APPLICATION

Study field "Social Welfare" for assessment

Study field	Social Welfare
Title of the higher education institution	Latvijas Universitātes P.Stradiņa medicīnas koledža
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Self-evaluation report

Study field "Social Welfare"

P.Stradins Medical College of the University of Latvia

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I - Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development directions, including the following information:

Stradins Medical College of the University of Latvia (further LU PSK) is an educational institution under the supervision of the University of Latvia, created in accordance with the August 24[th,] 2009 resolution #573 of the Cabinet of Ministers of the Republic of Latvia on the *Reorganization of P. Stradins Health and Social Care College* and December 28[th,] 2009 resolution #308 of the Senate of the University of Latvia. Thus, starting January 2nd, 2010, based on August 24[th,] 2009 resolution #573 of the Cabinet of Ministers of the Republic of Latvia, the college continues to exist as an "Agency of the University of Latvia "P. Stradins Medical College of the University of Latvia"", who is the successor to the rights and legal obligations, as well as property and record keeping proceedings of previous periods.

LU PSK operates in accordance with the Constitution of the Republic of Latvia, Law of Education, Law on Scientific Activity, Law on Higher Education Institutions, Law on Vocational Education and related regulatory enactments, LU PSK regulations and international norms of higher education.

Ever since its establishment in November 1st, 1939, LU PSK has changed its name numerous times (it started out as School of Merciful Sisters (Nurses) in P. Stradins Hospital, which was then called Riga 2nd Hospital, under the management of professor P. Stradins), and also its subordination status.

Despite changes in political system and subordination, within the 80 years of its existence LU PSK has proved itself to be an educational institution, that has been able to maintain its core values – by educating and providing the labour market of Latvia and European Union with competent, competitive, qualified specialists in the fields of healthcare and social welfare.

Vision: In 2021, LU PSK is one of the leading Medical Colleges in Latvia, competitive also in the Baltic Region and countries of the European Union.

Mission: LU PSK guarantees its students high quality First-level Professional Higher Education in the Jūrmala city and Latgale Region – the city of Rēzekne. In cooperation with professional associations and collaboration partners, LU PSK ensures development of study programmes in accordance with requirements of the labour market and latest technologies.

In study year 2020/2021 LU PSK realizes two fields of study: *Social Welfare* and *Healthcare*. LU PSK operates in Jūrmala – Vidus prospekts 38, where 9 study programmes are realized, and in its branch office in Rēzekne – N.Rancāna iela 23a, which since the academic year 2019/2020 sees realization of 4 study programmes *(Medicine, Nursing, Medical Massage, Social Care)*.

LU PSK in the 2020/2021 study year realized 9 full time attendance First-level Professional Higher Education Study Programmes: *Social Care, Social rehabilitation, Biomedical Laboratory Technician, Radiology Assistant, Podology, Medicine, Esthetic Cosmetology, Medical Massage, Nursing.*

The dynamics of the number of college students in the reporting period is shown in image 1.1. and dynamics of the number of students in the *Social Welfare* study direction is deFigureted in image 1.2.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Budget financing	715	808	763	723	755	787	832	790
Self-financing	102	118	152	196	222	221	225	311
Altogether	817	926	915	919	977	1008	1057	1101
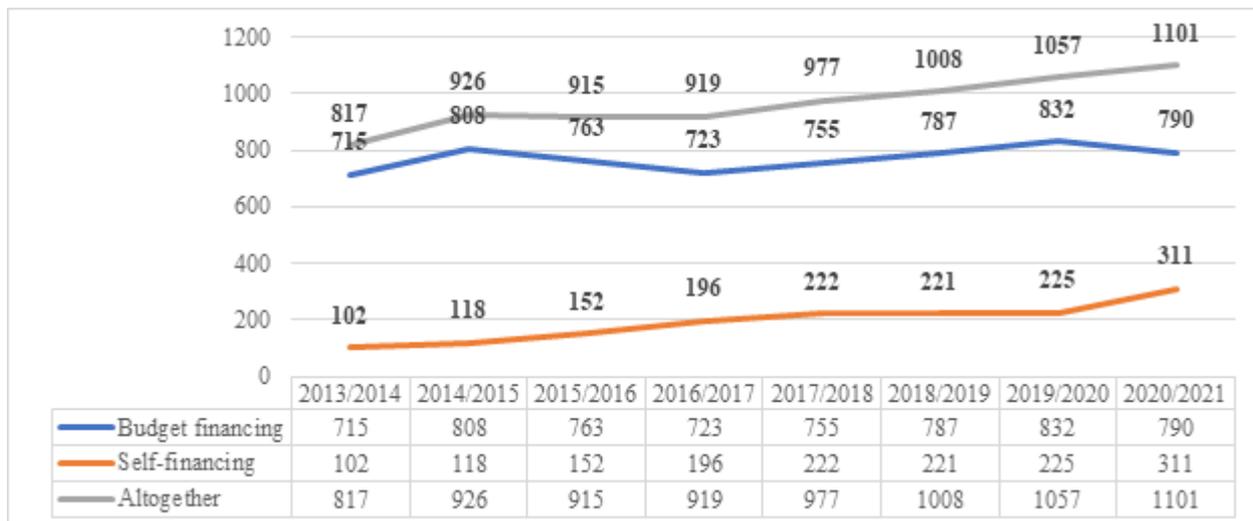
Figure 1.1. **The dynamics of the number of college students in the reporting period**

|	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Number of students	156	250	213	220	210	236	237	144
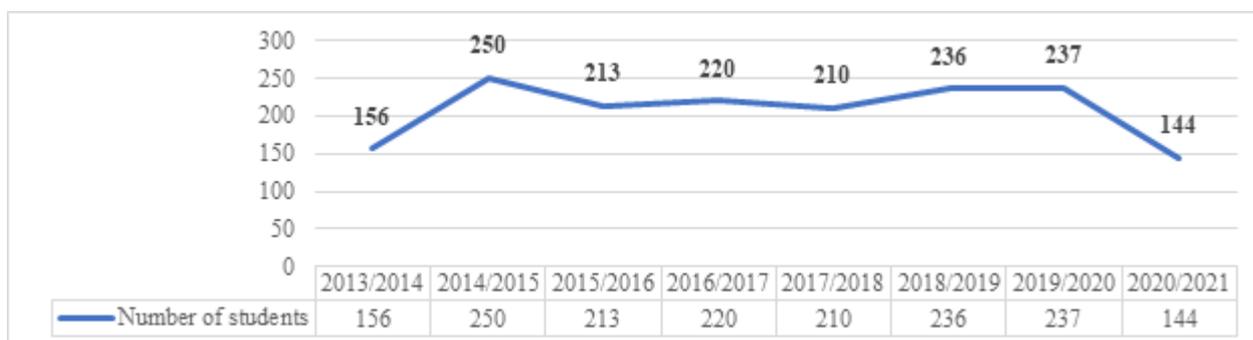
Figure 1.2. **The dynamics of the number of students in the *Social Welfare* study direction in the reporting period**

The dynamics of the number of students in the field is stable, slightly variable, especially in academic years 2014 - 2019, due to the demand for specialists in specific municipalities. Changes are observed in the academic year 2020/2021, when the number of students decreased, one of the reasons for this possibly being the Covid -19 pandemic.

The aim of development planning is to promote sustainability and stable development of the LU PSK in order to implement the mission and vision of the University of Latvia and achieve strategic goals. Development planning is based on certain priorities and values, as well as basic principles of participation, coherence of interests, balanced development, cooperation, financial opportunities, openness, monitoring and evaluation, toFigureality and coherence of documents.

In accordance with the development strategy of LU PSK, following priorities have been set.

- Provision and development of the study process in accordance with the requirements of higher education regulations and the demands of the labor market.
- Ensuring and development of scientific research process in accordance with the requirements of regulatory enactments and trends in the world.
- Human resource development and renewal and succession of academic staff.

- Management of resources and finances.
- Internationalization and strategic collaboration.

- Development of lifelong learning and implementation of further education measures.
- Strengthening the image and visibility of the college.

These priorities are set in accordance with college mission, vision and quality policy, which includes

excellence, sustainability and partnership. In accordance with the strategy of the LU PSK and, according to its priorities, the college has defined specific strategic goals and tasks, as well as deadlines, employees responsible and criteria for the results to be achieved.

The concept of strategic management processes of LU PSK determines the processes of the main activity, management processes and support processes. The core processes include study implementation processes, scientific research processes, processes of organizing further education events, ensuring international cooperation. Support processes are defined to facilitate basic processes, and these include personnel management, communication management, project management, document management, library maintenance and development, information security management, procurement management and infrastructure and work environment maintenance.

The abovementioned processes are ensured by determining the main management processes, which are, strategic planning, management and analysis, financial planning and control, improvement and provision of the quality management system. The progress of the LU PSK operational processes is related to the strategic goals and tasks of development.

1.2. Description of the management 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.

Self-governing institutions of the college are the college council, the director of the college and the academic arbitration court. Students of the LU PSK are represented in the main decision-making bodies by student self-government, whereas employees are represented by the trade union. The structure of college management is deFigureted in the 2nd annex.

Table 2.1.

Responsibilities and tasks of the college governance structures

LU PSK department/person responsible	Responsibilities and tasks
College Board	The Council is the collegial representation, management and decision-making body of the College's staff. The council consists of 11 council members: five persons elected to academic positions in the college, one representative of general staff, three representatives of student self-government, two authorized representatives of employers or professional organizations. The Council determines the main directions of academic activity, discusses and submits for approval the college medium-term operation and development strategy, work plan for the current year, annual report and total annual budget, discusses and submits for approval study programs and their self-evaluation reports, approves the composition of study program councils, approves the internal regulatory enactments of the LU PSK, nominates representatives in the institutions of self-government of the University of Latvia, supports and promotes the activities of student self-government.
College Director	The Director is a senior official of the College who exercises the overall administrative and economic management of the College and represents the College in all its affairs. The director is elected by the College Council on a competitive basis.
Academic Arbitration Court	The Academic Arbitration Court reviews: applications of students and academic staff regarding restrictions or violations of academic freedom and rights, disputes of an academic or ethical nature between the officials of the College, as well as the administrative institutions of the structural units that are in a subordinate relationship. The decisions of the Academic Arbitration Court are enforced by the administration. The Academic Arbitration Court is nominated by the General Meeting of the Academic Staff and elected by secret ballot from among the Academic Staff. Student representatives in the academic arbitration court are elected by the students' self-government. The Academic Arbitration Court consists of: two persons elected to academic positions, one student representative.

