientation to the needs of the region, cooperation with other higher education institutions, clearly defined study goals and results, active participation of lecturers in scientific research work and inclusion of these results in their study courses. The positive aspects also included balanced acquisition of theoretical and practical skills, a well-thought-out learning outcome evaluation system, as well as international cooperation. In the area of resources, the plans of RTA to build a student campus and provide accommodation for students were appreciated. The

commission's recommendations for improving the operation of the study direction and the measures taken by RTA to implement these recommendations are provided in Table 6.1.1. The experts have recommended the following:

To expand more active cooperation with educational institutions in Latvia and abroad:

- When developing study research papers, students should make more use of scientific literature in foreign languages,
- To involve students in research cooperation with other institutions,
- To improve teaching materials and applications in the electronic environment, adapting their content to the students' needs,
- To improve foreign language skills of lecturers and students,
- The range of literature in foreign languages available in the library should be increased.
- The study direction has performed meaningful work on the fulfilment and implementation of these recommendations. For an overview of the measures taken to implement the recommendations, see Annex 19. and table 6.1.1.

Table 6.1.1.

Progress in implementing the recommendations of the Accreditation Commission at RTA

Recommendations	Implementation process
To expand more active cooperation with educational institutions in Latvia and abroad.	<p>During the reporting period, RTA licensed and implemented a joint professional bachelor's study programme "Social Work and Social Rehabilitation" with the University of Siauliai (Lithuania), providing for mutual recognition of the study content and the possibility to obtain two diplomas.</p> <p>Active cooperation took place with the School of Management and Social Work "Attistiba". In 2014, when the first level professional higher education study programmes "Social Rehabilitation" were closed, many students continued their studies at RTA.</p> <p>Cooperation with other Latvian higher education institutions and the Ministry of Welfare takes place by participating in the Cooperation Council of Social Work Specialists.</p> <p>Cooperation with foreign universities is implemented within the framework of the ERASMUS + programme and various projects.</p>

When designing their research projects, students need to make greater use of scientific literature in foreign languages

- A Rector's order was issued in 2014, which states the requirements for the use of foreign sources (including international periodicals) in designing student research projects: at least 35 scientific literature sources in a Master's project; at least 16 scientific literature sources in a Bachelor's project.
- RTA provides access to the leading databases of scientific periodicals (WoS, Scopus), etc., which facilitates students' work.

To involve students in research cooperation with other institutions

In the annual student scientific conference "Personality. Time. Communication.", Students' research has been conducted in various social welfare institutions, according to the research topic.

RTA scientific grants in the field of social welfare (in 2017- Research of young scientists in the social discipline: transfer of results in practice, in 2018 - Preventive socio-pedagogical and social work in today's world: challenges, solutions, practical experience, in 2020- Social work with children and youth) are carried out in co - operation with the relevant institutions.

Improve interactivity during internship

Supervisions (group supervision is mandatory, individual supervision is upon request) introduced during student internships.

The part of the planned internship in the study programme "Social Work and Social Rehabilitation" is organized in Siauliai municipality in Lithuania.

Students use Erasmus + opportunities for internships abroad (study programme "Social Rehabilitator" in 2016 -1; 2017 - 3 students)

The range of literature available in the library in foreign languages in the field of welfare needs to be increased

Regular book purchases. In the period 2015-2020 more than 523 books were purchased, 25% of them in English. Available databases also provide access to social welfare publications in foreign languages. Students of the study programme "Social Work and Social Rehabilitation" use the collections of the Vilnius University Siauliai Academy Library on social work in Lithuania.

To improve the use of teaching materials and applications in the electronic environment, adapting their content to students' needs.

The website of RTA study courses e-kursi.rta.lv has its own website for each programme study course. The lecturers place the necessary materials in their study course (study course programme, presentations, texts, e-mail materials, according to the topics covered in the study course). The student can independently get acquainted with the materials on the website or submit the necessary work.

To improve lecturers' and students' foreign language skills of

Study course Practical Foreign Language in the study programme "Social Work and Social Rehabilitation" - 4 CP Within the framework of RTA project No. 8.2.2.0/18/I/002 "Strengthening of RTA academic staff in SD "Education, pedagogy and sports", the lecturers involved in the SD "Social Welfare" develop their English language skills. Both students and lecturers learn the language individually by attending foreign language courses or taking individual tuition classes.

Expert evaluation by study directions in Latvia, Higher Education Council, Riga, 2012, http://www.aip.lv/ESF_projekts_publ_32_1.htm

2.6.2. Implementation of the recommendations given by the experts during the evaluation of the changes to the study programmes in the respective study field or licensed study programmes over the reporting period or recommendations received during the procedure

for the inclusion of the study programme on the accreditation form of the study field (if applicable).

One new programme was licensed during the reporting period. The professional bachelor's study programme "Social Work and Social Rehabilitation" has been licensed on 27.08.2014. License No. 04048-87. Taking into account the recommendations of experts, the following changes were made in the study programme:

- the common quality system of the study programme has been improved;
- a study programme development plan has been developed;
- improved descriptions of study courses and the lists of recommended literature for the study courses were re-evaluated and specified, ensuring that students had access to both the latest literature in the field and the chrestomatic sources of literature.

Several expert recommendations were incorporated into the study programme development plan. Including:

- regular updating of scholastic literature in accordance with the Literature provision procedure approved by the RTA Study Council at RTA,
- improvement of the guest lecturer support system in accordance with the RTA human resources development plan for 2018-2023,
- closer connection of the teaching staff's research interests with the study courses to be delivered, at the same time promoting interdisciplinary research of horizontal impact in the field in accordance with the RTA Research Strategy 2019-2023,
- attracting more geographically comprehensive foreign guest lecturers for the implementation of the programme, including through ESF project funding, Erasmus + mobility activities and international partnerships established by RTA.

See Annex 19 for an overview of the implementation of the recommendations for the professional bachelor's programme.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Annex 1.docx	1.pielikums.docx
The management structure of the higher education institution/ college	Annex 2.docx	2.pielikums.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex 3.docx	3.pielikums.docx
The management structure of the study field	Annex 4.docx	4.pielikums.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Annex 5.docx	5.pielikums.7z
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Annex 6.docx	6.pielikums.pdf
Standard sample of study agreement	Annex 7.docx	7.pielikums.docx
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Annex 8.docx	8.pielikums.docx
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	Annex 9.docx	9.pielikums.docx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Annex 10.7z	10.pielikums.7z
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	Annex 11.docx	11.pielikums.pdf
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	Annex 12.docx	12.pielikums.pdf
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	Annex 13.docx	13.pielikums.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Annex 14.docx	14.pielikums.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	Annex15.docx	15.pielikums.docx
Statistical data on the teaching staff and the students from abroad	Annex 16.docx	16.pielikums.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Annex 17.docx	17.pielikums.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Annex 18.docx	18.pielikums.docx

II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Annex 19.docx	19.pielikums.docx
An application for the evaluation of the study field signed with a secure electronic signature	4.9.18_20211124_lesniegu.ms.edoc	4.9.18_20211124_IESNIEGU.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
4.9.36_20220125_lesniegums_novertesana_LV.edoc	4.9.36_20220125_lesniegums_novertesana_LV.edoc
4.9.36_20220125_lesniegums_novērtēšanai_ENG.edoc	4.9.36_20220125_lesniegums_novērtēšanai_ENG.edoc

Social Work and Social Rehabilitation (42762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social Work and Social Rehabilitation</i>
Education classification code	<i>42762</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Rita</i>
Surname of the study programme director	<i>Orska</i>
E-mail of the study programme director	<i>Rita.Orska@rta.lv</i>
Title of the study programme director	<i>Mg.psych.</i>
Phone of the study programme director	<i>+371 26888985</i>
Goal of the study programme	<i>To prepare social work specialists with high professional and intercultural competencies, who, based on modern theories of social work and other social sciences, will be able to comprehensively assess the social needs of individuals, groups and society, to study and solve problems arising from their interaction, to promote positive changes in the quality of life and strengthen person's abilities by providing social rehabilitation services, to observe ethical principles of professional activity and human values, to reflectively evaluate his own professional work on a regular basis, as well as will be able to compete in changing socio - economic conditions and will be motivated for lifelong learning and professional development.</i>

Tasks of the study programme	<ul style="list-style-type: none"> • <i>To provide knowledge and develop students' understanding of social work, social rehabilitation, psychology, social work methodologies, which opens up an opportunity to obtain 5th level professional qualification "Social worker" corresponding to second level professional higher education standard and professional standard;</i> • <i>to create conditions for students to acquire methodologies and technologies for identifying social problems and providing social assistance to representatives of various target groups;</i> • <i>to develop skills to perform the functions of a social worker in any type of social care institutions, local government institutions, etc. in accordance with the professional standard, i.e. to identify social problems at the micro, meso and macro levels, to provide assistance and support to the client in solving social problems, ensuring the client's participation and observing social justice, to develop and implement preventive programs at all levels of social work practice, to determine the priorities of the work to be performed, to work in a team and to plan, organize and manage its work, as well as to perform the work individually;</i> • <i>to develop skills to evaluate the social processes of the society and to offer constructive proposals to municipalities and the government for solving social problems of various target groups;</i> • <i>to improve students' research skills and abilities, to help students develop scientific research skills when studying social problems, to analyze and evaluate the quality of social services and social assistance, encouraging research and analytical activities in the field of social processes;</i> • <i>to promote the development of students' creative, responsible personality, which would foster the formation of their self-education needs and promote further studies and lifelong learning.</i>
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Results of the study programme	<p><i>Knowledge (knowledge and understanding):</i></p> <p><i>Z1. To show the knowledge specific to the profession of social policy, social legislation and social worker and a critical understanding of this knowledge;</i></p> <p><i>Z2. To demonstrate in-depth knowledge and understanding of the role of social work and the role of rehabilitation in the development of society and in solving social problems;</i></p> <p><i>Z3. To demonstrate the basic principles of the social welfare system and mechanisms of functioning of basic elements and the understanding of the most important concepts and regularities in the field of social work.</i></p> <p><i>Skills (ability to apply knowledge, communication, general skills):</i></p> <p><i>P1. Able to use the acquired theoretical knowledge and skills, perform professional, innovative or research activities, justify decisions, and, if necessary, perform additional analysis and integrate knowledge of different fields.</i></p> <p><i>P2. Ability to formulate and critically analyze problems regarding availability and quality of social care and services and the process of socialization of people with various social, mental and physical disorders.</i></p> <p><i>P3. Ability to demonstrate understanding and ethical responsibility for the potential impact of professional activities on the environment and society;</i></p> <p><i>P4. Ability to independently structure their own learning, direct their further learning and professional development.</i></p> <p><i>P5. Ability to show a scientific approach to problem solving, take responsibility and initiative when working individually, in a team or leading the work of other people.</i></p> <p><i>P6. Ability to make decisions and find creative solutions in changing or uncertain conditions within the professional competence of a social worker and find creative solutions for client's social activation.</i></p> <p><i>Competence (analysis, synthesis and evaluation):</i></p> <p><i>K1. Able to independently obtain, select, analyze and scientifically substantiate information and use it when making decisions and solving problems in the field of social work, take responsibility and initiative when performing individual social work or working in an interprofessional team.</i></p> <p><i>K2. Ability to demonstrate understanding and ethical responsibility for the potential impact of professional activities on the environment and society.</i></p> <p><i>K3. Ability to independently promote the development of their competencies and the chosen specialization.</i></p>
Final examination upon the completion of the study programme	<i>Diploma thesis</i>

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>

Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Social Work</i>
Qualification to be obtained (in english)	<i>Social Worker</i>

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

The study programme was licenced on 27.08.2014, Licence No.04048-87. Students were enrolled in the study year of 2015/2016. The programme is developed in cooperation with Siauliai University (now Siauliai Academy of Vilnius University). Both these higher education institutions developed and implemented the joint programme following the law regulations of the states. Meanwhile, there were changes in the standards of state education in these countries; a new professional standard of a social worker was worked out in Latvia. This resulted in introducing changes in the content of the programme. Now, the programmes in Siauliai Academy and Rezekne Academy of Technologies have 18% difference in total. Changes in the general education study courses were in the amount of 10 credit points, in the theoretical study courses of the field – 6 credit points, in the professional specialisation courses – 12 credit points. This makes 28 credit points altogether. Now, 1st- and 2nd-year students are taught according to these changes in the programme. According to Article 55 of Higher Education Law, in terms of joint study programmes, a higher education institution and a partner institution involved in the implementation of a programme implement at least one tenth of the entire corresponding study programme each. 1/10 of the programme is implemented in cooperation with ŠA and RTA lecturers. They have agreed on the division of topics in the study course to be taught by each lecturer.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The title, aim, tasks, degree to be obtained and learning outcomes of the study programme “Social work and social rehabilitation” are defined in accordance with:

- the National Qualifications Framework (LQF) complying with the European Qualifications Framework (EQF). The study programme corresponds to LQF level 6, therefore the learning outcomes are defined in accordance with the descriptions of knowledge, skills and competencies corresponding to level 6, which are available in Regulation of the Cabinet of Ministers (Cabinet Regulation) No. 332 *Regulations on the Classification of Education in Latvia* of 13.05.2017.
- Cabinet Regulation No.512 ‘Regulations on the second level of professional higher education state standards’ indicating the structure of a programme encompassing the background and

principles of social work, structures and methodology courses, the development history of the field and the current issues, as well as the description of the sector and the cross-sectoral issues. The field specialisation courses ensure the development of skills relevant to the profession paying significant attention to internships. The duration and volume of the programme comply with the requirements specified in the National Standard of Education.