Student self-government	Student self-government operates in accordance with the regulations developed by it and approved by the college council. The student self-government has the right to request and receive information and explanations on issues that affect the interests of students from the college self-government institutions and heads of structural units. Representatives of student self-government in the college council have a veto right on issues that affect the interests of students. The decisions of the student self-government after their approval by the council are binding to all students of the college.
Deputy Director for Study Work	Provides management, supervision and control over the study process. Hired in accordance with external and LU PSK internal regulations.
Deputy Director for Research	Develops, creates and provides a creative support system for academic staff and students. Provides research work of study programs. Hired in accordance with external and LU PSK internal regulations.
Deputy Director for Legal Affairs	Provides quality legal support and resolution of legal issues. Hired in accordance with external and LU PSK internal regulations.
Academic Structural Units	Department of Social Care, Department of Medical Treatment, Department of Medical Technology. The department is a study and research work unit that participates in the development and implementation of study programs. The department is headed by the head of the department, who is hired in accordance with external and internal regulations of the LU PSK. The head of the department coordinates the work of the department.
Communications Department	Ensures the availability of information complex to the public about the work of the college, coordinates the activities of the college in matters of external relations and information exchange.
Procurement Department	Provides college procurement activities and real estate management. The College Real Estate Manager is hired in accordance with external and LU PSK internal regulations.
Administrative Structural Units	Chancellery, personnel department, accounting, computer network administrators, library, archive.
Student Hostel	LU PSK student hostel provides 110 rooms. The student hostel is lead by a manager, who is hired in accordance with external and LU PSK internal regulations.

As an agency of the University of Latvia, LU PSK cooperates with the University of Latvia in several directions. The cooperation includes research, cooperation of lecturers, as well as coordination and approval of various documents important for the college. The college coordinates the goals of its strategic activity with the University, if the college develops new study programs, they must also be coordinated with the University of Latvia. The composition of the college council, budget distribution, annual work plan and self-evaluation reports are coordinated with the University of Latvia as well. The College participates in various conferences organized by the University of Latvia, and university representatives participate in conferences organized by the College. There is also close cooperation with lecturers in the implementation of study courses.

The trade union of the LU PSK has been a member organization of the Latvian Education and Research Workers' Trade Union since 2017. LU PSK professional organization is an independent and voluntary association of persons that expresses, represents and defends the labor, social, economic and professional rights and interests of its members in accordance with the Trade Union Law, other laws and regulations in force in the Republic of Latvia and its Articles of Association , which are specified in the norms of international law binding on Latvia. The aim of the trade union organization of the LU PSK is to unite the members of the trade union for joint action in order to express their opinions and defend their economic, social and professional rights and interests.

Every 5 years, the LU PSK trade union organization holds a re-election meeting, where the management reports on the funds made and spent and a new management is elected. The re-election procedure is specified in the Statutes of the Latvian Education and Research Workers' Trade Union. The current number of members is 41 and includes both academic and general staff.

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, as well as the stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

The quality policy of the LU PSK is a part of the internal quality assurance system, which is aimed at the implementation of the mission of the LU PSK and the achievement of strategic goals. It sets quality requirements as one of the most important goals of LU PSK.

The quality policy forms the framework for the implementation of the LU PSK development strategy and determines the common intentions and direction for ensuring and improving the quality of studies. The quality policy defines the level of quality as a degree to which the LU PSK implements the study process in accordance with the regulatory enactments of the Republic of Latvia, content-coordinated with Standards and Guidelines for Quality Assurance in the European Higher Education Field. It is oriented toward international quality standards, the needs and wishes of the parties interested in the operation of the LU PSK, as well as internal needs.

The aim of college quality policy is to implement study programmes in the fields of health and social welfare by preparing highly qualified, competent and competitive specialists in the labor market. Directions of action of the quality policy are closely related to development strategy of the LU PSK and the priorities set in it.

To realize quality policy, LU PSK:

1. builds on its *competence*, to guarantee students access to quality education, *partnerships* to maintain active and effective long-term cooperation with stakeholders at both local and international levels, and *sustainability* to responsibly promote the development of quality education for society;
2. applies a process approach, which includes systematic process management and their interaction, in order to achieve planned results in accordance with the quality policy and the strategic direction of the LU PSK. The management of processes and systems as a whole is achieved through a Plan-Do-Check-Act (PDPR) cycle of risk-based thinking, taking advantage of opportunities and avoiding undesirable results;
3. ensures the involvement of every LU PSK employee in the maintenance and development of the internal quality assurance system. College faculty and staff regularly have the opportunity to express their views to promote quality improvement. It is possible to hear the views at weekly staff meetings, regular college and departmental study councils, annual discussions with staff, as well as by conducting staff surveys and evaluating the results;
4. obtains and evaluates the opinion of students, graduates and employers in order to promote evaluation, development and improvement of quality policy;
5. continuously evaluates achieved results and determines the necessary improvements based on self-assessments of LU PSK study fields, to continuously develop the activities of LU PSK in the interests of current and future students, employees, employers and other cooperation partners and society.

The structure of the internal quality assurance system is the defined sequence of activities and documented procedures (regulations, rules, methods, etc.) for the implementation and development of study quality, which reflects the responsibility of the LU PSK for the quality of education and ability to realize healthcare and social well-fare study programmes, in preparing competent and competitive professionals for the labor market.

The quality policy of the LU PSK promotes the development of a quality culture, to ensure achievement of sustainable results that meet the needs of all stakeholders for the continuous improvement of the efficiency of the quality management system.

Quality policy is available publicly on the college web site:

https://www.psk.lu.lv/par-koledzu/kvalitates-politika (Only Latvian)

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 21 of the Law on Institutions of Higher Education 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 evidence for the full compliance, partial compliance or non-compliance.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	Complies
		The LU PSK Quality Policy formulates principles, goals and actions aimed at the implementation of the mission of the LU PSK and the achievement of strategic goals. The quality policy is implemented in accordance to the basic principles of competence, partnership and sustainability. Implementation of the quality policy is reflected in the description of the quality assurance system. The internal quality assurance system complies with the standards and guidelines of the European Association for Quality Assurance in Higher Education (ENQA) for quality assurance in the European Higher Education Area and the requirements of Latvian legislation. Implementing quality management provides a set of methods and activities in which quality is planned, implemented, evaluated and improved. Requirements of professional standards are taken into account to ensure the quality of study programs. The internal quality of the study programs included in the study direction is ensured by the head of the programme with teaching staff, whilst observing the study plan, program structure and content, based on the requirements of the professional standard and evaluating the study results achieved by students. Assessment of study quality is based on planning and cyclical assessment, both in terms of study program and direction.

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.	Complies
		Development, internal approval, supervision and periodic inspection of the study programs of the LU PSK takes place in accordance with the relevant external regulatory enactments of the Republic of Latvia and the Regulations of the P. Stradins Medical College of the University of Latvia. The development and approval of the study program takes place in the following order: 1. The study program is developed and its independent expertise is organized by the department in cooperation with the Council of Study Programmes. 2. The department submits the study programme along with the expert opinion to the College Council for approval. 3. The secretary of the College Council submits the study program to the Academic Department of the University of Latvia for further evaluation and approval, attaching an extract from the minutes of the council. 4. College study programs are approved by the Senate of the University of Latvia. The minimum number of study subjects to be acquired within the study programs of the College, as determined by the regulatory enactments regarding the minimum requirements for educational programs for obtaining a professional qualification in the relevant profession. The annual evaluation of the existing study programs takes place in the report of the study field, to ensure the operation of the internal quality assurance systems of the study field.

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.	Complies
		Study Regulations of the LU PSK determine the basic information about the study content and the organization of the study process. The procedure for examinations of study courses determines the types, form and course of examinations, as well as the rights and obligations of students and lecturers in the process of evaluating the results of the study course. The Regulations on State Final Examinations prescribe the procedure by which the state final examination for the acquisition of first-level professional higher education programs for award of a qualification and the issuance of a diploma is organized.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		The regulations of P. Stradins Medical College of the University of Latvia determine the duties and rights of the academic staff. Based on industry and global news, staff have the opportunity to propose and, with the support of the college, acquire knowledge, skills and competencies to improve their professional qualifications and quality of work. The mechanisms are closely linked to internal communication, annual discussions and questionnaires, as well as regular staff meetings. To ensure the professional development of the academic staff, the representatives of the academic staff participated in the project of the University of Latvia "Renewal of Academic Staff and Improvement of Competencies at the University of Latvia"
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.	Complies
		To evaluate the study process, organization, results, as well as technical provision, surveys of students and graduates are conducted in each study year. Also, in order to assess the knowledge of students and graduates in professional activities in internships and workplaces, an annual survey of employers is conducted. The results of the surveys are analyzed and evaluated at several levels: at the level of the study programmes, lecturers and study field. The course of surveys is determined by the Procedure of the LU PSK on Student Surveys for the Evaluation of the Study Process.

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	Complies
		Higher education institutions or colleges, by implementing quality assurance systems, guarantee the continuous improvement, development and operational efficiency of the field of study LU PSK study field "Social welfare" observes the activities of the internal quality system. The annual questionnaires and their analysis ensure the continuous improvement, development and efficiency of the study field. Regular self-assessment reports summarize and analyze the activities performed, as well as the direction of the study field to a re-accreditation, provide not only local but also international evaluation, checking the effectiveness of the quality assurance system.

II - Description of the Study Direction (1. Management of the Study Direction)

1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

The aim of the LU PSK is to provide the Latvian and European labor market with competitive, competent specialists in their field, and provide graduates with opportunities for educational succession in higher education institutions both in Latvia and the EU.

The activity of the *Social Welfare* study direction is focused on a set of quality education of social work specialists, which provides first-level higher professional education, based on the experience in providing professional first-level higher education and social welfare field in the world and Europe, as well as to promote human capital development both economically and level.

Potential of the study programs included in the direction of Social Welfare of the LU PSK contributes to the economy of Latvia and sustainable development of the society in Latvia. International cooperation is also implemented. LU PSK implements first-level professional higher education programs in the field of social welfare, thus creating an opportunity for the population to acquire high-quality education, which complies with the European Union Directives and the needs of the labor market.*(1.1.Table).*

Table 1.1.

Study programmes realized within the study field

Number	Name of the study programme	Code of the study programme	Length of the study programmes	Mode/form of studies	Study credits (KP (ECTS))	Qualification to be acquired	Head of the programme

	Social care	41762	2 years / 4 semesters	Full-time	80 KP (120 ECTS)	First level professional higher education, qualification to be acquired – **Social care worker** (341201)	*Mg.sc.educ.* Ina Vīksniņa
1.							
2.	**Social rehabilitation**	41762	2 years / 4 semesters	Full-time	80 KP (120 ECTS)	First level professional higher education, qualification to be acquired – **Social rehabilitator** (341202)	*Mg.sc.educ.* Ina Vīksniņa

Demographic changes in the world, increase in life expectancy and the consequent aging of the population are the main cornerstones of the development of social services. Social services will remain as one of the sectors with the largest workforce and, consequently, the demand for qualified professionals. Of general population in Latvia, 23, 3% are 65 years of age or older. Percentual increase from 2009 (17, 8%) is 2, 5% (Eurostat, 2020). Following the priorities set by industry, special emphasis is placed on community-based, innovative services at a person's place of residence, which are related to the aging of society and growing demand for social care and rehabilitation services.

Table 1.2.

Socio-economic substantiation and competitive advantages of the *Social welfare* study field

Study programme	Substantiation
Social care **Social rehabilitation**	• Professional higher education • Connectivity with the field • Implementation of the study program in Latgale region, ensuring the availability of regional education • Cooperation with the Latvian Association of Professional Social Work Specialists, the Latvian Association of Directors of Social Care and Rehabilitation Institutions (SARIDA), the Latvian Association of Local Government Social Care Institutions (LPSAIA), and employers. • Opportunity to implement continuing education projects in cooperation with the industry. • *Social Care* study programme is compared with Utenos Kolegija in Lithuania, which implements Professional Bachelor's Degree studies, specialization of Social Work and Sozialpflegeschulen Heimerer, which implements the study program Care for the Elderly. • *Social Rehabilitation* study programme is compared with the *Social Rehabilitation* study programme of Daugavpils Medical College, *Social* Services Bachellor's programme of Oulu University of Applied Sciences in Finland, and Utenos Kolegija in Lithuania, which implements first level professional higher education studies in *Social Work* programme. • Opportunity to implement continuing education projects in cooperation with the industry. • Opportunity to continue education professionally in the professional bachelor study program Social Work, in Latvian higher education institutions and Utenos Kolegija, Lithuania.

The implementation of study programs in the *Social Welfare* field based on the Ministry of Welfare's

Strategy for the Ministry of Welfare 2020–2023, *Guidelines for Social Protection and Labor Market Policy 2021–2027* approved by the Ministry of Welfare of the Republic of Latvia. *National Development Plan for 2021-2027,* which outlines directions and priorities for future development of social services system - social care, social rehabilitation and social work - social inclusion with availability of targeted social support measures for the risk of exclusion and persons subject to discrimination.

With increase in the number of recipients of community-based social services and development of new social services based on individual approach, the demand for qualified social work specialists - social care workers and social rehabilitators with appropriate first-level professional higher education, as defined in the *Law on Social Services and Social Assistance*, article 42, also increases greatly.

According to the report of the Ministry of Economics on the updated medium-term labor market forecasts for the period until 2027 and long-term labor market forecasts until 2040, faster growth in health and social care due to aging of population is expected, which will be also influenced by the negative impact of coronavirus Covid-19 on economic development.

In order to achieve the goal of the *Social Welfare* study field, the Ministry of Welfare makes a significant contribution to the development of the field. Cooperation Council of Social Work Specialists, created by the Ministry of Welfare, working group includes the head of the Department of Social Care. The Council consists of representatives from professional, municipal and non-governmental social work organizations, ministries and educational institutions that train social work specialists, as well as other institutions. The head of the Department of Social Care, acting in the council, provides an opportunity to receive timely information on all current issues in the industry and legislation. Thus, timely updating of study courses in accordance with novelties in the labor market, newer policy planning documents and conceptual guidelines for the development of the sector, changes in legislation is carried out.

Compared to previous periods, interest of local governments in regions of Latvia in training of college-level specialists should be noted as a positive feature, with already specific job offers for future specialists. Cooperation of social partners is a guarantee for purposeful use of state grants in the education of specialists in a specific field.

In 2020/2021, professional standards of "Social Care Worker" and "Social Rehabilitator" programmes have been updated. This was accomplished by LU PSK, in cooperation with employers, professional organizations and the Ministry of Welfare, and includes necessary corrections in study courses, as well as specifies skills and competencies of specialists, in accordance with services provided.

European healthcare and social welfare sector plays a key role in achieving objectives of the "Europe 2020" strategy, by promoting the overall health and well-being of the workforce and society as a whole. In addition to that, health and social care sector is also a major employer, and its role in light of demographic change is likely to increase. Consequently, employers in the health and social care sector have to take into account not only the aging trends of the population, which result in an increase in the demand for services, but also, in the context of new labor markets, labor shortage due to a lower birth rate. By 2030, able-bodied population in the European Union (EU) could decrease from the current 303 million to 280 million. This will affect not only the potential increase and sustainability of pensions, but also the financing of health and social care sector and the recruitment of staff to provide these services. Although the demand for care workers and the shortage of workers is expected to increase, research shows that this sector often offers worse working conditions and wages than sectors that require an equivalent level of skills and training. This has already led to significant labor mobility, both within and outside the EU, and could

exacerbate the skills shortage in the future.

(https://osha.europa.eu/lv/publications/executive-summary-current-and-emerging-occupational-safety-and-health-osh-issues) (Only Latvian).

Comparison of *Social Welfare* field study programme with similar study programmes in Latvia and abroad, deFigureted in Tables 1.3., 1.4.

Table 1.3.

Comparative analysis of *Social Care* study programme with similar programmes in Latvia and abroad

Comparative criteria	Similarities of study programmes	Differences in study programmes
Daugavpils Medical College of the Daugavpils University, Social Care study programme		
Name of the study programme	First level professional higher education – Social Care	-
Length and form of studies	2 years, full-time attendance	-
Financing	State financing	-
Rules of admission	Following secondary education	-
Study credits	80 KP (120 ECTS)	-
Content of the study course	Courses of general education, field and professional study courses, and their volume corresponds with the study programme realized within the LU PSK	The programme is structured in accordance with module system, all study courses divided in several interconnected modules.
Qualification practice	Practice 16 CP (24 ECTS) in social care institutions	-
State examinations	Integrated test and qualification paper	-
Labour market opportunities	Vast possibilities in the labour market with various providers of social services, which ensure social care services in all of Latvia. Working in an interprofessional team.	Vast possibilities in the labour market, especially in Latgale regional institutions.
Socio-economic substantiation	Demographic situation, growing number of elderly and disabled people, as well as development of social service available create a demand for specialists with specific qualifications and an appropriate level of education.	-
Conclusions	First-level higher education study programmes realized in both colleges mentioned are analogue: admission, name of the study programme, volume of study credits, length of studies and state financing, examination demands, length and demands of practices. Difference in regional workloads.	
Utenos Kolegija, Lithuania		
Name of the study programme	-	Professional Bachelor's Degree Social work
Length and form of studies	-	Full-time attendance (3 years), part-time studies (4 years)
Financing	-	Self-financing
Rules of admission	Following secondary education	-
Study credits	-	3,5 years 180 ECTS
Content of the study course	Study courses describe the characteristics and services of the social sector of this particular country. Study courses are based on the basic principles, values and ethics of social work.	Branches and professional study courses are based on professional competencies of social work. Study courses are based on the relevant professional standard. 18.
Qualification practice	-	21 KP (31,5 ECTS)

State examinations	Qualification paper.	-
Labour market opportunities	Students acquire skills and competencies in working with different target groups. Demographic situation, growing number of elderly and disabled people, as well as the development of social service available creates a demand for specialists with specific qualifications and an appropriate level of education.	-
Socio-economic substantiation	Vast opportunities in the labour market with various social care providers.	-
Sozialpflegeschulen Heimerer GmbH Germany		
Name of the study programme	-	Professional education, college level (Ausbildung), specialization – Care for the elderly
Length and form of studies	-	3 years
Financing	-	Self-financing
Rules of admission	Following secondary education	Interview, course of adaptation for new students
Study credits	-	180 ECTS
Content of the study course	Study courses describe the characteristics and services of the social sector of this particular country. Study courses are based on the basic principles, values and ethics of social work.	Professional study courses concentrate greatly on healthcare and geriatrics. Study courses are based on the relevant professional standard.
Qualification practice	-	Practice 32 KP Qualification paper/examination, which consists of several parts – theoretical, written and practical.
State examinations	-	Theoretic and practical examination.
Labour market opportunities	Students acquire skills and competencies in working with different target groups. Demographic situation, growing number of elderly and disabled people, as well as the development of social service available creates a demand for specialists with specific qualifications and an appropriate level of education.	Studies oriented on the care of the elderly; this opens up vast opportunities to work in care institutions as well as individual residences of the elderly.
Socio-economic substantiation	Vast opportunities in the labour market with various social care providers.	Possibilities to work in care of the elderly in an institution or their place of residence.
Conclusions	- In comparing local and foreign study programs in Europe, several substantial aspects are important: level of education in the specialty, development of the social work and social welfare system in the country, structure of the education system; professional description of the qualification offered by the study program; nature of the study program. - In comparison, duration and name of study programs is different, there is also a difference in content planning, which is based on the specifics of each country and the legislation in the field. For example, in the German study program *Care of the Elderly*, a great deal of time is devoted to internships, thus emphasizing the difference between vocational education and academic education, and ensuring effective and versatile development of students' professional skills and readiness for practice. - A common tendency for all study programs - all programs demonstrate the importance of student's permanent studies to promote the one's own learning and improvement. - In comparison, most all study programmes consist of basic blocks, which include raising awareness of social sciences, social policies and legislation, as well as specialization courses, such as gerontology, social care, etc. - In distribution of credit points or hours of practice and study subjects, it is important to compare the duration of each respective study program. - It should be noted, that Latvian *Social Care* study programme is unique in that it is established on core elements of problem-based education and orients students to acquire the social care profession more through the prism of professional theories of social work, that build social work specialists.	