The title of the academic bachelor's study programme "Social work and social rehabilitation" has been chosen in accordance with the procedure of classification of **education and science branches** in Latvia in order to ensure synergy of study and research activities in the content and process of studies. The programme focuses on knowledge and abilities working with children, youngsters, and people with disabilities; that is why, the social rehabilitation work of a social worker is in the focus of attention. The programme development workgroup of Siauliai Academy of Vilnius University and the Faculty administration found it necessary to include social rehabilitation in the title as the indication of the specialisation. As both Siauliai Academy and RTA have diverse experience in implementing special education programmes, it was decided to use this in the programme 'Social work and social rehabilitation', for the social work target groups are people with disabilities, children, youngsters, and their families.

The aim of the programme is to prepare students to work in the field of social work with high level of professional and cross-cultural competencies, it also aims to direct students in their research work ensuring graduates' competitiveness in Latvian and international labour market. The tasks that are set to implement the aim provide the correspondence of educational programmes to the studies and science regulations of Latvian Republic.

According to the classification of educational programmes, the programme 'Social work and social rehabilitation' corresponds to the education thematic group *Health Care and Social Welfare*, which includes the education thematic field *Social Welfare* that involves the education programme group *Social Services*, which creates the education programme union *Social Work*. According to the classification of branches of science, the programme corresponds to the field of *Sociology* and the sub-field of social work *Social Politics and Social Work Organisation*.

One of the programme tasks intends to provide students with knowledge acquisition and competence development in social work, social rehabilitation, psychology, and methods of social work. To achieve this, the structure of the professional bachelor study programme is formed to give an extensive exposure to the content of sociology and social work as a branch of science. Studies in all parts of the programme are organised as study courses. The theoretical study courses and professional specialisation courses of the field ensure to enforce a certain task. The task is to develop abilities to carry out the functions of a social worker in any type of social care institutions and municipality organisations according to the standards of profession, that is, to identify social issues at micro, meso and macro levels, provide a client with help and support in the solution of social issues giving the client an opportunity to cooperate and ensuring social justice; develop and implement preventative programmes at all levels of social work; define the priorities of the teamwork, organising and managing the work, as well as working individually in order to develop a social worker's professional skills. Internships play a major role in the development of these skills. The study process includes 6 periods of internship, which strengthens theoretical knowledge in practical work and acquaints with social work in various target groups. Many professional specialisation study courses (e.g. individual Social Work, Basics of Groupwork in Social Work, Counselling and Mediation in Social Work, Social Work with Family, etc.) have an equal share of theoretical and practical classes. This improves the young specialist's knowledge, abilities and competencies according to the intended study results of the programme. The following programme implementation develops the students' research skills, improves their analytical, innovative and critical thinking skills, as well as communication competence. The joint study programme is

implemented by each higher education institution in accordance with the Official Language Laws in each country (in Latvia - in Latvian, in Lithuania - in Lithuanian). English is used only in certain study courses: Professional rehabilitation, Counseling and mediation in social work, Socialization and social rehabilitation of people with disabilities, Individual social work, Specialty language in Latvia (Lithuania). These study courses are implemented together by the lecturers of ŠA and RTA, agreeing on which topics will be covered by each lecturer. Students improve their English language skills in the 1st study year, where 4 CP are envisaged for the improvement of language skills.

The study results of the study programme are focused on the synergy of studies and research activities in the field of social welfare, which intend to develop certain skills and competencies apart from giving particular knowledge. In order to effectively achieve the results of the study programme, RTA applies a study process based on a student-centred approach, providing for the development of students' independence, entrepreneurship and initiative. An essential precondition for successful achievement of the learning outcomes is the contingent of enrolled students. Admission to the study program is based on the Law on Higher Education Institutions of the Republic of Latvia, the Cabinet Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes, and RTA Admission Regulations. The applicants for the study programme are enrolled according to the results of 3 centralised exams: Latvian language, Foreign language (one foreign language, including English) and Mathematics.

Admission requirements provide that additional points are awarded in the following cases:

- Mathematics - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- Russian - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- German - State Olympiad of Latvia - 1 point (for each place)
- French - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- The certificate for a successful acquisition of the educational program of interest-related education in the project "Be a Leader" ("Esi Līderis") of the Latvian Academy of Business and Management (LUMA) - 1 point
- Graduate of the Eastern Latvia Technology High School - 1.5 points

The expected number of applicants is based on previous year admission statistics and an increasing demand for social work specialists in the labour market. In the past 6 years, the average number of applicants for these programmes has been 2 candidates for one state budget funded study place. This stability proves that the students have purposefully chosen social work studies.

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

The location of higher education institutions (HEI) in the regions with the aim to promote regional development since the middle of the 20th century in Europe and all over the world has been recognised as an essential regionally-political instrument, particularly emphasising the positive influence of HEI on demographic, economic, infrastructural, cultural, educational, social and other processes. The essential role of HEI as regional and innovation centres, which is particularly essential for the development advancing of regional national economy has been particularly emphasised also in the most recent EC reports and strategic documents. According to OECD data exactly Latgale region shows the lowest indicators of economic stability in Latvia. The data of Latvia's Central Statistics Bureau also testify that Latgale region when referring to GDP considerably fall behind other Latvia's regions. The highest welfare risks have been found out for a

long – term in Latgale among Latvia's statistical regions (the highest unemployment rate, the highest poverty risk, the highest insecurity risk, the highest Gini index, the lowest salary, the highest percentage of people whose earnings are below minimal income, the highest number of inhabitants in the age group over 70, the highest number of households where at least one person needs the assistance of other people and other indicators. Such situation requires an immediate action for the training of social rehabilitation and social work specialists, and the professional bachelor programme "Social work and rehabilitation" is directed to it.

In such circumstances the training of academically educated and professionally qualified social work specialists who can become the providers of support and assistance for the people, overcoming crises and solving problem issues, to involve actively in the research and solutions of the social problems, in the development of social policy in the region and in the development of social entrepreneurship.

The joint study programme "Social work and rehabilitation" corresponds to the priorities of both countries' regional development (formation of open, creative and responsible community). It emphasises the social security systems, which decrease social exclusion and provide social integration, development, high quality social services for unprotected population groups, as well as provide support for different costumers' groups; organise employment and relaxing activities for those who need social support, social risk families and risk group children. The trained qualified social work specialists help to implement the priority aims of both sides' development strategies, developing the availability of high-quality social services.

The first graduation in the study programme took place in spring of 2019. In total 11 students have graduated from the programme now, all of them work I social welfare field institutions 3 of them work in Rezekne city, 3 – in Rezekne region 2 – in Balvi region (one has died in 2021), one – in Madona, Ludza and Aluksne regions.

Social workers are in demand at. labour market. The employment rate of the students testifies on it: 44 % of the students work in the field now, 83% of the 4th students work.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

The number of the students at the professional bachelor programme "Social work and rehabilitation" has been analysed during the period from the beginning of the programme implementation in 2015. (see the chart 3.1.2.1.)

chart 3.1.2.1.

Total number of the students at the bachelor study programme

	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020.	2020/ 2021	2021/ 2022
RTA	6	9	18	20	21	24	27

SA	26	21	29	28	36	25	24
in total	32	48	47	47	57	49	51

Different factors influence the fluctuations of the students' number. MES provided state budget funded study places for the bachelor study programme only for year 2021; during the previous years the were provided from the other programmes of the faculty, if they remained unfilled. The students who entered into the agreement on self-financed studies in most cases left their studies during their first or second year. The programme has been implemented only in the full- time study form, therefore the combining of work and studies cause difficulties. During the first years of the programme's implementation the programme was still unrecognisable, it was not worked enough on the programme's advertising.

The number of students is higher at Siauliai academy as they received the licence earlier and they started the implementation of the programme already in 2014/2015 study year. The number of students is also considerably increased by the graduates of collegiums (Panevezys, Siauliai, etc.) from the social welfare study programmes who have been enrolled at the later study stages.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

RTA Strategy foresees to determine the implementation of the full cycle studies as a priority in the development of the study direction (SD), cooperating with other higher education institutions both in Latvia and abroad (U 2.2.), as well as to develop joint study programmes, providing opportunity to master double diplomas with other higher education institutions both in Latvia and abroad in order to promote raising of financial resources and the process of internationalizing, including the implementation of franchising (P.2.4.1.).

SD has the experience of the joint study programmes' implementation, international cooperation and mutual studies' recognition. Since 2014 RTA has implemented two joint programmes with Lithuania higher education institutions: "Catering management" (with Utena Collegium) and "Management of technologies and innovations" (with Klaipeda Collegium). Since 2015 RTA has implemented a joint programme in the sphere of welfare with University (now Vilnius University Siauliai Academy)"Social work and social rehabilitation". Cooperation with Siauliai Academy in the spheres of special education and social pedagogy has a long history, several joint projects have been implemented, lecturers participate in scientific conferences of both universities, academic mobilities and conduct joint research. ŠA has experience in developing and implementing joint study programmes in cooperation with both Lithuanian and foreign universities. The first joint Bachelor's study programme Kinesitherapy with Klaipeda University is being implemented. During the feasibility study, ŠU implemented a project for the development of the international joint Master's study programme *Social Work* together with "Open International University of Human Development "Ukraine"".

Developing the joint bachelor study programme "Social work and social rehabilitation", its developers in 2013 – 2014 based their vision on:

1. *International terms, which regulate higher education and EU higher education development,*

which have been stated in the following documents:

- Bologna declaration (1999), which foresees stimulating of European dimension in higher education, formation of competitiveness and attractiveness of European educational system;
- Prague communique (2001), by which the conception of lifelong education, the strengthening of higher education institutions and students' role, favouring of European higher education environment's attraction;
- Dublin descriptors (2004), the foreseen studies' complexity levels of which, correspond to the 6th level qualification requirements described in the national infrastructure of qualifications;
- European infrastructure of qualifications for lifelong education (2009), which links qualification systems of different EU countries and works as a transfer instrument, which promotes mobility and life-long education of citizens;
- London communique (2007), in which social dimension of European higher education, mobility, ensuring of capacity for work, life-long education and recognition, etc. have been emphasised;
- Recommendations of European Parliament and Council 2006/962/EK on basic skills in life-long education and others.

2) The documents of International Federation of Social Workers (IFSW), **the International Association of Schools of Social Work (IASSW)**, which regulate the competences of social worker and social rehabilitation specialist, as well as the *recommendations* of the World Association for Psychosocial Rehabilitation (WAPR) *on social rehabilitation strategies* in globalisation process – to combine the efforts of the families and other associations, industry and trade unions to create the conditions for employment and welfare for the people with psychical disturbances and for special needs people. (2006, Athens)

The documents, which regulate the policy of higher education in Latvia and Lithuania according to Constitutions of both higher education institutions, were also taken into consideration working out the programme.

The main issues of the joint study programme's implementation have been justified in bilateral agreement between Siauliai University (Lithuania) and RTA (Latvia) (in annex 15) Cooperation agreements). The complements to the agreement on the awarding of the joint diploma have been worked out about organising of internships.

The joint study programme provides an opportunity:

- To prepare qualified specialists in the context of Lithuania, Latvia and the EU for balancing higher education and the labor market in the field of social services;
- Gives students and lecturers of both countries the opportunity to work together in a different academic and cultural environment.