Table 1.4.

Comparative analysis of *Social Rehabilitation* study programme with similar programmes in Latvia and abroad

Comparative criteria	Similarities of study programmes	Differences in study programmes
Daugavpils Medical College of the Daugavpils University, *Social Care* study programme		

Name of the study programme	First level professional higher education – Social Rehabilitation	-
Length and form of studies	2 years, full-time attendance	-
Financing	State financing	-
Rules of admission	Following secondary education	-
Study credits	80 KP (120 ECTS)	-
Content of the study course	Courses of general education, field and professional study courses, and their volume corresponds with the study programme realized within the LU PSK	The programme is structured in accordance with module system, all study courses divided in several interconnected modules.
Qualification practice	Practice 16 CP (24 ECTS) in social care institutions	-
State examinations	Integrated test and qualification paper	-
Labour market opportunities	Vast possibilities in the labour market with various providers of social services, which ensure social care services in all of Latvia. Working in an interprofessional team.	Vast possibilities in the labour market, especially in Latgale regional institutions.
Socio-economic substantiation	Demographic situation, growing number of elderly and disabled people, as well as development of social service available create a demand for specialists with specific qualifications and an appropriate level of education.	-
Conclusions	First-level professional higher education study programmes realized in both colleges mentioned are analogue: admission, name of the study programme, volume of study credits, length of studies and state financing, examination demands, length and demands of practices. Difference in regional workloads.	
Utenos Kolegija, Lithuania		
Name of the study programme	-	Professional Bachelor's Degree Social work
Length and form of studies	-	Full-time attendance (3 years), part-time studies (4 years)
Financing	-	Self-financing
Rules of admission	Following secondary education	-
Study credits	-	3,5 years 180 ECTS
Content of the study course	Study courses describe the characteristics and services of the social sector of this particular country. Study courses are based on the basic principles, values and ethics of social work.	Branches and professional study courses are based on professional competencies of social work. Study courses are based on the relevant professional standard.
Qualification practice	-	21 KP (31,5 ECTS)
State examinations	Qualification paper.	-
Labour market opportunities	Students acquire skills and competencies in working with different target groups. Demographic situation, growing number of elderly and disabled people, as well as the development of social service available creates a demand for specialists with specific qualifications and an appropriate level of education.	-
Socio-economic substantiation	Vast opportunities in the labour market with various social care providers.	-
Oulu University, Finland		
Name of the study programme	-	Professional Bachelor's Degree Social Services Specialist
Length and form of studies	-	3 years
Financing	State financing	Self-financing

Rules of admission	Following secondary education	-
Study credits	-	210 ECTS
Content of the study course	Study courses describe the characteristics and services of the social sector of this particular country. Study courses are based on the basic principles, values and ethics of social work.	Professional study courses place great emphasis on issues of social problems for various target groups - young people, elderly, people with disabilities, as well as socio-pedagogical work. Study courses, that are based on medicine and healthcare, for example, study course Nursing and the Basics of Medicine Administration. Study courses are based on the relevant professional standard.
Qualification practice	Practice with providers of various social services.	Practice 45 ECTS Annual practice of 15 ECTS per annum.
State examinations	-	Bachelor's Paper 15 ECTS
Labour market opportunities	Students acquire skills and competencies in working with different target groups. Demographic situation, growing number of elderly and disabled people, as well as the development of social service available creates a demand for specialists with specific qualifications and an appropriate level of education.	Studies oriented on solving of various social problems, provision of social services and socio-psychological consulting.
Socio-economic substantiation	Vast opportunities in the labour market with various social care providers.	Work possibilities in social care institutions, providing social services and evaluation os said services in work with various target groups.
Conclusions	- In comparing local and foreign study programs in Europe, several substantial aspects are important: level of education in the specialty, development of the social work and social welfare system in the country, structure of the education system; professional description of the qualification offered by the study program; nature of the study program. - In comparison, duration and name of study programs is different, there is also a difference in content planning, which is based on the specifics of each country and the legislation in the field. - A common tendency for all study programs - all programs demonstrate the importance of student's permanent studies to promote the one's own learning and improvement. - In comparison, most all study programmes consist of basic blocks, which include raising awareness of social sciences, social policies and legislation, as well as specialization courses - In distribution of credit points or hours of practice and study subjects, it is important to compare the duration of each respective study program. - It should be noted, that Latvian *Social Rehabilitation* study programme is not widely known abroad, thus is often compared to professional activities and competencies of a social worker and rehabilitator.	

1.2. Aims of the study direction and their compliance with the scope of activities of the higher education institution/ college, the strategic development directions, as well as the needs and the development trends of the society and the national economy.

The goal of the study field is to prepare competitive social welfare specialists for Latvian and EU labour market, taking into account requirements of the labour market and using modern teaching methods and achievements in research and science.

The aim of the study field is related to the development strategy of the LU PSK and the main activity of the college, as determined by the quality and human resources policy. Quality includes competency, sustainability and partnership. The human resources policy is determined by administrative and general staff, academic staff and students.

Changes in study field strategies are closely related to the state policy on social welfare and education:

- *Operational Strategy of the Ministry of Welfare 2020.–2023.* (November 10, 2020 decree NR. 96)

https://www.lm.gov.lv/sites/lm/files/data_content/lm_strategija_2020_2023.pdf (Only Latvian)

- *Guidelines for social protection and labour market policies for 2021 –2027 (draft),*

https://www.lm.gov.lv/lv/pamatnostadnu-projekts-socialas-aizsardzibas-un-darba-tirgus-politikas-pamatnostadnes-2021-2027-gadam (Only Latvian)

- *National Development Plan 2021 – 2027 (draft*)

https://www.pkc.gov.lv/lv/attistibas-planosana-latvija/nacionalais-attistibas-plans (Only Latvian)

- *Public Health Guidelines 2021 – 2027* https://www.vm.gov.lv/lv/jaunumi (Only Latvian)
- *Informative report on medium and long-term labour market forecasts*, (https://www.em.gov.lv/sites/em/files/emzino_03062020-ar-pielikumiem1.pdf (Only Latvian)
- Sustainable Development Strategy of the Republic of Latvia for 2030.

Direction of development of the study programs involved in the field of *Social Welfare* of LU PSK corresponds to the mission formulated in the strategy plan of the LU PSK. There is a constant demand in the labor market for LU PSK graduates. The field of study implements requirements set by the state and prepares the required number of specialists in the field of social welfare, as well as maintains direct communication with employers and professional associations. With an open labor market in Europe, graduates of the *Social Welfare* Department have the opportunity to find work both in Latvia and other countries of the European Union.

The *Social Welfare* department of the LU PSK will fulfill its mission and prepare the necessary social work specialists, develop the quality of studies, strengthening the place of LU PSK in the common educational space of the European Union.

Goals of the *Social Welfare* study field are based on the long-term development plan, strategy and goals of the LU PSK:

1. To prepare highly qualified competitive specialists in the field of social welfare with appropriate knowledge, skills and competencies in work with various target groups, to develop interaction and effective communication skills for work with clients in interprofessional work, provision of social care and rehabilitation services.
2. To create an environment accessible for studies in accordance with modern international requirements.
3. To implement and improve the study process in accordance with the study programme and to follow the recommendations and cognitions of students, graduates, young specialists and employers.
4. To develop skills of scientific research work. Within the framework of college study programs, to attract college self-financing, EU funding and ERASMUS + funds in inter-college events in Latvia and the European Union (conferences, seminars).
5. To continue implementation of professional development education programs in the *Social Welfare* field, in cooperation with professional associations, local governments and public organizations.
6. To promote co-operation with Latvian and EU higher education institutions within the framework of study programs and in ensuring succession of study programs.
7. To cooperate with the University of Latvia in the study process and in development of college's technical base.

1.3. SWOT analysis of the study direction 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 direction 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 direction for the next assessment period shall be provided.

Analysis of strengths, weaknesses, opportunities and threats of the study field

Strengths	**W**eaknesses
• Recognition of the college both in Latvia and the EU • Long-term experience in the implementation and development of study programs • Compliance of study programs with normative documents and guidelines of Latvia and the EU • Cooperation with the Ministry of Welfare, associations and social partners • Development opportunities of the college as an LU agency • Demand of social welfare graduates in the Latvian and EU labor market • Cooperation with foreign partners • Motivated students with experience in the labor market • The study field is realized on a secured technical and technological basis • Qualified academic staff participates in the realization of the study field • Involvement of specialists of the field in realization of the study program • Involvement of academic staff in scientific research • Students and academic staff enjoy the benefits of the Erasmus mobility program • Democratic communication between administrative and academic staff and students • Regular improvement of the quality of the study process by promoting cooperation between the academic staff and students • Improving qualification of lecturers by working on projects, participating in scientific conferences • Extensive job opportunities in the social welfare sector	• Attracting academic staff - doctoral students • Low remuneration and prestige of professions of specialists in the field of social welfare • Scientific research activity among lecturers and students • Implementation of educational succession in Latvian and foreign universities • Insufficient level of foreign language proficiency of both lecturers and students • Insufficient mobility of lecturers and students within the framework of ERASMUS or other programs • Insufficient involvement of foreign guest lecturers in the study process
Opportunities	***Threats***
• Demand for specialists due to demographic situation in the country • Expansion of cooperation with college graduates in the field of further education • Development of technical base and addition of equipment • Expansion of the library fund and available databases • Cooperation with municipal leaders and institutions • Updating the content of study programs in accordance with the requirements of employers, updating the professional standard • Organization of study courses available in the e-environment • Development of new study programs in accordance with demands of Latvian and EU labor markets • Greater involvement of lecturers in international exchange programs • Attracting professional specialists for teaching study courses • Attracting guest lecturers • Expansion of cooperation with analogous study programs in the Republic of Latvia and the EU • Promotion of study programs among social welfare industry and employers in Latvia and the world	• Reduction of budget funding • Demographic situation in the country • Consolidation of higher education institutions • Migration of qualified specialists to EU countries • Competition in higher education • Increase of costs in ensuring the study process

To ensure continuous improvement of quality of the study process in the Social Welfare field, the LU PSK has established a study field development planning system, which is implemented on the basis of regular self-assessment and identification of involved parties, including guidelines of external experts. During the process of elaboration of the development plan, it is imperative to assess

development of LU PSK study programs, management, improvement of efficiency of internal quality assurance system, staff development, scientific research development, resource development, cooperation and internationalization development, all of which are the cornerstones in development of the LU PSK.