A close and successful cooperation have formed during these years. The joint study programme has been perfected, the issues on the languages' usage during internships, on the usage of e-environment's opportunities during the organising of internships during the pandemic of Covid -19 have been solved in order to provide a safe work environment both for students and for internship places.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The study programme's aims and results are formulated, and consequently the aims and learning outcomes of each study course also follow, i.e. what the student is able acquiring the study programme as a whole and what the student is able acquiring a separate study course.

Study results are linked with the guidelines, basic tasks, the skills necessary for the exercising the employees' functions, knowledge and competences, which are based on the changing environment of the modern labour market. The mapping of the study courses for the achievement of the study programme's results (see in Annex 6)

Evaluation criteria shall be developed so that they match the learning outcomes, are justified, verifiable and accessible to a student at the beginning of the study program and a separate study course. Study course programs are available in the www.lais.lv system.

The structure of the study programme at RTA is regulated by the "Regulations on the development of study course programmes" approved by the Study Council which envisage to include in the study programme the information such as requirements for commencement of the study course, the knowledge, skills and attitudes to be acquired at the end of the course (study results) work, requirements for assessment of study results for obtaining credit points, literature, etc. organizational issues of the study course content.

In order to ensure the connection of the content of the study courses, the results to be achieved with the aims and results of the study programme:

- the lecturer plans the attainable results of the study course in accordance with the concrete results of the study programme reflected in the form of the study course programme;
- the teaching staff coordinates the study results defined in the study course with the director of the study programme/ module, who is responsible for determining the study programme/ module study outcomes;
- all study course programmes are approved at the Study direction council, after assessing whether the student's independent work is included and reasonably considered in the study course programme, whether recent literature of the field (including English) is included in the work, whether the planned examination forms can be used to fully assess competencies acquired by students and other essential questions. If the Study direction council has any objections regarding the conformity of the study course content with the didactic strategy of the study programme, the Study direction council asks the teaching staff to eliminate the shortcomings and improve the study programme;
- in order to control the planning of study course study outcomes, the study programme director shall conduct study course mapping, which allows to verify and, if necessary, correct the study course content in order to ensure the achievement of study programme goals and results.

(See Annex 8 for descriptions of study courses of the study programme)

Evaluating the correlation between the learning outcomes of the study programme and the study courses, we believe that the learning outcomes defined in the study courses ensure the fulfillment of the learning outcomes of the study programme, allow to achieve the aim of the study programme and complete the tasks. In turn, the conditions for the assessment of learning outcomes defined in the study courses and the study programme allow to determine the level of completion of learning outcomes at the level of knowledge, skills and competencies.

Social work branches, labour market necessities and the tendencies of social work research branch were taken into consideration during working out of the study programme.

In order to ensure the topicality of the study programme in the labour market, RTA has established a procedure for regular evaluation and adjustment of the study content, involving representatives of the industry and employers. Employers are involved in the implementation and evaluation of the programme in several ways:

- **SD experts' board** work in SD. The professionals of the branch are involved into its structure: The head of Rezekne region municipality social service S. Stramkale, the head of Rezekne city council administration "Social service" support department Batare
- The Council of Experts of Academic Direction meets at least twice an academic year, discusses the learning outcomes of the study programme, recommends and makes proposals for improving the content and implementation of studies.
- Experienced teaching staff is involved in the implementation of the programme; involvement into the study process take place in correspondence with the study plan, students receive the most recent experience and information, which is topical for the labour market.
- The employers participate in **final examinations' boards** (The head of Rezekne region municipality social service S. Stramkale); the activity takes place once a study year, the study results are discussed after the board meeting and the board members give proposals for the perfection of the study content and topics of the research papers.
- Research topics, initiated by the employers are offered for the **study research papers**. In these cases the employers involve into the study process in varied ways: they give advice to the students during the working out process of the research papers and apply the research results of the bachelor papers in the work of their institutions.
- The Council of Experts of Academic Direction meets at least twice an academic year, discusses the learning outcomes of the study programme, recommends and makes proposals for improving the content and implementation of studies.

Every year while working out of the study plans, SD board evaluates the proposals, received during the year and include them into the study plans and particular study activities. For example, particular proposals of the employers were taken into consideration during the working out of the study programme, for example, the demand to pay attention to the development of students' communication skills, digital skills, skills of identifying social problems and finding of their solutions.

In order to ensure **compliance** of the programme content **with the development trends of science**, the study process involves several measures: the teaching staff carries out scientific research in science or interdisciplinary fields related to the study course content, students develop study research papers (21 CP of the study programme content is devoted to direct research work), in RTA there are strict requirements on the use of the latest scientific literature in the development of study research papers – the vice-rector's order stipulates that when planning the study research work methodology, literature and sources to be used, the RTA Rector's order No. 4-5/100 of 2 December 2012 has to be taken into account, which determines the minimum amount of used literature. Study work / project, course work / project must have at least 30 literature units, including 5-8 units of scientific literature; for qualification work – 40 literature units, including 10-15

scientific literature units, for bachelor's thesis, diploma thesis/ diploma project – 50 literature units, including 15-18 scientific literature units; for master's thesis – 70 literature units, including 35 scientific literature units. The same order emphasizes that “50% of the volume of the listed scientific articles must be in a foreign language which is a language of the European Union (not applicable to study programmes implemented in English or German).”

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Not applicable

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The basic principles for the assessment of learning outcomes in the study programme are based on Standards and Guidelines (ENQA) for Quality Assurance in the European Higher Education Area (approved on 15-16.2015), which outline the main principles of the student-centered process. In accordance with ENQA standards, formal requirements and rules for evaluation have been developed at RTA. The most important of these are: Rules of examinations and testing session at RTA, Methodological recommendations for organizing students' independent work at RTA, Regulations on course exams and tests, Regulations on professional practice at RTA, Regulations on state and final examinations at RTA, Study quality system based on study results at RTA, plagiarism control and prevention rules at RTA. The principles of evaluation in the study programme are based on the requirements of the Cabinet of Ministers Regulation No.512 “Regulations on the national standard of the second level professional higher education” and the Law on Higher education institutions.

The assessment criteria are designed to be relevant to the learning outcomes, to be valid, verifiable and accessible to the student from the commencement of the study programme and the individual course.

The evaluation criteria in study courses, the form and procedures of testing shall be determined by a lecturer, outlining it in the study course programme, so that they are available to students. The study course programme is available to students in the www.lais.lv system, consequently, the evaluation requirements are clear and available to students already upon commencement of the course. Students are introduced to the aims of the study course, the tasks and the results, which

have to be achieved as well as to the assessment rules at the beginning of every study course.

Self-reflection and mutual evaluation are an important means of assessment during studies. Problem-solving skills are developed in all the study courses during the practical classes, seminars, group works, etc.

At RTA, the learning outcomes are evaluated according to two indicators: qualitative (evaluation in the 10 point grading system) and quantitative – study course points (CP/ECTS) according to the volume of the study course. The evaluation of student knowledge is relatively divided into two stages: in the formative (forming) and summative (summarizing). The formative evaluation shall provide the lecturer and students with feedback on the necessary further organisation of the study process, it shall encourage the student to supplement his/her knowledge, and enable the lecturer to judge the usefulness of the methods chosen. The summative evaluation (test, differentiated test, examination) shall confirm the achievement of the set requirements – criteria, reveal how the study course has been acquired in general and confirm the achievement of the study course aim. Using different forms of summative evaluation (tests, reports and projects, etc.), the lecturer shall check how a student has acquired the content of a particular topic or the whole study course. The test works are organised both orally and in writing, including theoretical questions, tasks and analysis of situations.

“Regulation on Study Course Examinations and Tests at RTA” stipulates that “a lecturer shall organize study test works in such a way that the formative evaluation during the semester shall constitute at least 40% of the summative evaluation at the end of the study course acquisition”.

Evaluation is increasingly carried out by more than one lecturer (these are commissions at state examinations, defence of study papers, and study courses, which are taught by more than one lecturer).

The overall evaluation of the course consists of sum of separate works to be completed during study course acquisition and obtained evaluations (test works, reports, presentations, study projects, etc.). In order to ensure the students the ability to independently direct improvement of their competences and specialization, to carry out work, research or further studies independently, students shall perform individual work, which constitutes 60% (in full-time studies) of the volume. Planning of individual work in each study course is carried out at the beginning of the semester, coordinating it with the students and including the requirements in the study course program available at the RTA e-course website.

Lectures, practical classes and students' independent work are planned in the curricula of the study courses, according to the specifics of every course. Contact classes are organised taking into consideration the fact that students have a different experience and different previous knowledge. The mastering of new knowledge in addition to the outlining of the field topicalities in the form of the lecture has been based on the ability to integrate knowledge of different fields, provide input for creating of deeper and broader knowledge, development of research or professional activity methods, depending on the specifics of the particular study course. During the lectures the students are asked questions and discussions are encouraged. During the practical classes based on practical examples the students analyse, do modelling and draw conclusions, based on theoretical knowledge mastered at the study courses. The students do homework, prepare presentations, write tests, as well as independently acquire specific issues of the study course according to the study programme.

In order to secure individual learning necessities of the students, individual tutorials are essential (20 hours per semester), the schedules of the teaching staff tutorials are available on RTA home page, information about them is also available at the faculty. Students communicate to the academics on the phone or via e-mail, Skype, the website (www.e-kursi.rta.lv), on the platform

Microsoft Teams.

At the end of each study course and in the process of its acquisition, the lecturer shall analyse the learning outcomes, student surveys are conducted. The results are discussed at the Council of Academic Direction and the General Meetings of lecturers of Academic Direction. If necessary, adjustments to the study outcomes of specific study courses are made.

Individual approach to students is provided in the following way:

□ individually agreeing with an academic, working students can plan both a higher number of the classes attended (lectures, seminars, practical work) and to do individual, independent work in the mastering of the course.

□ students are provided handouts (during classes) and study course materials, available on ecourse website at ekursi.rta.lv;

- in the case a student has not been able to attend a orientation or examination session for justifiable reasons, the lecturer shall agree on individual consultations with the student;
- when organising research work (selection of a topic for a study paper and diploma thesis), the sphere of interests of students (previously acquired experience in the development of scientific works), the specific nature of practical work and experience shall be respected;
- when organizing the research work (supervision of study paper and diploma thesis), students' preferences for the scientific supervisor shall be taken into account, thereby facilitating the interpersonal communication and consequently increasing the quality of the research work;
- lecturers are available to students during their consultation hours as well as for individual consultation when agreed;
- information about the changes in the study process, corrections of practical works etc. is mainly sent to students via e-mail.

To achieve the learning outcomes, the RTA library is available for students' needs, computer classrooms are available in the Academy's premises, Wi-Fi wireless Internet is freely available.

The implementation form of the study programme – full- time studies determine the personal interest of the students to master new knowledge and skills, to increase their level of professional education and competitiveness at the labour market

Problem-based learning approach (PBL) is implemented at RTA, purposefully balancing theory acquisition with the solution of the field's topical practical tasks in the content of the study courses. PBL contains mastering of new knowledge, intensive (also cross- disciplinary) cooperation of the groups and communication with different parties, involved in the problem solving. PBL lets the students develop the following competences: innovative thinking, self- assessment, ability to work with information, independent learning in the team. The academics involved in the study programme gradually introduce PBL method in the study courses.

It is planned in the common study programme to master separate parts of the study courses (for example, in the study course "Mediation and consulting in social work", the issues of mediation are mastered working with the RTA academic, but the issues of consulting, working with SA academic) and also to have a part of internship in the framework of students' mobility. Lectures, analysis of situation, modelling, role plays are used in the study process; information, texts, literature, available in students' native language and in English are studied in independent tasks. During internship both RTA student and SA student together attend the institution of the internship in order to solve the language problem.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The organisation of internships at RTA is controlled by the Regulation of internships approved by the Senate. The Regulation determines the internship types, aims and tasks, organisational issues, the way of presenting the internship results, and methodological guidelines for internship approved by the study programmes of the study direction (See Annex 9). Rezekne Academy of Technologies organises internships in academic and professional study programmes. The internships in professional study programmes are focused on strengthening theoretical knowledge, improving professional skills, developing independent work skills, and improving cooperation skills among professionals. The volume, duration and time of internships in professional programmes are indicated in the study programme curriculum and in the guidelines for internships. The overview of internships in the corresponding programmes of the study direction is given in Table 3.2.4.1.

Table 3.2.4.1.