The intended study quality improvement activities are incorporated in the strategic planning document - study direction development plan, which reveals: development directions: study program content improvement, study process improvement, professional development of academic staff, scientific research activities, improvement and development of study environment, student self-government activity, communication with graduates of study programs, popularization of study programs, cooperation with Latvian and foreign higher education institutions, development and implementation of new study programs, provision of professional development and further education possibilities; the goals to be achieved, the main tasks; the main persons or structural units responsible for the performance of tasks; intermediate deadlines / deadlines; results to be achieved / performance indicators.

Development plan of the *Social Welfare* study field has two main directions, which are related to the study process and scientific research activities. The development plan includes conclusions of the SWOT analysis in order to improve the quality and operation of the study field.

Development plan in correlation with the study process includes: improvement of quality of the study process within the study programs; professional development of academic and general staff; popularization of the image of the college and attraction of applicants; promotion of cooperation with Latvian and foreign partners; improvement of educational succession; organization of further education courses and training; attraction of professionals in the implementation of the study process; attraction of foreign lecturers; improvement of technical provision. Development plan in correlation with research includes: development of scientific research activities among students and academic staff; scientific research activities within the framework of intermediate programs; scientific-research cooperation with the University of Latvia and medical colleges of the University of Latvia; participation of students and lecturers in European projects.

Development plan of the study field (see appendix 3) foresees activities aimed at reducing weaknesses and potential threats and use of opportunities.

By an ordinance of the Director of the University of Latvia, a working group is established to form a development plan of the study field. The working group consists of: head of the department, head of the study field, deputy director in study work, deputy director in research issues, head of personnel department, representative from accounting, real estate manager, quality system project manager, library manager, international coordinator, public relations specialist, computer network administrator. After forming of a development plan of the study field, it is reviewed by the Council of Study Programmes and approved by the College Council.

To ensure implementation of development plan of the study field, the head of the department / head of the structural unit / immediate superior/ employee responsible for the tasks cascades the tasks defined in the plan by departments / structural units to specific employees and provides feedback to the LU PSK management as regards completion of each task.

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Development plan of the study field is regularly reviewed, in Autumn of each year the effectiveness of the measures taken is evaluated, problem situations are discussed, their solutions are envisaged,

the possible impact of these solutions is evaluated and further necessary activities are determined in the action plan for the next (calendar) year. Development plan of the study field is approved by the college council and further submitted for approval to the LU senate.

1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction 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 direction.

Management structure of the field (see appendix 4) and division of responsibilities allow to ensure development of the study field and existing programs in accordance with the development strategy of the LU PSK.

Management of *Social Welfare* study field takes place within the study programs and is focused on achieving effective goals in the study field.

Internal quality assurance of the study process
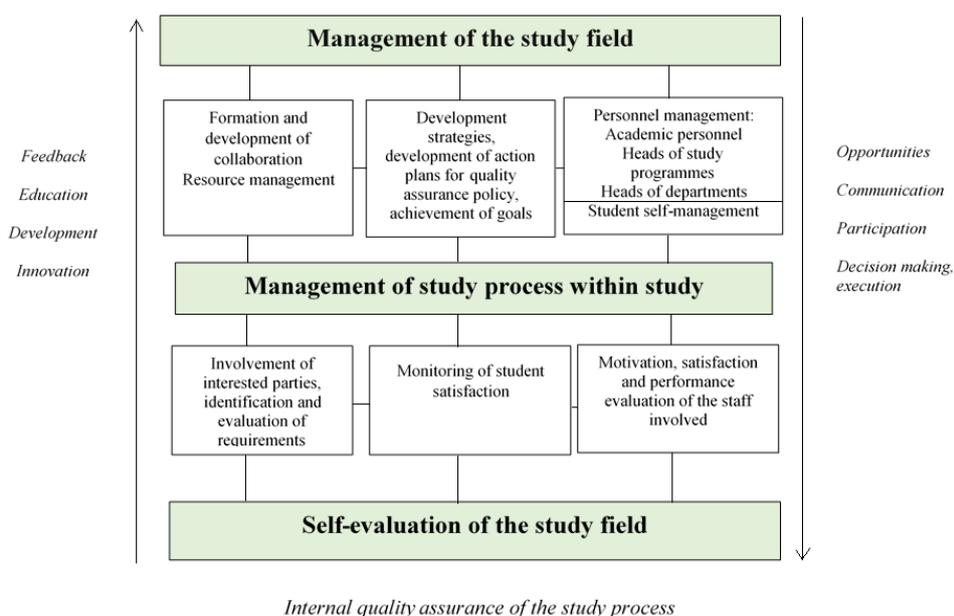
Figure.1.1. **Management model of the study field**

Management of *Social Welfare* study field takes place within the study programs and is focused on achieving effective goals in the study field. Management of *Social Welfare* study field is implemented by a head of the study field, approved by the College Council and appointed by the director, who coordinates all work related to a specific study program and study field in general, based on changes in legislation, employers' requirements, recommendations made by students and lecturers as regards work experience in Latvian labor market, international experiences in various foreign forums, as well as in cooperation with foreign partners.

Activity of the head of the study field is based on a democratic approach to solving issues related to the implementation of study programs in the study field, delegation of duties and responsibilities to lecturers and students.

The head of the study field observes the valid normative documents of the Republic of Latvia, normative acts of the University of Latvia, regulating the activities of the college, and internal normative documents of the college. The head of the study field submits the adopted decisions for approval to the Study Program Council. After coordination, documents are submitted for approval to the College Council.

When creating new study programs or at the request of the University of Latvia, certain documents are submitted for approval to the Senate of the University of Latvia. Administration of the LU PSK is involved in the management of the *Social Welfare* study field, which performs administrative tasks related to the study process: staff planning and organization, financial provision and control, popularization of study programs, formation and development of international cooperation, as well as economic issues.

Administrative meetings (weekly), academic staff meetings (weekly), as well as electronic means of communication are used for information exchange and timely decision-making. All lecturers involved are invited to academic staff meetings (before the beginning or end of the academic year) to evaluate toFigurealities of the field and integrate them into the study process, as well as to evaluate professional contribution of lecturers in the study process.

The activity of the study direction is ensured at the Department of Social Care of the LU PSK, and at the Rēzekne branch of the University of Latvia (*Table 1.5*). The study programme and the management of the department are ensured by the head of the department. Competence of study programme managers is to ensure compliance of study programme content with regulatory enactments and improvement of study programme, in accordance with regulatory enactments, labor market and industry trends. Programme managers evaluate strengths and weaknesses, plan implementation of study programs, review study program content, attract teaching staff, cooperate with employers and posts of internship.

Each study direction has a Study Programme Council. The Study Programme Council is a collegial institution, in which the head of the department, delegated representatives from the academic staff, and a delegated representative of the student self-government from each study programme operate. The aim of the council is to promote the quality, efficiency and quality control of studies. Decisions of the Study Programme Council are implemented by the order of the college director or forwarded for consideration by the College Council.

Table 1. 5.

List of structural units involved in the realization of the study field, their tasks in the implementation of the study field and specific study programmes

Structural unit/person responsible	Main tasks
Department of Social Care	• Ensures the teaching of general education study courses and branch study courses, acquisition of study courses forming professional competence in other study field programs, in accordance with the given profile. Students are provided opportunities to develop professional competence/ attain the level of knowledge, skills and abilities in accordance with professional standards. • Students are provided internships and consultations in the field of social welfare, and in medical offices - ergonomics and first aid room, health care simulation room, pre-clinic care rooms, emergency medical aid classroom, podiatry room, massage room.

Study methodologist of the Department of Social Care	**1. Ensuring operation of the department:** • to prepare the necessary documents to ensure the operation of the department; • to prepare various reports; • to coordinate semester courses and exam schedules; • to summarize methodological work during the study year; • to participate in the preparation and design of programme accreditation materials; • to prepare reports on the course of the studies. **2. Management of the department records:** • to follow the instructions of the head of the department; • to manage and arrange record keeping of the department, in compliance with the nomenclature; • to prepare test and examination protocols in the LAIS system, to enter study progress results in the LAIS system, to prepare group progress reports, evaluation of the study process by semesters, practice agreements, study schedules, etc.; • to organize files in accordance with the approved nomenclature, to ensure their preparation and transfer to the archive; • to ensure acceptance, registration and control of execution of documents; • to process and send correspondence. **3. Responsibilities related to students:** • to perform activities in groups and individually, to ensure successful course of the study process; • to organize the process of semester and state final examinations, preparation of the necessary documentation and materials; • to accept student applications and other documents for consideration, to provide certificates of studies at the college; • to prepare drafts for projects of study break, continuation of studies, practices, final examinations and exmatriculation; • to prepare and register student internship documentation – practice agreements, referrals, internship reports and evaluation; • to prepare graduate files for receiving of a diploma; • to prepare diplomas and supplements to diplomas in the LAIS system. **4. Responsibilities related to the study programme:** • to ensure the correction of study course descriptions; • in cooperation with heads of practical cabinets, to supervise the equipment of said cabinets, prepare request forms for supplementation of methodological base; • to participate in the work of semester and final examinations; • to submit proposals for the improvement of methodological work of the college; • to cooperate with practice bases, in ensuring implementation of the study practice programme; • to inform the teaching staff as regards current events and latest findings in the methodological work; • in cooperation with public relations specialist, participate in marketing activities related to the study programme. **5. Responsibilities related to the admission of applicants:** • to provide information about study programmes and study process; • to accept documents, prepare contracts, manage files and transfer said documents to the relevant departments.

The task of study support staff of the field is to ensure successful performance of the basic functions of the college. The support staff consists mainly of two groups: staff involved in the implementation of the study process - secretariat staff, library staff, IT specialists, procurement specialist, communications specialists and personnel responsible for the maintenance of the study environment and infrastructure in general.

During Covid -19 pandemic, professional contribution of an IT specialist to the digitalization of study process is of paramount importance. In distance learning process, support measures and improvement of knowledge in working with digital tools are organized for both students and lecturers, thus maintaining the quality of the study process.