Overview of Internships

Programme	Internship Type	Volume	Total Internship Volume in the Programme
Professional Bachelor Study Programme "Social Work un Social Rehabilitation"	Internship I Observation Internship	3 CP	26 CP
	Internship II Projects in Social Work and Rehabilitation	3 CP	
	Internship III Social Work with Family	6 CP	
	Internship IV Social Work un Social Rehabilitation in Institutions for People with Disabilities	5 CP	
	Internship V Organising Social Rehabilitation Service	5 CP	
	Internship VI Social Work un Social Rehabilitation Working with Different Target Groups	4 CP	

Internships in a professional programme are implemented according to the internship contract on

providing an internship position or according to RTA Study Council decision on providing an internship position at the higher education institution. RTA has established a long-lasting and successful cooperation with social services and non-state organisations in Rezekne city and Rezekne region (See App.10 for the information about the contracts on providing students with internship positions). The aim of the professional internship is to strengthen students' theoretical knowledge, improve professional competence and skills according to the profession requirements in the sphere of social work. It also aims to provide an opportunity to develop research skills in the sphere of social welfare.

The students of the study programmes of the study direction *Social Welfare* are offered internship opportunities according to the signed cooperation contracts in the municipality institutions/social entrepreneurship in a private sector (Rezekne city, Rezekne region, etc.). The internship positions are contextually linked with the study content and assist in completing the internship programme. Individual three party agreements are signed by RTA, an internship place and a student agreeing upon the internship with an employer.

Before an internship begins, a three party agreement is signed by RTA, the employer at the internship place and a student, defining the internship aims, tasks, dates, the internship supervisor, and other issues.

The process of providing students with internship positions is held in several ways: a student chooses an internship place according to the tasks of the professional internship, the internship place is the student's current job, the professional internship is available at one of the cooperation institutions. Students may choose an internship place as their potential future employment. The study direction *Social Welfare* has been established in cooperation with the municipality institutions and non-state organisations that offer students both internship positions and employment. Should a student fail to find an internship place, they are offered internship positions at any of the social services that have signed an agreement with RTA on providing students with internship positions.

After the internship ends, the student submits a report and a diary of the internship describing the internship process, the task achievement, reflective self-evaluation and the internship supervisor's evaluation. Finally, according to the requirements of the cooperation agreement, an internship report presentation is organised by the Internship Defence Board. The students report on the internship outcomes and receive an evaluation.

Internship is one of the most crucial parts in any sphere of professional education, social work cannot be excluded. During an internship students have to strengthen and find practical application of the theoretical knowledge acquired from social work theories and methods, psychology, working with social cases and different target groups. Students have to develop and strengthen their independent work skills in psychosocial, counselling, problem-solving, coordinating, preventive and intervention work. Interns should get acquainted with different types of institutions and the responsibilities of a social worker in this institution in Latvia and Lithuania. Each of the internships offers to get acquainted with practical social work with a certain target group. In order to solve the language issue during the internship, the RTA student and the ŠA student do an internship together. Such cooperation allows to work with a specific client (the client speaks their native language), to study client's problems and to have resources to solve them.

The overall internship aim is to strengthen and complement the knowledge of specialists-in-training; excel their professional competence according to the social worker's profession requirements and the importance of comprehensive assessment of people's, group's, community's social needs; research and solve problems; encourage positive changes in the life quality, strengthen personal abilities doing social rehabilitation services; follow the principles of professional ethics and humane values; to be constantly reflective on the assessment of their professional

activities.

The correlation of internship tasks and the intended study programme outcomes is found in Table 3.2.4.2., annex 9.

In the framework of the study programme, the students are provided with support – an introductory seminar on the internship at least two weeks before the internship begins, individual (by student’s choice) and group (compulsory for all the students) supervision, which ensure the implementation of the internship tasks and the intended outcomes achievement. This is the participants’ interaction, interpersonal relationships in order to support and assist the supervision participants in improving abilities to perform their work efficiently, to encourage the supervision participants’ further professional development and retain high standards of ethics in their professional activities.

Latvia’s regulatory documents state that supervision is inalienable part of theory and internship for social workers.

Supervision helps students outline and develop professional competence, it facilitates understanding of a client and the dynamics of interaction between a client and a young specialist, as well as better understanding of their attitude to the client. Supervision performs supportive and educational functions.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

Not applicable

3.2.6. Analysis and assessment of the topics of the final theses of the students, their relevance in the respective field, including the labour market, and the marks of the final theses.

The diploma paper defence in the study programme *Social Work un Social Rehabilitation* has taken place three times. The topics of the diploma papers cover various spheres of social work and work specifics with different target groups, such as seniors, unemployed, homeless people, young people with mental handicap, and others (See Table 3.2.2.).

Table 3.2.2

Diploma papers on social work specifics working with different target groups

Target groups	Topics of Diploma Papers
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Seniors	<p>Social work with old people to facilitate adaptation in a long-term care institution</p> <p>Use of animation methods in psychosocial rehabilitation work in a long-term care institution to facilitate seniors' life quality</p> <p>Social work in promoting seniors' socialisation in the municipality</p> <p>Possibilities of social rehabilitation services improvement for seniors in a long-term care institution</p>
Young people	<p>Preventive social work in the development of social skills for young people in the rural community</p> <p>Social work in a short-term care centre for young people with mental disabilities to promote the socialisation process</p>
Alcohol addicts	<p>Organisation of social support for alcohol addicts after rehabilitation</p> <p>Social rehabilitation of alcohol addicts in Latgale</p>
Families	<p>Social work in promoting life quality for families with children with functional disabilities in the rural community</p>
The unemployed	<p>Preventive social work for social adaptation of the long-term unemployed in the rural community</p>
Homeless people	<p>Social preventive work for developing life skills of homeless people in night shelter</p>

The diploma papers explore and provide proposals for improving and developing the working forms and methods with a specific target group. The proposed solutions are practically implemented in the place where the research is carried out. For instance, the recommendations developed in the diploma paper *Social preventive work for developing life skills of homeless people in night shelter* are realised in the night shelter in Balvi region. The project developed in the diploma paper *Preventive social work in the development of social skills for young people in the rural community* meant for organising a youth camp is realised in the municipality of Dricani region. The proposals developed in the diploma paper *Social work in promoting life quality for families with children with functional disabilities in the rural community* are introduced in the area of Rugaji region. Similarly, the proposals developed in the other diploma papers are implemented to improve the work at certain institutions. Geographically diploma topics view specific sites, the activities of the institution, covering both Latgale region (Rezekne, Viljani, Ludza, Rugaji, Balvi) and Vidzeme region (Madona, Aluksne), also Lithuania, for the regulations for diploma paper development require to explore the topic in the context of Lithuania as well. Doing the research work, the students are given counselling opportunities from a responsible docent at Vilnius University Šiauliai Academy (Dr. paed. doc. Dariuss Gerulaitis has been doing it for years) regarding the sources, literature, electronic resources related to Lithuania. Likewise, the RTA guest docent Dr. paed. Tamāra Pīgozne provides counselling regarding the selected diploma topics for the students of the joint programme at Vilnius University Šiauliai Academy. Since 2019, 11 graduates of the programme have completed their diploma papers. The assessment of the diplomas corresponds to the optimal level: 10 scores - 2 graduates, 8 scores - 3 graduates, 7 scores - 2 graduates, 6 scores - 2 graduates, 5 scores - 1 graduate.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

RTA resursi un nodrošinājums ir pilnībā pietiekami kvalitatīvai, uz izaugsmi vērstai studiju programmas īstenošanai. The study and science base available for the implementation of the study program is described in Chapters 3.1.-3.3 of Part II. The contribution of the cooperation partners in the implementation of the study program is also important in the implementation of the study program (see the annex SSIAULIAI ACADEMY LEARNING RESOURCES).

In the course of the implementation of the joint study programme, productive cooperation has merged with the teaching staff of Vilnius University Šiauliai Academy. The teaching staff of the study programme use the opportunities for the Erasmus+ mobility. Cooperation is also ongoing in the preparation of joint learning tools (study materials are available on the e-courses platforms of both higher education institutions), which is substantial replenishment of information resources. For instance, the Latvian translation of the book *The professional rehabilitation of people with special needs: preconditions for success* written by Dr.paed. I. Baranauskiene and Dr.paed. A. Juodraitis was published in 2014. This book is used in the implementation of the study programme *Social Rehabilitation*.

The financial base of the study programme and the costs of the study programme are relevant to the needs and conditions of the implementation of the study programme, the sources of funding of the study programme are identified, and financial resources ensure the implementation of the study programme for the achievement of the study results. The sources of funding are formed within the framework of the study direction *Social Welfare*.

The state budget funding, students' tuition fees and RTA's own income make up the source for the study programme funding. Tuition fees are approved by the decision of the RTA Senate for each subsequent academic year. The cost of tuition in the study programme *Social Work and Social Rehabilitation* is determined taking into account the basic cost of a study place, the level, duration and the form of the study programmes, as well as the structure of the academic staff and the field of study.

Funding of the science base and research activity (performance) is not divided among the study directions but is allocated for the provision of TA research activity (remuneration of scientific staff, travel expenses, grant funding, database subscriptions, capital expenditure) and research institutes, while the academic staff employed in research represent different study directions. In 2020, RTA research activity revenue reached almost 717 000 €. Funding for RTA library collections is not divided among the study directions because the library resources are frequently used by the students of several study directions during the study process. More significant literature has cyclical renewal as part of each course, while the most current additional literature units are regularly updated.

Funding for the Student Council is provided annually in the amount of at least one two hundredth of the state funding for the study process and tuition fee revenue and ranges around 12 000 € per

year.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

Not applicable

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

RTA calculations show that the direct costs (remuneration of academic and general staff) of the professional bachelor study programme *Social Work and Social Rehabilitation* are 3 667,75 EUR/ 75% per notional student per year, indirect costs (costs for running RTA, including the library, land tax, rental of premises, rental, building maintenance costs, telephone bills and service costs, utilities, ongoing repairs, special programmes, etc) per notional student per year are 222,58 EUR/ 25%. Overall, the cost of one student's studies is forecast to be 4 890,33 EUR, which does not exceed the cost of European countries to prepare one student in a similar speciality. The minimum number of students in the study programme to ensure the cost-effectiveness of the study programme is 5.

Table 3.3.3.1.

Funding for the Professional Bachelor Study Programme *Social Work and Social Rehabilitation*

	2020	2021
Thematic field of the study programme: Social Welfare		
Minimum cost factor for studies:	3	3
Study-level ratio:	1	1
Basic cost of studies (euro)	1518,98/1538,98	1630,11
Amount of scholarship (euro)	150,82	200,00

Sport, culture, dormitory (euro)	13,52	13,52
Number of state budget funded study places	0	7./10.
Funding for state budget funded study places	0	41 792,95

Tuition fee set by the RTA Senate for the academic year 2021-22. for full-time intramural students is 1630.00 EUR.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

The selection of the teaching staff in the professional bachelor study programme is done according to the RTA guidelines for development of the academic staff, considering the aim of the programme, the tasks, the study results, and the principles of the student-centered approach during study process. The aim of the programme determines three main principles in the teaching staff selection:

- In order **to guide students in the scientific research work**, the Programme involves teaching staff with experience in academic and scientific activities. Among 20 members of the teaching staff 11 (55%) of them have a doctoral degree, 9 (45%) of them have master's degree. Five members of the teaching staff are experts of the Latvian Council of Science. Eleven (55%) members of the teaching staff are elected in pedagogical and scientific capacity. The lecturers elected to academic positions actively participate in scientific conferences and publish in Latvian and international scientific journals, including preparing joint scientific publications with both Latvian and foreign researchers.
- In order to ensure the conditions for high-quality training of students in the field of social work, the Programme involves teaching staff with professional experience.
- In order to ensure the competitiveness of graduates in the Latvian and international labour market, the Programme creates an interdisciplinary, supportive, multicultural learning environment. Since several study courses are taught in Latvian and English, special attention is paid to **the English knowledge of the teaching staff** (1 member of the teaching staff is at level C2, 4 – level C1, 4 – level B2). The teaching staff involved in the implementation of the programme, at level B2, are determined to increase English competence attending English courses offered by RTA and projects. As many as 18 teaching staff members have prior experience in working with foreign students.

In order to increase the teaching staff competence and give them a chance to learn from one another, the teaching Collaboration Model is applied jointly teaching a study course. Teams of the teaching staff are formed according to two principles: 1) a study course is taught by one Latvian and one overseas lecturer (study course *Counselling and Mediation in Social Work*), 2) a study course is taught by two Latvian lecturers (study course *Professional Rehabilitation*). RTA provides the staff with the opportunities for international mobility, which are actively used by the staff of the study direction. For instance, during the academic year of 2018/2019, the staff of the study direction *Social Welfare* had 0000 Erasmus+ mobilities to Poland, Turkey, Lithuania, Spain, and other countries.

The requirements for academic staff are fully met by RTA. The programme employs 2 professors (Dr.paed. V.Ļubkina, Dr philol.S.Martena), 4 **associate professors** (Dr.paed. G.Strods, Dr.paed.M.Rozenfelde, Dr.philol. K.Laganovska, Dr.philol. A.Juško-Štekele). 16 members (80%) of the programmes's teaching staff are elected RTA (See the Report in Table 3.4.1).

All the elected lecturers take **professional development training "Innovations in the System of Higher Education"** once per the elected period, receiving a confirmatory certificate required by the RTA in the election process as one of mandatory conditions.

The teaching staff employed in the programme carry out research in their field of science (See the list of publications of the teaching staff within 6 years in Annex 9).

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

Changes have occurred in academic staff during the reporting period. The changes are found in Tables 3.4.1 and 3.4.2. The number of lecturers with a doctoral degree, associate professors, professors and docents has increased. The teaching staff employed in the programme have professional experience in accordance with the profile of the programme.

Table 3.4.1

Academic positions of the staff employed in the study programme

<i>Academic year</i>	<i>Lecturers</i>		<i>Docents</i>		<i>Associate professors/ professors</i>	
	<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>
2015./2016.	11	65%	2	12%	4	24%
2020./2021.	9	45%	5	25%	6	30%

Table 3.4.2.

Academic or professional degrees of the academic staff employed in the study programme

<i>Academic year</i>	PhD.		Masters	
	<i>Number</i>	<i>%</i>	<i>Number</i>	<i>%</i>
2015./2016.	10	58%	7	42%
2020./2021.	11	55%	9	45%

There is a significant improvement in the synergy between teaching and scientific work of the teaching staff. Five members of **the teaching staff employed in the study programme** are experts of the Latvian Council of Science. 11 (55%) of the lecturers are simultaneously elected in pedagogical and scientific positions. The elected academic staff actively participate in scientific conferences and publish their research in international scientific publications, also prepare joint scientific publications with Latvian and overseas researchers. All the changes made to the teaching staff represent the growth and development of the programme.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The models of cooperation between the teaching staff employed in the programme correspond essentially to the description given in Chapter 3.4.4 of the self-assessment report, which is common to the whole of the study direction. The cooperation of the teaching staff in the programme shows a number of circumferences specific to the nature of RTA work:

- **The cooperation among the elected academic staff and guest teaching staff** is essentially successful, for the elected academic staff form the academic core of the study programme complemented by the guest lecturers. In this circumference, RTA has identified a number of tasks relating to pedagogical support for host lecturers, particularly when starting their academic activities. For this purpose, RTA offers free professional training courses that host lecturers are not always able to attend due to their professional capacity. In licensing the study programme, the experts recommended RTA to pay greater attention to the involvement of guest lecturers in scientific research, and therefore the issue of possible measures has been examined in the Study direction Council. One of the most productive measures in the eyes of the study direction is joint publications.
- **interdisciplinary cooperation of the academic staff** - the programme employs teaching staff from various fields, who discuss current issues during meetings of the study direction. The study programme has a particularly productive cooperation with the study programmes in the study direction *Education, Pedagogy and Sports* in the field of special needs education. The lecturers carry out joint research, which forms the basis for joint publications.
- **teaching staff and supporting staff cooperation** - cooperation between the teaching staff and ICT specialists is particularly important for the implementation and development of the study programme ensuring remote studies during the pandemic period, as well as teaching and general staff cooperation. RTA has set up its own internal document management system that also contains cooperation planning and control capabilities. Most collaborative models are provided with the Microsoft Teams platform during the emergency period.
- **teaching staff and student cooperation** - In March 2020, in April, an emergency situation was announced in Latvia under the influence of the Covid-19 pandemic, which identified a priority for new models of cooperation. The study process at RTA was carried out remotely using all possible distant communication tools. The RTA main communication portal was the study course platform ekursi.rta.lv, as well as the online Tools Microsoft Teams, Zoom, WhatsApp, Skype, and others. By the time of submission of the self-assessment report, the procedures for the implementation of remote studies have been developed and a first assessment of the stage of remote studies is carried out.

By the time of submission of the self-assessment report, the ratio of the number of teaching staff and students was viewed as an average in the professional bachelor study programme, which started its activities in the autumn semester in 2015. The ratio of the number of teaching staff and students in the programme *Social Work and Social Rehabilitation* is 11,2, which is formed by dividing the student full-time equivalent in the programme (10,8) by the teaching staff full-time equivalent (0,98).

According to OECD data, the average indicator in Latvia at the bachelor's and master's level is 18, the RTA indicator is lower than the average in Latvia, but higher than in countries such as Luxembourg (5), Sweden (10), Norway (9) and equal to Slovakia (11)[1].

[1] EDUCATION AT A GLANCE 2021 © OECD 2021. Available: <https://ieej.lv/gHSYU>, pp. 355.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Annex 1.doc	1.pielikums.doc
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)	Annex 2.docx	2.pielikums.docx
Statistics on the students in the reporting period	Annex 3.docx	3.pielikums.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Annex 4.docx	4.pielikums.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex 5.docx	5.pielikums.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex 6.docx	6.pielikums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 7.docx	7.pielikums.docx
Descriptions of the study courses/ modules	Annex 8.docx	8.pielikums.docx
Description of the organisation of the internship of the students (if applicable)	Annex 9.docx	9.pielikums.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Social Rehabilitation (41762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social Rehabilitation</i>
Education classification code	<i>41762</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Rita</i>
Surname of the study programme director	<i>Orska</i>
E-mail of the study programme director	<i>Rita.Orska@rta.lv</i>
Title of the study programme director	<i>Mg.psych.</i>
Phone of the study programme director	<i>+371 26888985</i>
Goal of the study programme	<i>In accordance with the requirements of the professional standard and knowledge, skills and competencies that correspond to the LQF level 5 to prepare qualified social rehabilitators, who are able to compete in the changing socio-economic conditions in the region and in the state labor market and are motivated for further education.</i>
Tasks of the study programme	<i>1. To form and develop students' skills, abilities and professional competencies in social rehabilitation;</i> <i>2. To develop the programme students' skills to apply the scientific approach when solving problems and to perform research activities, to develop creative work skills and abilities;</i> <i>3. To develop students' skills to plan, organize work within their professional competence, improve the client's social skills and promote the development of new skills, evaluate the services provided in social rehabilitation and model the development directions of social rehabilitation.</i> <i>4. To ensure the improvement of the content of the study programme and the study process in accordance with the changes in the labour market requirements.</i> <i>5. To promote the development of self-education needs for further studies and professional development.</i>

Results of the study programme	<p><i>Knowledge (knowledge and understanding):</i></p> <p><i>Z1 Is able to show knowledge and understanding of the role of social work and the role of rehabilitation in the development of society, solving social problems;</i></p> <p><i>Z2 Is able to demonstrate the knowledge specific to the social policy, social legislation and the profession of a social rehabilitator and a critical understanding of this knowledge;</i></p> <p><i>Z3 Is able to show the basic principles of the social welfare system and mechanisms of functioning of basic elements and the understanding of the most important concepts and regularities in the field of social work.</i></p> <p><i>Skills (ability to apply knowledge, communication, general skills):</i></p> <p><i>P1 Using the acquired theoretical knowledge and practical skills of social rehabilitation, to perform professional activities within the professional competence of a social rehabilitator.</i></p> <p><i>P2 Define and critically analyze problems: the availability and quality of social care and services for people with different social, mental, physical disorders in the socialization process.</i></p> <p><i>P3 Independently structure one's own learning, professional development, show a scientific approach to problem solving process, take responsibility and initiative when working individually or in a team.</i></p> <p><i>P4 Apply appropriate social rehabilitation methods, substantiate the results and suggestions for social improvement of rehabilitation services;</i></p> <p><i>Competence (analysis, synthesis and evaluation):</i></p> <p><i>K1 Independently obtain, select, analyze and use the information, make decisions and solve problems in the implementation of social rehabilitation.</i></p> <p><i>K2 Make decisions within social rehabilitator's professional competence and find creative solutions for the client's social activation, respecting professional ethics.</i></p>
Final examination upon the completion of the study programme	<i>Qualification thesis</i>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>-</i>
Qualification to be obtained (in english)	<i>Social Rehabilitator</i>

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

Part time extramural studies - 2 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Social Rehabilitator</i>

Places of implementation

Place name	City	Address
Rēzekne Academy of Technologies	RĒZEKNE	ATBRĪVOŠANAS ALEJA 115, RĒZEKNE, LV-4601

3.1. Indicators Describing the Study Programme

3.1.1. Description and analysis of changes in the parameters of the study programme made since the issuance of the previous accreditation form of the study field or issuance of the study programme license, if the study programme is not included on the accreditation form of the study field, including changes planned within the evaluation procedure of the study field evaluation procedure.

Since the study direction accreditation in 2012/2013 (01.07.2013 No. 106) there have been made changes to the content of the programme.

. Study courses "Business Start", "Environment and Civil Protection" have been included in the part of the comprehensive study courses according requirements established in the Environment Protection Law and the Civil Protection and Disaster Management Law and provisions on the state standard for the first level professional higher education: Regulations of the Cabinet of Ministers of March 20th, 2001 No. 141 "Regulations on the State Standard for First Level Professional Higher Education". New study courses "Communication at Work with Clients of Different Target Groups" (proposition from practice supervisors and employers), "Ergonomics", "Planning, Organisation, Assessment of the Social Rehabilitation" (based on the profession standard) have been included in the part of the professional specialization study courses of the field. Tasks of practice have been specified. The general parameters of the study programme have not been changed.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The name of the study programme has been created in accordance with education thematic group "Health and Social Welfare" distinguished in the classification of Education and study fields (ISCED-F 2013), which is included in the thematic area "Social Welfare", which in its turn is included in the education programmes' group "Social Services".

The name, purpose, tasks, degree to be acquired and study results of the study programme "Social Rehabilitation" have been defined in accordance with:

- The national classification framework which corresponds to the European qualification framework. The study programme corresponds to 5th level of LQF so the study results are defined in accordance with descriptions of knowledge, skills and competencies correspondent to 5th level available in the Regulations of the Cabinet of Ministers of June 13th, 2017 No.332 "Regulations on the Classification of the Latvian Education"
- Requirements of the standard of fourth professional qualification level profession of the social rehabilitation, ensuring that the content of the study programme corresponding to the

professional standard would correlate with the purposes, tasks and study results defined for the study programme.

- The balance of comprehensive study courses, branch (professional field) study courses, study courses of specific profession intended in the Regulations of the Cabinet No.141 "Regulations on the State Standard for First Level Professional Higher Education". The length and volume of the programme meet the standard.

The study programme is implemented in both full-time (intramural) and part-time (extramural) study variants. In recent years, a small number of applicants apply for part-time studies, therefore due to an insufficient number of students it is impossible to form a group.

Admission to the study programme takes place on the basis of the Law on Higher Education Institutions of the Republic of Latvia, the regulations of the Cabinet of Ministers on the requirements, criteria and procedures for admission to study programmes and the requirements of the RTA Admission Regulations. Applicants are admitted to the study programme on the basis of three centralized examinations: Latvian, mathematics and a foreign language (one foreign language, including English, German or Russian according to the applicant's choice). In case of equal assessment, the selection criteria shall be other subjects specific to the field: optional assessments of centralized examinations in biology, history, mathematics.

Admission requirements provide that additional points are awarded in the following cases:

- Mathematics - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- Russian - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- German - State Olympiad of Latvia - 1 point (for each place)
- French - State Olympiad of Latvia (1st - 3rd place) - 1 point (for each place)
- The certificate for a successful acquisition of the educational program of interest-related education in the project "Be a Leader" ("Esi Līderis") of the Latvian Academy of Business and Management (LUMA) - 1 point
- Graduate of the Eastern Latvia Technology High School - 1.5 points

The coefficient of the admission competition for applicants for the study programme "Social Rehabilitation" is not high, that means the prestige of the social rehabilitation field is not high enough. The data from CSB shows that social workers in Latgale have the lowest monthly salary amongst all the planning regions in Latvia. In Zemgale region the average gross salary for the social services with/without accommodation is from 757 up to 899 EUR per month, in Riga and nearby Riga - 724-728, in Kurzeme region - 786-838, in Vidzeme region - 729-797, but in Latgale region - 640-688 EUR per month, which in fact means average net salary 511- 543 EUR, which does not fluctuate significantly on the level of minimum salary and cannot motivate young people to choose a work of social rehabilitator, especially in Latgale region.