1.5. 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 the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.

Since 2019, the College has been using Latvijas Augstskolu Informatīvā Sistēma **–** Information System of the Latvian Higher Education Institutions (hereinafter - LAIS), which ensures registration of college students and the course of studies by semesters from admission (matriculation) to exmatriculation. Such a decision was made to ensure safe and timely transfer of information to Valsts Izglītības Informācijas Sistēma - the State Education Information System (hereinafter - VIIS), as determined by the Cabinet of Ministers' *Regulations #276 regarding State Education Information System*, of June 25, 2019, and to enable students to gain personal access to information about their studies by semesters, observing the protection of personal data.

Admission of applicants to the LU PSK is regulated by:

1. Admission regulations for the current academic study year, which are developed on the basis of the Cabinet of Ministers *Regulations #846 on requirements, criteria and procedures for admission to study programs* of October 10, 2006:

1.1. by November 1 of the current year the College develops, approves and publishes (on the website) admission regulations for study programs for the next academic year;

1.2. admission to a study program is ensured by an admission commission established by the college, which operates in accordance with the regulations approved by the college (https://www.psk.lu.lv/studiju-iespejas/uznemsanas-noteikumi) (Only Latvian)

1.3. for admission to the study program, the college organizes an open and equal competition in accordance with the college admission regulations. The aim of the competition is to select the most suiTable applicants in the chosen study program. Selection criterion of the competition is the results of all compulsory centralized examinations passed on the acquisition of general secondary education.

2. The procedure for starting studies in later stages of studies, developed on the basis of the Cabinet of Ministers *Regulations #932 on the procedure for starting studies in the later stages of studies* of November 16, 2004, is determined by:

2.1. studies at the College may be started at later stages in following cases (https://www.psk.lu.lv/studentiem/dokumenti) (Only Latvian) :

2.1.1. when transferring from another higher education institution or college, or when transferring to a different study programme, or resuming studies after a break;

2.1.2. if, in accordance with the regulations regarding recognition of competencies acquired outside formal education, or professional experience and study results achieved in previous education, the knowledge, skills and competences acquired outside formal education or professional experience or study results achieved in previous education have been recognized.

2.2. studies may be started in later study stages by persons who have knowledge, skills and competences acquired outside formal education and professional experience or learning outcomes achieved in previous education and credit points awarded, in accordance with the regulations on recognition of competences acquired outside formal education, or professional experience and learning outcomes achieved in previous education. Said recognition is confirmed by a ruling on the part of the College as regards recognition of knowledge, skills and competences acquired outside formal education and professional experience, as well as learning outcomes achieved in previous education.

2.3. the decision regarding the recognition of knowledge, skills and competences acquired outside formal education or acquired through professional experience, as well as regarding the recognition of study results achieved in previous education is made by a Study Results Commission established

by the college in each department. The commission for recognition of study results operates in accordance with the regulations approved by the college *Regulations on Recognition of Study Results of the LU PSK*. Decision regarding recognition of knowledge, skills and competences acquired outside of formal education or through professional experience, as well as regarding study results achieved in previous education contains the name of the study course and the credits allotted. Commission for recognition of study results examines issues related to:

2.3.1. assessment and recognition of knowledge, skills and competences acquired outside formal education;

2.3.2. assessment and recognition of knowledge, skills and competences acquired through professional experience;

2.3.3. assessment and recognition of study results achieved in previous education.

Commission for recognition of study results consists of 3 (three) members who represent the academic and general staff of each department. The commission appoints a chairman and a secretary from among its members. Composition of commission for recognition of study results is coordinated by study programme council of each department. Composition of the commission is approved by an order of the Director of the College.

When regulations #505 of the Cabinet of Ministers as regards *Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education* of August 14, 2018 came into effect, persons with previous experience were given the opportunity to obtain appropriate education in the chosen field in a relatively shorter time. (*Table 1.5.*)

Table 1.5

Studies in later study stages and recognition of study courses in the reporting period

	Studies in later study stages			Recognition of study courses		
	Social care	Social care *Rēzekne branch*	Social rehabilitation	Social care	Social care *Rēzekne branch*	Social rehabilitation
2013/2014	2	-	-	-	-	-
2014/2015	-	-	-	-	-	1
2015/2016	-	-	2	1	-	2
2016/2017	-	-	1	1	-	5
2017/2018	1	-	1	-	-	2
2018/2019	-	-	-	1	-	19
2019/2020	1	-	-	1	4	4
2020/2021	-	-	1	4	-	2
Altogether:	**4**	**-**	**5**	**8**	**4**	**35**

Table 1.5. deFigurets a tendency of increasing recognition of study courses in the *Social Rehabilitation* study programme, especially in the academic study year 2018/2019, when study process was started by students with previous education, for example, pedagogy, related to the process of school reorganization in the regions.

The college compares previously acquired subjects and their amount with the corresponding part of the college study program and indicates which from the previously acquired subjects can be

credited, and in which additional examinations are to be taken. Subjects are credited if their amount in credit points in both comparable study programs is equal or the number of credit points in the previously acquired relevant subject is higher. The total amount of additional subjects to be taken may not exceed 20 credit points.

Decision on concluding a study agreement with a person who wants to start studies in later study stages is made by the director, on the basis of recommendations of the head of the department. The College issues an order for matriculation in a certain semester, attaching a comparison decision on the recognition of knowledge, skills and competences acquired outside formal education or professional experience, as well as study results achieved in previous education and an individual study plan with additional requirements (subjects, examination deadlines), taking into account that the number of credit points obtained in the study year together with the additional subjects to be acquired does not exceed 40 credit points.

1.6. 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.

College *Study Regulations* regulate the study procedure in the first-level professional higher education study programmes implemented by the College. It has been developed in accordance with the *Law on Education of the Republic of Latvia, the Law on Higher Education Institutions, the Law on Vocational Education, the Regulations of P. Stradins Medical College of the University of Latvia* and the *Regulations of the Cabinet of Ministers on the State Education Standard of First Level Professional Higher*. The *Procedure for Examinations of Study Courses* developed by the LU PSK determines types, forms and the course of examinations, as well as the rights and obligations of students and lecturers in the process of evaluating the results of the study course.

Study courses have been developed in accordance with Regulations #141 of the Cabinet of Ministers on *First Level Professional Higher Education State Standard* and the *Professional Standard* of March 20, 2001. To ensure this, study programs have been aligned with the state education standard and the acquired education has been equated with the professional standard. To assess whether results of the study program are achieved with study courses, a mapping of the study courses to achieve the results of the study program has been carried out.

Acquisition of LU PSK study programmes is based on student-centered learning, teaching and assessment. Examination of students' knowledge and skills, to achieve competence, follows from the specifics of the study course and can be organized with the help of various examinations. During acquisition of each study course, the student must pass intermediate examinations specified in the study program: in the form of a test, report, presentation, practical work (manipulation simulation) or essay. At the end of the study course, the student takes a final examination (test or exam) of the study course. Different types of tests have been used to test students' knowledge and skills in examinations and tests: written, oral, computerized, in a combined form (for example, written and oral), in the form of an objectively structured clinical examination. Head of the study programme, in collaboration with teaching staff, plans and determines the study course examination schedule, ensuring an even and optimal study course final examination load.

At the beginning of each study course, lecturers inform students about the aim of the study course, toFigures to be acquired, expected results, knowledge evaluation criteria and independent studies:

explaining the results of the supervised study course - knowledge, skills and competences; reflecting with which type of intermediate examination and final examination - test, colloquium, independent work, test, exam, etc. relevant knowledge, skills and competences will be tested. In addition, students can get acquainted with the descriptions of the study course in the departments.

<div align="right">Table 1.6.</div>

Interpretation of the 10 point system

Level of acquisition	Grade	Interpretation
Very high level of acquisition	10 (outstanding)	knowledge, skills and competences exceed the requirements of the study course, indicate the ability to conduct independent research and deep understanding of problems
	9 (excellent)	knowledge, skills and competences fully comply with the requirements of the study course, student has the ability to use the acquired knowledge independently
High level of acquisition	8 (very good)	requirements of the study course are fulfilled, but in some issues there is not a deep enough understanding to use the knowledge independently in solving more complex problems
	7 (good)	in general, requirements for acquisition of the study course have been met, but sometimes there is an inability to use the acquired knowledge independently
Average level of acquisition	6 (almost good)	requirements for acquisition of the study course have been fulfilled, however there is an insufficiently deep understanding of the problem and inability to use the acquired knowledge
	5 (satisfactory)	in general, the study course has been acquired, but there is insufficient knowledge of some problems and inability to use the acquired knowledge
	4 (almost satisfactory)	in general, the study course has been acquired, however, insufficient understanding of some basic concepts can be established, there are significant difficulties in the practical use of the acquired knowledge
Low level of acquisition	3 (bad)	knowledge is superficial and incomplete, the student is not able to use it in specific situations
	2 (very bad)	superficial knowledge only about certain problems, most of the study course has not been mastered
	1 (very, very bad)	there is no understanding of the basic problems of the subject, there is almost no knowledge in the study course

For evaluation of students' knowledge, skills and competences in each study course the previously described criteria of study results in the 10-point system is used. *(Table 1.6.)*.

Compliance of assessment methods and procedures with the achievement of goals of the study programmes and needs of students is analyzed and improved. To do this, results achieved by students in several academic years are analyzed and compared. Student surveys are also considered. In questionnaires, students evaluate whether the lecturer explains the planned result, defines the evaluation criteria and explains them. Student feedback is essential to improve learning outcomes and assessment.

Evaluation system used by the LU PSK is based on the Cabinet of Ministers regulations #141 of March 20, 2001 on *the State Standard of First Level Professional Higher Education*:

- the principle of openness of assessment - in accordance with the aims and tasks of the study course, the amount of requirements that must be met in order to obtain an assessment is determined, the student is informed about the requirements at the beginning of the study course;
- the principle of compulsory assessment - the student must meet the requirements of the study course in order to obtain an assessment in the study course, the assessment of the acquired study courses in the study programme must be positive, the content of the program must be mastered so that the student can take the qualification exam;

- principle of summing up positive achievements - evaluation in study courses and program is evaluated by summing up positive achievements;
- the principle of diversity of examination types is used in the assessment - different types of examination are used in the assessment of the program acquisition, within the study course the lecturer regularly tests the students' knowledge using the examination types indicated in the course description;
- the principle of conformity of assessment - the test provides possibilities to prove knowledge, skills and competencies in tasks and practical activities corresponding to all levels of acquisition, the content to be included in the tests corresponds to the content of the study course and professional standard requirements.