Thereby, according to surveys of the students the most part of the students chose to study because they want to help others, the understanding of the work of social rehabilitator, in turn some part still has the process of finding own identity, do not have concreteness in the choice of the professional field ("like to work with people").

3.1.3. Economic and/ or social substantiation of the study programme, analysis of graduates' employment.

Location of the Higher education institutions (HEI) in regions with the purpose to promote regional

development since the middle of 20th century in Europe and the world is recognized as the significant regional political tool, especially underlining the positive impact of HEI on demographic, infrastructural, cultural, educational and social processes. Also, in the newest overviews and strategic documents of the EC the role of HEI as centres of regional development and innovation is especially underlined, which in the scale of Latvia is especially significant in promoting the economic development of Latgale region. According to OECD data it is the Latgale region that shows the lowest rates of economic stability in Latvia. Also, the data of Central Statistical Bureau of the Republic of Latvia shows that Latgale region significantly falls behind in terms of GDP for one inhabitant amongst other Latvian regions. The highest welfare risks have been established in Latgale region in long term amongst Latvian statistical regions (the highest level of unemployment, the highest poverty risk, the highest index of insecurity, the highest Gini index, the lowest salary, the largest share of persons below the minimum income level, the largest number of population over the age of 70, the largest number of households where at least one person needs the help of other persons and other indicators). This situation requires urgent action for the training of social rehabilitation and social work specialists, which is the focus of the professional programme “Social Rehabilitation”.

In such circumstances it is especially important to train academically educated and professionally qualified social work specialists, who can become support and assistance to people in overcoming crises and solving problems, actively participate in research and solution of social problems, development of social policy in the region and country, development of social entrepreneurship.

The study programme “Social Rehabilitation” corresponds to the priorities of the development of the state and Latgale region (creating open, creative and responsible society), that highlights systems of social safety, which reduce social exclusion and ensure the social integration and development of vulnerable groups, the provision of quality social services, as well as the provision of support to various client groups, the organization of employment and recreation for socially disadvantaged, socially at-risk families and children at risk.

There was no demand for these specialists in the labour market in Latgale region, only in the last three years the demand for social rehabilitation services has increased. Sometimes graduates of the programme started working in the field of social work, but not in their speciality. The situation changes and the graduates of 2019/2020 study year work in accordance with the qualification acquired. See table 4.1.3.1 on the employment of the graduates.

Table 4.1.3.1

The employment of the study programmes' graduates

Study year	Number of graduates	Which region came from to study	Which region worked in after the graduation of RTA
2014/2015	6	6 – Latgale	6 – Latgale – Rēzekne, Rēzekne Municipality
2015/2016	5	5 – Latgale	5 – Latgale – Rēzekne, Ludza Municipality, Preiļi Municipality
2016/2017	4	4 – Latgale	4 – Latgale – Rēzekne, Krāslava Municipality
2017/2018	2	2 – Latgale	2 – Latgale – Rēzekne, Krāslava Municipality

2018/2019	5	5 – Latgale	5 – Latgale – Rēzekne, Balvi Municipality, Varakļāni Municipality
2019/2020	4	4 – Latgale	4 – Latgale – Daugavpils Municipality, Preiļi Municipality, Rēzekne Municipality

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down into different study forms, types, and languages.

The first level professional higher education programme “Social Rehabilitation” in RTA has been implemented since 2007/2008. In the full-time studies in study year 2021/2022 there are 19 students in the study programme. There are no students in part-time studies (statistical data on students in the reporting period see in table 4.1.4.1).

Table 4.1.4.1

The number of students in the programme

Study year	2016/ 2017		2017/ 2018		2018/ 2019		2019/ 2020		2020/ 2021		2021/ 2022	
Financing	Budg. fin.	Pers. fin.	Budg. fin.	Pers. fin.	Budg. fin.	Pers. fin.	Budg. fin.	Pers. fin.	Budg. fin.	Pers. fin.	Budg. fin.	Pers. fin.
Number	10	0	9	0	11	2	5	0	8	0	18	1

In the reporting period the number of students in the study programme does not change significantly, corresponds to the number of the seats funded from the state budget. Few students expressed a wish to study part-time distanced in the reporting period, groups were not assembled. The number of students is influenced by the demographic processes of the population, and migration processes, both long-term emigration abroad and internal migration must also be taken into account. Low prestige of the profession in society, misunderstanding of the duties of a social rehabilitator, low payment are not binding factors for young people. Payments for work fluctuate insignificantly at the level of the minimum salary and cannot motivate young people to choose a social rehabilitation job, especially in Latgale region. For many years there was no demand for these specialists in the regional labour market, the demand for social rehabilitation services only has increased in the last three years.

3.1.5. Substantiation of the development of the joint study programme and description and evaluation of the choice of partner universities, including information on the development and implementation of the joint study programme (if applicable).

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The purposes and results of the study programme are formulated, from which the purposes and study results of each study course also follow, i.e., what the student is able to acquire in the study programme as a whole, and what the student is able to acquire in a separate study course. The study results are related to the basic tasks of the professional activity specified in the professional standard of a social rehabilitation, the skills, knowledge and competencies necessary for the performance of basic duties, which are based on the changing environment of the modern labour market. See Annex 5 for the mapping of study courses for achieving the study results of the study programme.

The assessment criteria are designed so that they correspond to the study results, are reasonable, verifiable and available to the student at the beginning of the study programme and a separate study course. The programmes of study courses are available at www.lais.lv system.

The structure of the study programs at RTA is regulated by the “Regulations on Development of Study Course Programs” approved by the Study Council, which provide for the inclusion in the study course program of such information as requirements for commencement of the study course, the body of knowledge, skills and attitudes (learning outcomes) to be acquired at the end of the study course, which correspond to the learning outcomes of the study programme and topics planned according to the volume and title of the study course, as well as individual work of students, requirements for assessment of learning outcomes to obtain credits, literature and other organizational issues of the study course.

To ensure the connection of the course content and outcomes with the aims and outcomes of the education programme:

- Teaching staff plan course outcomes in accordance with specific outcomes of the education programme, which are reflected in the course study programme; the results of the study courses to be achieved within the module are planned in accordance with the specific results of the study programme and the results of the specific module, which are reflected in the form of the study course programme;
- Teaching staff agree the education outcomes defined in the course with the director of the education programme who is responsible for setting education outcomes in the education programme;
- All study course programmes are approved at the hearing of the SF, after assessing how

much the content of the study course overlaps with the content of the program corresponding to the 6th EQF level (to be admitted to the 3rd year in the programme “Social Work and Social Rehabilitation” – in later study stages), whether the student’s independent work is reasonably included and is thoughtful in the study course programme, whether the latest literature of the field is included (incl. in English), whether the intended forms of examination are able to fully assess the competencies and other issues acquired by the student. If the Academic Direction Council shall have any objections regarding the correspondence of the course content to the didactic strategy of the education program, the Council shall request the teaching staff to eliminate the deficiencies and amend the course program;

- in order to control the planning of the learning outcomes of the study courses, the director of the study programme shall carry out mapping of the study courses enabling verification and, if necessary, adjustment of the content of study courses in order to ensure fulfilment of the aims and outcomes of the study programme.

The expected results of the study courses are developed in accordance with the purposes and tasks of the study programme and the requirements of knowledge, skills and competencies necessary for the performance of the basic tasks of the professional activity specified in the professional standard of a social rehabilitation (see Annex 7 for descriptions of study courses of the study programme)

The content of the study programme is developed based also on recommendations of employers, for instance, the study course “Communication with Clients of Different Target Groups” is included in the study programme according to the recommendations of the practice supervisors.

For the purposes of topicality of the study course content, its compliance with the needs of the field and the labour market, evaluation is a mandatory measure of study quality at RTA, it is carried out in several stages coordinated with the study schedule:

- in the process of drawing up, coordinating and approving annual study plans, the study course programs are reviewed, the offer of the literature to be used is updated, the alignment with the learning outcomes in the study program is updated. In order to control the correlation between the results of the study course and the study programme, in the form of a study program approved by the RTA each member of the teaching staff shall define the results of his / her study course, in coordination with the results of the study program for implementation of which the study course is intended,
- in the process of drawing up annual self-assessment reports of the academic directions and study programs, including on the basis of feedback from surveys of students, employers and graduates,
- discussing the results of the content of the study program, outcomes of the study program and study courses, the requirements for the development of research work at the Academic Direction Council and general meetings of lecturers of the academic direction
- discussing the content of the study program, the outcomes of the study program and study courses in the Council of Academic Direction Experts
- in the process of defending diploma theses.

The assessment of the scientific development tendencies of the first level professional higher education study programme appears in the study research works and study courses, mainly in the study courses “Introduction to Research” and “Social Research Methods”. Students participate in the implementation of RTA scientific grant projects, which also promotes the development and strengthening of the student’s research skills, problem-solving and analytical thinking skills.

A qualification thesis is research with a theoretical, methodological or applied orientation, as a result of which its author provides independently developed findings, conclusions, proposals for the

solution of some problem, proves own readiness to work in the field of social rehabilitation. Students choose topics of study research in connection with the problems of social rehabilitation and current events in the field of social welfare. In order to strengthen the knowledge of foreign languages, to ensure the quality of qualification theses students in research work use literature in a foreign language, the study course "Introduction to Research" is also taught in English. It must be noted that the content and structure of the first level professional higher education study programme "Social Rehabilitation" has been developed by comparing the content of the study programme with the study programmes implemented in other higher education institutions of Latvia and EU countries (see Section 2.1.1).

RTA has strict requirements for the use of the latest scientific literature in the development of study research papers – the vice-rector's order stipulates that when planning the study research methodology, literature and sources used in research, the order of RTA rector No.4-5/100 from 2nd of December 2012 which determines the minimum of used literature, must be taken into account. For the qualification thesis – 40 units of literature, including 10-15 units of scientific literature and 50% of the amount of indicated scientific articles must be in a foreign language which is the language of the European Union.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Not applicable.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The basic principles for the evaluation of learning outcomes in the study programme are based on the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (approved on 15-16.2015), which outline the main principles of the student-entered process. According to the ENQA standards, RTA has developed the requirements and rules governing the formal evaluation. The most important of these are: Regulation of Examinations and Testing Session at RTA, Methodological recommendations for organizing students' independent work at RTA, Regulations on course exams and tests, Regulations on professional practice at RTA, Regulations on State and Final Examinations at RTA, Outcome-Based Study Quality System of RTA, Plagiarism Control and Prevention Rules at RTA. Evaluation principles in the study program are

based on the Cabinet of Regulations No.141 "Regulations on the National Standard for the Second Level Professional Higher Education" and the requirements of the Law on Higher Education Institutions.

Evaluation criteria shall be developed so that they match the learning outcomes, are justified, verifiable and accessible to a student at the beginning of the study program and a separate study course. The evaluation criteria in study courses, the form and procedures of testing shall be determined by a lecturer, outlining it in the study course programme, so that they are available to students. Students are introduced to the purposes, tasks and results to be achieved of the study course, as well as the assessment rules at the beginning of each study course. Self-reflection and mutual evaluation are an important means of assessment during studies. Problem-solving skills are developed in all the study courses during the practical classes, seminars, group works, etc.

At RTA, the learning outcomes are evaluated according to two indicators: qualitative (evaluation in the 10 point grading system) and quantitative – study course points (CP/ECTS) according to the volume of the study course. The evaluation of student knowledge is relatively divided into two stages: in the formative (forming) and summative (summarizing). The formative evaluation shall provide the lecturer and students with feedback on the necessary further organisation of the study process, it shall encourage the student to supplement his/her knowledge, and enable the lecturer to judge the usefulness of the methods chosen. The summative evaluation (test, differentiated test, examination) shall confirm the achievement of the set requirements – criteria, reveal how the study course has been acquired in general and confirm the achievement of the study course aim. Using different forms of summative evaluation (tests, reports and projects, etc.), the lecturer shall check how a student has acquired the content of a particular topic or the whole study course. The test works are organised both orally and in writing, including theoretical questions, tasks and analysis of situations. "[Regulation on Study Course Examinations and Tests at RTA](#)" stipulates that "a lecturer shall organize study test works in such a way that the formative evaluation during the semester shall constitute at least 40% of the summative evaluation at the end of the study course acquisition".

Evaluation is increasingly carried out by more than one lecturer (these are commissions at state examinations, defence of study papers and professional practice, and study courses, which are taught by more than one lecturer).

The overall evaluation of the course consists of sum of separate works to be completed during study course acquisition and obtained evaluations (test works, reports, presentations, study projects, etc.). In order to ensure the ability of students to independently direct the development and specialization of their competencies, to independently perform work, research or further study, students practice independent work within the study programme, which makes up 60% (full-time studies) and part-time studies -80% of the study programme's volume. Planning of individual work in each study course is carried out at the beginning of the semester, coordinating it with the students and including the requirements in the study course program available at the RTA e-course website. The study process in part-time studies consists of an orientation session (classes in the classroom – lectures and practical classes), students' independent work (tests, reports, study projects, practices) and exam sessions.

In the study course programmes, according to the specifics of the study course, lectures, practical classes and students' independent work are intended. Contact lessons are organized considering that students have different experience and prior knowledge. In addition to the presentation of topicalities in the field in the form of a lecture, the acquisition of new knowledge is based on the ability to integrate knowledge from different fields, contribute to the creation of deeper or expanded knowledge, the development of methods for research or professional activities,

depending on the specificity of a course in question. During the lectures, students are asked questions and encouraged to have discussions. During practical classes, on the basis of practical examples students carry out analysis, calculations and draw conclusions grounding on theoretical knowledge obtained during the study courses. Students, in accordance with the study program, do homework, make presentations and write tests, as well as independently acquire certain subjects of a course.

In order to meet the individual learning needs of students, individual consultations have been assigned an essential role (20 hours per semester), lecturers' consultation schedules are publicly available at the RTA website and easily accessible in the faculty. Communication between students and lecturers can also take place via telephone, e-mail, *Skype*, *Whatsapp* e-course website (www.e-kursi.rta.lv).

At the end of each study course and in the process of its acquisition, the lecturer shall analyse the learning outcomes, student surveys are conducted. The results are discussed at the Council of Academic Direction and the General Meetings of lecturers of Academic Direction. If necessary, adjustments to the study outcomes of specific study courses are made.

Individual approach to students is provided in the following way:

- by individual agreement with the lecturer working students can plan both the largest possible number of attended classes (lectures, seminars, practical work) and perform individual independent work in the acquisition of the study course.
- students are provided handouts (during classes) and study course materials, available on ecourse website at ekursi.rta.lv;
- in the case a student has not been able to attend a orientation or examination session for justifiable reasons, the lecturer shall agree on individual consultations with the student;
- when organising research work (selection of a topic for a study paper and diploma thesis), the sphere of interests of students (previously acquired experience in the development of scientific works), the specific nature of practical work and experience shall be respected;
- when organizing the research work (supervision of study paper and diploma thesis), students' preferences for the scientific supervisor shall be taken into account, thereby facilitating the interpersonal communication and consequently increasing the quality of the research work;
- lecturers are available to students during their consultation hours as well as for individual consultation when agreed;
- information about the changes in the study process, corrections of practical works etc. is mainly sent to students via e-mail.

To achieve the learning outcomes, the RTA library is available for students' needs, computer classrooms are available in the Academy's premises, Wi-Fi wireless Internet is freely available. Form of implementation of the study programme – part-time studies determine the personal interest of students in acquiring new knowledge and skills, increasing the level of their professional education and competitiveness in the labour market.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning

outcomes of the study programme (if applicable).

Professional practice is organized in accordance with the “Regulation on professional practice in RTA”, corresponding the aims and objectives of the study program, the requirements specified in the professional standard of a social rehabilitation, in accordance with the Cabinet Regulation No.141 “Regulations on the State Standard for First Level Professional Higher Education” – in the amount of 16 CP (see Appendix 14), which is coordinated with the results of the study programme.

The study programme provides a professional practice (16 CP) for full-time students in the 1st semester of the first study year in the amount of 2 CP and in the 2nd semester in the amount of 6 CP, and in the 4th semester of the second study year in the amount of 8 CP. In the study programme the professional practice (16 CP) is intended for part-time students in the same order as for full-time students.

The purpose of the professional practice is to strengthen and supplement the student’s knowledge, improve skills and develop professional competencies in accordance with the requirements of the social rehabilitator’s profession.

During the practice I or observation practice (2 CP) the student gets acquainted with the specifics of the work of a social rehabilitator with a certain target audience in a certain institution, work methods and work organization. An understanding of the forms, methods and specifics of social rehabilitator’s work is being developed. Has been developing skills to form communication, discuss issues of the professional activity, cooperate. As a result of the practice, the student is able to demonstrate knowledge and understanding of the role of social work and the role of rehabilitation in the development of society, in solving social problems, the understanding of the work of a social rehabilitator, to analyse its conformity to the standard of the profession, the code of ethics and the job description.

During the practice II (6 CP) the student develops skills to diagnose the client’s social barriers that hinder his/her integration into society, identify the client’s social status, values, determine the level of the client's social skills and social activities and develop a client’s social rehabilitation plan together with the institution’s social worker and social rehabilitator, to identify resources for the implementation of the rehabilitation plan. Working together with other social work specialists develops skills to form communication, discuss issues of the professional activity, cooperate. As a result of the practice, is able to use the acquired theoretical foundations and skills of social rehabilitation, to perform professional activities within the professional competence of a social rehabilitator. Is able to apply appropriate social rehabilitation methods, substantiate the results and their proposals for the improvement of social rehabilitation services;

During Practice III (8 CP), the student develops skills not only in the field of diagnostics, but also is able to implement the social activation of the client through social rehabilitation work methods, stimulate the interest of the client, the desire and the willingness to live independently and fully, inform the client about the order of receipt of services. Develops skills to evaluate the social rehabilitation services provided to the client, to develop proposals for the improvement of social rehabilitation services. As a result of practice, is able to independently obtain, select and analyse information and use it, make decisions and solve problems in the implementation of social rehabilitation, is able to make decisions within the professional competence of a social rehabilitator and find creative solutions in the client’s social activation work, observing professional ethics.

Students are given the opportunity to choose the place of practice according to their professional interests and choice of research topic. In case if, however, the student has not found a practice

place independently, a practice place is offered in one of the municipal social services with which RTA has concluded an agreement on the provision of practice for students. Before the start of the professional practice an introductory seminar is organized, in which the student gets acquainted with the tasks to be performed in the practice, is consulted on the methods to be used during the practice to perform the intended tasks.

The form of part-time studies and the peculiarities of the organization of the practice determine that the students work in specific institutions and, in coordination with the director of the study programme, performs the practice at their place of work if as a result of a professional practice the student is able to achieve the results of study programme and the results intended for a professional practice. The student can also perform a professional practice at some of the cooperative social services with which cooperation agreements have been concluded regarding the provision of practice places for students.

For the planning and successful implementation of the professional practice intended in the study programme, a tripartite short-term agreement is concluded between the student, RTA and the place of practice. Each trainee has 2 practice supervisors: the practice supervisor in the specific practice place and the practice supervisor from the lecturers involved in the implementation of the study programme. During the practice students have access to consultations – supervision with lecturers regarding the issues of implementation of practice.

Agreements on the implementation of the practice in the Programme have been concluded with Municipality Administration “Social Service” of Rēzekne city, Social Service of Rēzekne Municipality, Social Service of Ludza Region. RTA allows the possibility to conclude individual tripartite practice agreements between RTA, employer and a trainee if the student has chosen the practice place independently and it corresponds to the didactic strategy of the study programme.

After the practice the student submits a practice report and a diary, which reflects the course of the practice, the fulfilment of the practice tasks, their reflexive assessment by the student and by the practice supervisor at institution. At the end a practice defence is organized, in which each student provides an overview of the practice and is evaluated.

During the professional practice students strengthen the theoretical knowledge and professional skills acquired in the study courses, acquire and improve professional skills. During the professional practice students obtain the necessary factual material for the development and defence of a qualification thesis. The tasks of the professional practice are linked to the tasks of the study programme, students using the theoretical foundations and skills learned, practice professional activities within the framework of the professional competence of the social rehabilitator, formulate and analytically describe information, problems and provide their solutions in the practice report; in the defence of the professional practice explain problems and their solutions, reasonably discuss them, show creative solutions.

3.2.5. Evaluation and description of the promotion opportunities and the promotion process provided to the students of the doctoral study programme (if applicable).

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their

relevance in the respective field, including the labour market, and the marks of the final theses.

The requirements for the development of the study paper are specified in the “Methodological recommendations for study papers, diploma papers, bachelor papers and master’s theses” developed by the RTA FELD lecturers, which are available to students on the e-course website (www.e-kursi.rta.lv).

The student chooses the topic of the qualification thesis on the basis of the research and professional interest acquired in the study courses and linking it with the interest of a professional practice place or workplace in the field of social rehabilitation. For part-time students the choice of topic is often determined by the specifics and experience of practical work. In the course of the research, the selected target group is studied in more depth and working methods in the provision of social rehabilitation services are considered, as well as methods that can provide a more complete and complex service are sought. In the field of social rehabilitation, these issues are always important and topical. Most of the students already work in social welfare institutions during their studies and the qualification work is about the possibilities of improving the social rehabilitation service in this institution.

In the research period, in the qualification theses students have analysed and evaluated the problems related to the work of a social rehabilitator with different target groups. The topics of the last three years are shown in the table No.4.2.1.

Table 4.2.1

The specifics of social rehabilitation work in work with different target groups considered in the qualification theses

Target groups	Topics of the qualification theses
Seniors	<p>The use of elements of music therapy in the work of a social rehabilitator in promoting the well-being of the elderly people</p> <p>The activity of a social rehabilitator in promoting the adaptation process of the elderly in a social care centre</p> <p>The activity of a social rehabilitator in promoting the quality of life of seniors at the centre of non-governmental organizations</p>

Children and young people From social at-risk families With mental development disorders	Promoting the development of a healthy lifestyle for young people in the work of a social rehabilitator at a social services centre The activity of a social rehabilitator in the development of conflict resolution skills in the Centre for social services in teenagers left without parental care The use of art therapy elements in the work of a social rehabilitator in the development of stress management skills in children left without parental care The activity of a social rehabilitator in the organization of free time in a long-term care institution in persons with moderate mental development disorders Playful activities and games in the activity of a social rehabilitator to promote communication skills in children with severe and moderate mental development disorders
Families	Work of a social rehabilitator in a rural community with families at social risk with children
Persons with visual impairment	The activity of a social rehabilitator in promoting the quality of life for people with complete vision loss.

Assessing the topics of the students' chosen qualification theses, it can be concluded that their choice was mainly determined by the sphere of students' interests and the specifics of practical work and the chosen places of practice. The average assessment of the qualification theses according study years: 2015/2016 study year – 8 points; 2016/2017 study year – 8.3 points; 2017/2018 study year – 7 points; 2018/2019 study year – 8 points; 2019/2020 study year – 8 points. In the process of development of the qualification thesis the wishes of the students in the choice of the scientific supervisor are taken into account, facilitating interpersonal communication and as a result increasing the quality of the research work. Before the defence of the qualification thesis, a pre-defence of the qualification thesis is held at the SF, during which the teaching staff of the SF and students discuss the methodology, literature and innovative capacity of the study chosen for the qualification thesis. The qualification thesis is tested in the Unified Latvian Anti-Plagiarism System before the defence. The SF Council analyse each case of a match. There was one case in the research period (spring semester of 2015). The SF Council found that there were coincidences only in certain tasks in the third part of the work – practical recommendations for the improvement of social rehabilitation work. The student was allowed to defend the qualification thesis, but reducing the assessment by one point. The defence of qualification thesis in the RTA takes place in the form of an open hearing where each member of the State Examination Commission may ask students questions, a discussion with specialists is held on problems and their solutions in the field of social rehabilitation. Half of the members of the State Examination Commission are representatives of professional organizations or employers in the field, after the work of the Commission there are discussions on the issues of diploma thesis topics, and in the following years the recommendations of employers' representatives are taken into consideration.

The overall assessment of the qualification thesis consists of the following criteria: conformity of the content of the thesis to the chosen topic, as well as novelty of the topic of the thesis; fulfilment of

the objectives and tasks of the work; originality and depth of the discussion of the topic; ability to draw scientifically grounded conclusions; ability to put forward concrete, feasible and reasonable proposals; logic of the structure and presentation of the research; language culture; technical presentation of the thesis; materials used in the research and the results of their processing; ability to speak publicly; ability to defend their conclusions and proposals; ability to respond to critical remarks and ability to defend their opinion.