Basic rules of the final examinations are determined by the *Regulations of the LU PSK on State Final Examination*. The Regulations prescribe the procedure by which the state examination for the acquisition of first level professional higher education programmes with award of a qualification is organized. The state final examination is a qualification exam, which consists of two parts: a qualification paper and a test.

Parts of the state final examination - elaboration, submission and presentation of the qualification paper are regulated by the LU PSK *Procedure and Rules for Elaboration, Submission and Presentation of the Qualification Paper* and *Rules for Drawing Up the Qualification Paper*.

One part of the state final examination consists of a test, which consists of 100 questions developed by the lecturers of the study programme and approved by the council of the study programme. The overall assessment of the state final examination is reviewed by the State Final Examination Commission, based on the average of both parts of the state final examination. If the assessments of both parts are equal, the assessment of the integrated examination is decisive.

Diploma for first-level professional higher education is received by a student who has mastered the program and passed the qualification exam, obtaining a grade of not less than 4 (almost satisfactory).

1.7. Description and assessment of the academic integrity principles, the mechanisms for the 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.

Academic integrity is the principle of mutual behaviour of LU PSK teaching staff, students and general staff, as described in the *LU PSK Code of Conduct* (LU PSK Board 29.08.2019. Nr.4) (see: https://www.psk.lu.lv/studentiem/kvalifikacijas-darbi/etikas-komisija) (Only Latvian).

Academic integrity is one of the core principles of LU PSK. Core principles of academic integrity are objectivity, responsibility, mutual respect and trust, all of which exclude deception and deceit.

Principles of academic integrity, their observance during studies, as well as sanctions in case of non-observance, are introduced to the students of LU PSK at the very beginning of study process. These principles are explained to the students by lecturers as part of their Research course. Preventive work of lecturers with students on issues of academic integrity is of paramount importance.

When submitting qualification papers with their signature, students certify that their work is neither

a forgery, nor plagiarism. This is also confirmed by a signature of the supervisor of qualification paper. No student has ever been expelled from the LU PSK due to plagiarism.

Academic staff resolves relevant issues in discussions of collegial institutions. To observe principles of academic integrity in fields of study, scientific research and mutual communication, *Regulations on Academic Integrity at P. Stradins Medical College of the University of Latvia have been developed* (LU PSK Council 14.05.2020, #2), and are available on the college web site, as well as the office.

To improve and enhance the quality of study process, as well as promote a more effective control of student papers, the LU PSK plans to introduce clearly defined procedures for plagiarism, namely, by joining the Unified Computer Plagiarism Control System in cooperation with the University of Latvia.

The benefit LU PSK gains in promoting understanding of timely academic integrity is cooperation with students. An important tool for implementation of this mechanism is the Ethics Commission of LU PSK, which monitors implementation of the Code of Ethics, reviews complaints, as well as provides advice and reviews cases of disregard and non-compliance with the Code of Ethics, arriving at decisions within the framework of their competence.

1.8. Specify the websites (e.g. the homepage) on which the information on the study direction 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.

LU PSK official web site (henceforth – site): https://www.psk.lu.lv/ (Only Latvian) *(1.7.tab; 1.8.tab.).*

Table 1.7

General characterization of the web site

Descriptive parameters	Characterization
Goal	To provide publicly available information about the main activities and current events of the college in the digital environment
Target audience	Students, academic and general staff of the college, prospective students, cooperation partners, health and social care specialists, society at large
Content managers	Public relations specialist of the LU PSK is responsible for placement of content on the website and for its continuous supervision. He/she cooperates with the structural units of the college and external service providers in maintenance of the website.
Languages	Content of the website is available to users in two languages - Latvian and English. Sitemap and content vary. The content in Latvian is designed to provide information to prospective students and current students, college staff, collaboration partners in Latvia, those interested in further education, and the general public, while the content in English is designed to provide information to foreign collaboration partners and mobility participants.
Responsive design	Responsive design provides access to content on both stationary and smart devices (mobile phones, Tablets, etc.), which in turn allows site visitors to view content, ensuring that the site adapts to the device used.
Performance monitoring	Maintenance includes periodical quality checks, during which the site's speed, user-friendliness and handiness of the search engine (SEO) are determined, visual defects are eliminated, text quality control is performed and other characteristics are analyzed.
Map of the site	Development takes into account the basic needs of target groups obtaining information about LU PSK and Rēzekne branch. The structure is designed so that the user of the site can easily and clearly access the information needed.

Sections	Content is structured in eight sections

<div align="right">

Table 1.8

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Overview of LU PSK web site sections

Section	Subsections	Characterization of the content of the section
The College	General information about the college; Rezekne branch; Structure; Quality policy; Privacy policy; Reports; Accreditation; Projects; Procurement; Photo gallery; Video; College logo; Accessibility of environment; Vacancies; Real estate intended for rent.	General information about the college, Rēzekne branch, history, main activity and development, use of visual identity element (logo). College structure. Information confirming compliance with the General Data Protection Regulation by the College. The section provides publicly available documents and reports (reports, procurement procedures, ERAF project publications, etc.). Annual self-assessment reports of the college are available on the internal server of the college. **Responsible for the content of the section:** unit whose competence and responsibility include issues of the specific subsection.
Study opportunities	Study programs; Admission rules; Open days; Get to know the profession.	A section on the website where the prospective student or interested person can get clearly structured information about study fields and study programmes, admission rules, career events organized by the college - Open Days, additional information about the possibility to apply for a college visit to provide career guidance to students. **Responsible for the content of the section:** head of the admission commission, public relations specialist.
For students	Calendar of the academic year; Lecturers / Consultations; Documents; Qualification works; Scholarships; Loans; ISIC student card; Library; Student hostel; Price lists; Proposals / Suggestions; course emails; Student self-government.	A section for the support of college students and convenient access to information needed in the study process. Information about the calendar of the specific academic year, lecturers, access to current basic documents and forms for students, information about the process of developing a qualification paper, about the services available to students in the college. Possibility to ask questions on the site when filling out a form. Employee of the college unit who has received the completed form is responsible for providing the answer. **Responsible for the content of the section:** unit whose competence and responsibility include issues of the specific subsection.
International collaborations	Current events; ERASMUS + program; Who can apply for the ERASMUS + program; NORDPLUS; ERASMUS + eMED-PASS; ERASMUS + AMiDE; ERASMUS K107 project; Cooperation universities; Student experience stories; Contacts.	The section contains information on the College's involvement in the implementation of ERASMUS + programme, on the procedure by which a student or academic or general staff may apply for ERASMUS + programs for mobility funding. A list of college partner universities and study programmes is available, as well as information on previous and current international projects in which the college participates as a partner. By filling out a form, one can ask a question on the website, which will then be sent to international coordinator. **Responsible for the content of the section:** international coordinator, deputy director for research, publicity coordinator assigned to the specific project working group.
Research	Current events; Conferences and seminars; Scientific Council; Scientific research projects; Cooperation offers; Contacts.	The section summarizes and publishes information about the research process in the college. Schedule of scientific research conferences organized by the college by academic years (archive and conference programs) is available. Information about the college's internal research project competitions. **Responsible for the content of the section:** Deputy Director for Research.
Continuing education	Current events; Continuing education opportunities; Courses; ESF courses.	Information for specialists working in the field of health and social care about professional development opportunities offered by the LU PSK. **Responsible for the content of the section:** those appointed in the structural unit responsible for the organization of professional development activities.
Current events	All current events; International cooperation; Research; Continuing education; Calendar of events.	All published current events available in the archive by sections, accessible by years. **Responsible for the content of the section:** a structural unit whose competence and responsibility is to prepare the toFigureal issues of the specific section.

Contacts	Contact information; Requisites; Contact form.	Contact information of the LU PSK and Rēzekne branch, location on the map (Google maps), information on structural units and specialists for communication. By filling out a form, one can ask a question and send it to the college registry e-mail. **Responsible for the content of the section:** secretariat, personnel department, public relations specialist.

The "Study Opportunities" section of the LU PSK website provides information on study programmes of the *Social Welfare* study field - *Social Care* and *Social Rehabilitation*. In development of content, a unified presentation of information has been observed to provide visitors of the website with clear and understandable information about the specific study programme.

Each study programme has the following information published on the LU PSK website: business card (name of the study programme, qualification to be obtained, study programme code, duration of studies, credit points (KP / ECTS), level of education to be obtained, place of study process, type of study implementation, indication of state budget study places or paid studies, information on previous education, information on the head of the study programme; description of the specialty; the main professional tasks of the particular social care and social rehabilitation specialist; current professional standard; the aim of the study programme; place of practical realization of the study programme; study courses to be acquired; cooperation partners in the implementation of the study programme; opportunities for graduates in the labor market; further study opportunities; ERASMUS + mobility opportunities during studies in college.

Information on study programmes of the *Social Welfare* study field has been published and is also available in the English version of the website, considering the structure and content in Latvian.

The head of the department is the one responsible for preparation, updating and submission of the abovementioned information to the LU PSK public relations specialist for publication on the website. Mutual collaboration promotes provision of true information about both the field of study and the specific study programmes to the visitors of the public space.

Information on the *Social Welfare* study field and its study programmes on the LU PSK website is in accordance with and corresponds to the information available on the websites of official state registers: www.aika.lv/en/ (Higher Education Quality Agency), www.viis.gov.lv (Only Latvian) (State Education Information System of the Education and Science Ministry of the Republic of Latvia), www.niid.lv (Only Latvian) (National Education Opportunities Database of the State Education Development Agency). Persons responsible for updating the college information - head of the chancellery, public relations specialist.

II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)

2.1. Assessment of the efficiency of the internal quality assurance system within the study direction 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 direction and the relevant study programmes.

Quality assurance system of the study field is realized in accordance with the quality policy and internal regulatory enactments of the LU PSK. The quality policy of the college and the consistency of the quality assurance system are described in chapter 1.3 and chapter 1.4 of the report.