The work of the State Examination Commission and the awarding of professional qualifications take place in accordance with the “Regulations on State and Final Examinations at the Rēzekne Academy of Technologies (RTA)”

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

The characteristics of the study, information, including libraries, material and technical, and financial base are available in sections 3.1-4.3.

The opportunities offered by the library and the existing collections provide students with the opportunity to acquire the planned topics in study courses, to develop study papers, final theses, which in general contribute to the achievement of the outcomes of the study programme.

The sources of funding for the study programme are the state budget funding and student tuition fees. The tuition fee is approved by the decision of the RTA Senate for each subsequent study year. The costs of the study place in the study programme “Social Rehabilitation” are determined taking into account the basic costs of the study place, the level of study programmes, duration, form, as well as the structure of the academic staff and the field of study.

3.3.2. Assessment of the study provision and scientific base support, including the resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).

Not applicable.

3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between

the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

RTA resources and provision are fully sufficient for the implementation of a high-quality, growth-oriented study programme. The study and science base available for the implementation of the study programme are described in Sections 3.1-3.3 of Part II.

The financial base of the study programme and the costs of the study programme correspond to the needs and implementation conditions of the study programme, the sources of financing of the study programme have been identified, and the financial resources ensure the implementation of the study programme to achieve the study results. Sources of funding were developed within the SF "Social Welfare" framework.

The sources of funding of the study programme are created by the state budget financing and student tuition fees, RTA own revenues. The tuition fee is approved by the decision of the RTA Senate for each subsequent study year. The costs of the study place in the study programme "Social Rehabilitation" are determined taking into account the basic costs of the study place, the level of study programmes, duration, form, as well as the structure of the academic staff and the field of study.

Funding of the science base and funding of scientific activities (performance) is not divided by study fields, but directed to the provision of RTA scientific activities (remuneration of scientific staff, mission expenses, grant financing, database subscriptions, capital expenditures) and scientific institutes, while academic staff working in science represents various SF. In 2020, RTA scientific activity revenue reached almost 717 thousand EUR. Funding for the assembly of RTA library collections is not divided by study fields, because often the library resources in the study process are used by students of several SF. The most important literature within each course has a cyclical update, but the most current additional literature items are updated regularly.

Funding for the student self-government is provided annually in the amount of at least one-twentieth of the state funding for the study process and tuition fee revenues and fluctuates around twelve thousand Euro per year.

The sources of funding for the study programme are the state budget funding and student tuition fees. The tuition fee is approved by the decision of the RTA Senate for each subsequent study year.

The costs of the study place in the study programme "Social Rehabilitation" are determined taking into account the basic costs of the study place, the level of study programmes, duration, form, as well as the structure of the academic staff and the field of study. RTA calculations show that the direct costs of the first level professional higher education study programme "Social Rehabilitation" (remuneration of academic and general staff) are 3 667.75 EUR/ 75% for one conditional student per year, indirect costs (expenses for ensuring the operation of RTA, including library, land tax, rent, building maintenance costs, telephone subscriptions and service costs, utilities, current repairs, special programmes, etc.) per 1 conditional student is 1 222.58 EUR/ 25% per year. The total cost of study per student is estimated to be EUR 4 890.33 per year, which does not exceed the cost of preparing one student in a similar speciality in European countries. Minimum number of students in the study programme to ensure the profitability of the study programme is 7.

Table 4.3.3.1

	2020	2021
The topical field of the study programme: Social Welfare		
Minimum coefficient of the study costs:	3	3
The coefficient of the study level:	1	1
The costs of study base (Euro)	1518.98/1538.98	1630.11
The amount of the scholarship (Euro)	150.82	200.00
Sport, culture, service hotel (Euro)	13.52	13.52
Number of study places funded from the state budget	16	16
Funding of the number of places funded by the state budget	75860.16	81 656.48

Tuition fee set by the RTA Senate for the academic year 2021-22. for full-time (intramural) students is 1630.00 EUR, but for part-time (extramural) students is 1280.00 EUR.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

15 lecturers are involved in the implementation of the study programme, 12 or 80% of which are elected RTA, 3 or 20% are guest lecturers. The high proportion of elected academic staff ensures the availability of regular lectures and lecturers for students throughout the study process.

Table 4.4.1

Scientific, academic or professional degrees of the academic staff involved in the study programme

<i>Doctors</i>		<i>Masters</i>	
<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>
8	53%	7	47%

The study programme employs 2 professors, 2 associate professors, 4 docents (one guest lecturer), 5 lecturers, 2 guest lecturers. 8 docents are leading researchers and researchers at the Scientific Institute of Regional Studies RTA (REGI).

Table 4.4.2

Academic positions of the staff involved in the study programme

<i>Lecturers</i>		<i>Docents</i>		<i>Associated professors/professors</i>	
<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>
7	46%	4	27%	4	27%

The summaries of the teaching staff involved in the study programme are listed in the self-assessment appendix of the study field.

In order to ensure the consistency of the study programme with the current tendencies and problems of the labour market, the professional programme employs professionals with extensive academic and professional work experience: S.Strankale – Head of the Social Service of Rēzekne Municipality, A.Kondrova – psychologist of Municipality Administration “Social Service” of Rēzekne city.

During the reporting period foreign guest lecturers and industry professionals from countries such as Lithuania and Turkey have been attracted. The proportion of lecturers with doctoral degrees has also increased.

The composition of the teaching staff in the study programme is designed to ensure the acquisition of knowledge and research skills in the field of social rehabilitation, achieving the study results specified in the study programme, which correspond to the EQF level 5 knowledge, skills and competence specified in the Latvian education classification as well as industry specialists are involved to ensure the acquisition of current professional skills. The qualification of the teaching staff complies with the requirements of regulatory enactments. Seven lecturers have masters’

degrees and eight lecturers have doctoral degrees. 2 of the lecturers (S. Strankale and A. Kondrova) are practitioners in the field of social work with long-term work experience. Lecturers are provided with and financially covered both the acquisition of pedagogical courses of higher education institutions in the amount of 160 hours, and participation in professional seminars in the field, as well as internships in institutions that ensure appropriate qualification of the teaching staff and help to achieve study results.

The planning issues of the RTA academic staff are regulated [in the RTA operation and development strategy for years 2016-2023](#), and [in the guidelines for the development of the academic staff for years 2016-2020](#). Other issues related to the planning of the academic staff are regulated by Technologies, etc.

The research and professional specialization of the teaching staff involved in the implementation of the study programme covers all the main areas of professional specialization of the field, the research is mostly related to the process of resocialization of various target groups.

Taking into account that the programme is a professional study programme, it is important that professionals in the field are involved in the provision of study courses, therefore the study courses “Professional Characterization of a Social Rehabilitation”, “Social Rehabilitation for Work with Different Target Groups” are taught by practitioners working in social services. The participation of practitioners in teaching study courses needs to be further increased.

Professionals and lecturers in the ERASMUS+ mobility project are invited to strengthen the study programme and link the programme to the labour market for teaching certain topics. Lithuanian colleagues from partner universities have given lectures on social welfare issues. For instance, Ingrida Baranauskiene from Klaipeda University (Lithuania) led classes on rehabilitation opportunities for people with disabilities.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.

During the reporting period (2015/2016 – 2021/2022), the composition of the academic staff has changed. The changes are reflected in tables 3.4.1 and 3.4.2. The number of lecturers with doctoral degrees, the number of associate professors and professors has increased. Teaching staff with professional experience are involved in the programme according to the profile of the programme.

Table 3.4.1

Academic positions of the staff involved in the study programme

<i>Study year</i>	<i>Lecturers</i>		<i>Docents</i>		<i>Associated professors/ professors</i>	
	<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>	<i>number</i>	<i>%</i>
2015/2016	11	69%	3	19%	2	12%
2021/2022	7	46%	4	27%	4	27%

Scientific, academic or professional degrees of the academic staff involved in the study programme

Study year	Doctors		Masters	
	number	%	number	%
2015./2016.	6	38%	10	62%
2021./2022.	8	54%	7	46%

80% of the employed academic staff are elected to RTA, which means that the qualification and compliance with the position criteria has been assessed by the competition commission, taking into account the qualification and education of the academic staff, the conformity of academic and practical experience to the position and science field, results of scientific research work (publications), methodical developments (teaching aids, programmes, etc.), the results of student surveys in the event of re-election.

The significant improvements have taken place in synergy of the teaching staffs' pedagogical and scientific work. Four of the teaching staff employed in the Programme are experts of the Latvian Science Council. The involvement of the academic staff in scientific research is facilitated by the activities of the Scientific Institute of Regional Studies, in the study programme 8 (47%) of the teaching staff are simultaneously elected to pedagogical and scientific positions as leading researchers and researchers.

Lecturers elected to academic positions actively participate in scientific conferences and make publications in Latvian and international scientific press, including preparing joint scientific publications with both Latvian and foreign researchers (see the appendix on the publications of the teaching staff). The teaching staff of the study programme in the relevant fields of the study programme has presented the results of scientific research in Latvia (RTA, LU, LLU, TSI) in other countries (Lithuania, Poland, Bulgaria, etc.), scientific publications are published in scientific articles databases (EBSCO, SCOPUS, Thomson Reuters ISI Web of Knowledge, etc.) All changes in the teaching staff indicate the growth and development of the programme.

The results of the scientific activity of the teaching staff are available to students in several ways:

1. In teaching study courses the teaching staff use the results of their research and guide students in the methodology of research work;
2. The scientific publications of the teaching staff are available and are encouraged to be used in study research works;
3. Students have the opportunity to listen to lectures of the teaching staff on current issues in the field at scientific conferences.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-

reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

Not applicable.

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

Not applicable.

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The collaboration models of the teaching staff employed in the Programme are basically consistent with the description given in Section 3.4.4 of the self-assessment report, which is common to the entire SF. The cooperation of the teaching staff in the study programme shows several aspects of cooperation characteristic of the specifics of the RTA operation:

1. **Interdisciplinary cooperation of the academic staff** – the programme employs the teaching staff from different fields who can discuss topical issues during the joint meetings of the SF.
2. **Joint scientific activity of the academic staff** – joint scientific publications are both interdisciplinary and developed in related fields.
3. **Cooperation between the teaching staff and support staff.** The cooperation of the teaching staff and ICT specialists, ensuring the cooperation of the teaching staff and the general staff during the pandemic of remote studies is especially important for the implementation and development of the study programme. RTA has established its own internal document management system, which also includes cooperation planning and control options. Most cooperation models during the RTA emergency situation are provided by the Microsoft Team platform.
4. **Cooperation between the teaching staff and the students.** In March and April 2020 due to the Covid-19 pandemic, an emergency situation was declared in Latvia, which set a priority for new cooperation models. The study process at RTA was implemented remotely,

using all possible remote communication tools. The dominant communication portal of RTA was the study course website ekursi.rta.lv, as well as online tools Microsoft Team, Zoom, WhatsApp, Skype, etc. At the time of submitting the self-assessment report, RTA developed the procedure for the implementation of distance studying and the first evaluation of the distance learning stage is being performed.

Cooperation of professionals in the field with those of the teaching staff for whom the academy is the main place of work is implemented in the study programme “Social Rehabilitation” in several directions:

- cooperation between the professional practice supervisor of RTA and the professional practice supervisor of the enterprise/ institution during the professional practice of the student;
- participation in the work of the State Examination Commission;
- cooperation in the process of raising the pedagogical qualification, jointly attending the events of the RTA professional development programme “Higher Education Institution Didactics” or “Innovations in Higher Education” and discussing topical issues of the study process.

At the time of submitting the self-assessment report, the ratio of teaching staff to students in the study program is **11**, which is formed by dividing the full-time equivalent (PLE) of students in the study program (**7.6**) by the teaching staff PLE (**0.7**). According to OECD data [1], in Latvia the average ratio of teachers to students in short-term programs is 13, the average in the EU is 12. The ratio of teachers to students in PLE is close to the EU average and regionally considered adequate to ensure a high-quality, student-centered study process.

[1] EDUCATION AT A GLANCE 2021 © OECD 2021. Available: <https://ieej.lv/gHSYU> pp.355.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Annex 1.docx	1.pielikums.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex 2.docx	2.pielikums.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Annex 3.docx	3.pielikums.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex 4.docx	4.pielikums.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex 5.docx	5.pielikums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 6.docx	6.pielikums.docx
Descriptions of the study courses/ modules	Annex 7.docx	7.pielikums.docx
Description of the organisation of the internship of the students (if applicable)	Annex 8.docx	8.pielikums.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		