Improvement of the study direction and existing study programmes takes place regularly and is planned in accordance with the Development Strategy of the LU PSK, as well as taking into account the rapid development of professions acquired in college. Development was ensured by taking into account expert recommendations received during the previous accreditation of the field. For example: promoting involvement of lecturers and students in scientific research activities; increased mobility of students and lecturers.

Study courses and study programme are evaluated by students every year. Students' opinions are obtained using questionnaires. Questionnaires for graduates are also important. In them graduates can assess the sustainability of study programmes and professions in the labor market much more broadly. By obtaining feedback from employers, it is possible to assess the ability of students and graduates to fully integrate into the work environment and perform work responsibilities. At the end of each study year, the information obtained is evaluated and changes in study courses are made.

Study courses are supplemented, taking into account requirements of regulatory enactments established in the country. For example, study programmes incorporate study courses that include civil and environmental protection, which comply with the requirements of the *Environmental Protection Law* and the *Civil Protection and Disaster Management Law*.

Study programmes included questions on customer safety and work quality, based on the Council Recommendations on Patient Safety implemented in the European Union countries. Based on the Regulations of the European Parliament and of the Council on protection of individuals as regards processing of personal data and free movement of data, issues related to data security and protection were included in the study programmes, and LU PSK developed *Privacy Policy*, *Information Security Policy, Personal Data Protection Regulations*.

To gain new experiences and methods for implementation of the study process, new cooperation partners are sought abroad every year and lecturers travel to exchange experience with lecturers of similar study programmes.

Internal quality assurance system is effective, and measures are taken regularly to improve the field of study.

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 procedures for the development of new study programmes within the study direction (including the approval of study programmes), the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. Description of the mechanism for obtaining and providing a feedback, including with regard to the work with the students, graduates, and employers.

Development and review of LU PSK study programmes takes place in accordance with the regulatory enactments of the Republic of Latvia (*Law on Higher Education Institutions, Law on Vocational Education, Licensing Regulations of the Study Programme*) and the *Regulations of P. Stradins Medical College of the University of Latvia* https://www.psk.lu.lv/studentiem/dokumenti (*Only Latvian*)

Development of a new study program may be proposed by the College Council, the Director of the College, head of the study field, lecturers of the college, representatives of professional fields, professional associations or other cooperation partners.

A new study programme is developed within a department. An organized working group includes representatives of the academic staff, employers, and representatives of the professional association. In addition, students and graduates may be invited.

Development of a programme begins with development of a concept that contains basic information: defined programme goals, objectives and results, title of the professional qualification, scope of the programme, its duration, type and form of implementation, requirements for previous education. After the development of basic information, content and structure of the study programme is created. *Regulations on the State Standard of the First-Level Professional Higher Education* https://likumi.lv/ta/id/6397-noteikumi-par-pirma-limena-profesionalas-augstakas-izglitibas-valsts-standartu *(Only Latvian)* determine the basic rules for the content of the study programme. Study content related to the profession is developed on the basis of requirements of the professional standard. Costs of the study programme are calculated, requirements for the academic staff are determined. Evaluation of employment opportunities of graduates in accordance with the obtained degree is performed, as well as a comparison with other similar study programs in Latvia, and an evaluation of possibilities of continuing studies and other opportunities for cooperation with other Latvian colleges and universities.

An independent expertise of the developed study programme is organized by the department, in cooperation with the study programme council, to which the potential study programme is attached. Upon receipt of expert opinion, the study programme along with the expert opinion is submitted for approval to the college council. After the decision of the college council, the programme is submitted for further evaluation to the Academic Department of the University of Latvia. College study programmes are approved by the Senate of the University of Latvia. The newly created study programme is evaluated in various ways - from the point of view of the lecturer, student, and employer. Graduates' views on the study programme are added to the analysis starting from the first graduation of the programme.

Information is obtained from lecturers at the end of each semester. Lecturers provide an overall assessment of students' prior knowledge, whether it has been adequate for acquisition of the study course, what are the results of the study course and progress of the students.

Students give their opinion about the study process at the end of each study year by filling in a questionnaire. The questionnaire clarifies the students' opinion about study courses, their quality, cooperation of lecturers with students, as well as evaluation criteria of the study courses, and the provision of the material and technical base.

Employers assess students' theoretical, practical knowledge and general skills in performing work tasks, motivation to work in the profession and the ability to make decisions independently, as well as students' ability to cooperate and work in a team, communicate with patients, clients and other persons.

The opinion of graduates is important in evaluating the study programme and study courses in general, how job opportunities in the profession and sustainability of the profession are assessed, as well as what the possibilities for continued studies are.

The head of the programme summarizes the information obtained and provides an assessment of the study year to the study programme council. Thus, if necessary, changes can be made in the study programme. The changes are based on current events in the industry, requirements of employers, changes in the professional standard, changes in the standard of education, as well as the opinion of students and graduates, which is obtained in the annual survey. Students, employers, and academic staff are informed about the results of the surveys and the planned

measures to improve the study process.

Changes in the study programme are considered by the Study Programme Council. Internal normative regulations, which determine the procedure and activities to be observed during study programme development and review process, are the *Regulations of P. Stradins Medical College of the University of Latvia*, Procedures on *Student Surveys for Evaluation of the Study Process*, *Procedure for Course Development and Updating of P. Stradins Medical College of the University of Latvia*.

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 direction and the relevant study programmes are communicated by providing the respective examples.

According to the LU PSK quality management policy, students at all stages of studies have the right to submit complaints and proposals. The right of LU PSK applicants to submit complaints about violations in the admission procedure is provided by the *LU PSK Admission Regulations* (*LU PSK Council, 17.10.2019., No.5*) (see: https://www.psk.lu.lv/studiju-iespejas/uznemsanas-noteikumi).(Only Latvian)

Based on the procedure for *Submission and Review of Students' Proposals and Complaints* (*LU PSK Council 14.05.2020, No.2*), LU PSK students have the right to submit proposals and complaints about the implementation of the study process.

The abovementioned procedure determines the form in which students can submit proposals and complaints, the deadline for submitting complaints about identifiable violations, as well as the deadline for providing answers to complaints and proposals. Complaints about violations during examination processes can be submitted to respective departments, their review time is 7 days, while other types of complaints can be submitted electronically, at the secretariat or in a freely accessible place (in the LU PSK 1st building, locker section for applications and complaints). Deadline for providing answers is 10 working days, but not longer than one month from the receipt of the submission, unless otherwise stated by regulatory enactments. Observing the principle of parity and equality in the study process, the same rights apply for the participants of the ERASMUS + exchange program. The LU PSK students' opportunity to participate in mobility - application, evaluation procedures, funding, as well as the opportunity for students to submit proposals and complaints about the implementation and improvement of the ERASMUS + program mobility process is specified in the *LU PSK Procedure for Students Applying for ERASMUS + Mobility Funding for Study / Practice Abroad*, (*LU PSC Council 21.01.2020., No.1*).

The right of LU PSK students to submit complaints and submissions regarding the implementation of the study process, study and agenda regulations, as well as the right to receive an answer is specified in the *LU PSK Internal Regulations for Students* (*LU PSK Council 01.09.2015, No.4*) (see: https://www.psk.lu.lv/studentiem/dokumenti) (Only Latvian). The student is acquainted with the abovementioned regulations at the moment of signing the Study Agreement, which, among other things, states the students' right to submit complaints, proposals and suggestions.

To ensure objective assessment of students and promote systematic work during the semester and studies at the LU PSK throughout, the *Procedure for Examination of Study Courses* has been approved, (LU PSK Council 01.09.2015, No.4) (see: https://www.psk.lu.studentiem/documenti) (Only Latvian). The abovementioned procedure determines the types, forms and course of examinations, as well as the rights and obligations of students and lecturers in the process of assessment of study course results, and also students' right to challenge the lecturer's assessment within one week after announcing the examination results by submitting an appeal at the department.

During assessment of study processes, students also have the right to submit a protest to the department in the event of a conflict during examination processes, which is reviewed within a week. This is foreseen by the *LU PSK Academic Debt Settlement Procedure* (*LU PSK Council 01.09.2015, No.4*) (see: https://www.psk.lu.lv/studentiem/dokumenti) (Only Latvian).

Regarding the final examinations, the *Regulations of the State Final Examination of the LU PSK* (*LU PSK Council 28.08.2018, No. 4*) have been adopted, which determine the right of students to submit an appeal about the course of the state final examination. To observe the rights and interests of students, observing the procedure of regulatory enactments, the application is examined by the appeal commission, inviting the appellant and the chairman of the state final examination commission to a meeting of the commission.

(see: https://www.psk.lu.lv/studentiem/dokumenti) (Only Latvian).

Whereas all disputes related to matriculation of students at the LU PSK in later stages of studies are reviewed at the meetings of the study programme council, as determined by the *Procedure for Starting Studies at the LU PSK in Later Stages*.

(LU PSK Council, 08.03.2016., Nr.3) (see: https://www.psk.lu.lv/studentiem/dokumenti) (Only Latvian).

LU PSK students have access to the *Code of Ethics* (*LU PSK Council No. 4 of 29.08.2019*), which specifies ethical norms for college students in mutual communication, professional activity, as well as their rights in dealing with other institutions and society (see: https://www.psk.lu.lv/studentiem/kvalifikacijasdarbi/etikaskomisija) (Only Latvian). There is also an Academic Arbitration Court, the regulations of which provide the students with a possibility to address disputes regarding academic freedom, restrictions of rights, violations, etc. issues related to studies.

Pursuant to the procedure specified in regulatory enactments regarding the amount of scholarships and the procedure for awarding scholarships, LU PSK students have access to the *Scholarship Award Regulations* (*LU PSK Council 21.01.2019, No.1*), which includes students' right to challenge the decision of scholarship award commission within 10 days of its receipt.

In protecting rights of students outside the study process, students residing in student hostels have access to the *LU PSK Internal Regulations of Student Hostels*, which determine the rights and obligations of those living in a student hostel, including rules for submission of proposals and complaints.

In accordance with the applicable legal acts, observing the right of a person to the lawfulness of personal data processing, information on personal data is provided on the website of the LU PSK (see: https://www.psk.lu.lv/par-koledzu/privatuma-politika-psk) (Only Latvian) as to the purpose, scope, protection, processing time and right to lodge a complaint with the supervisory authority - *Privacy policy*,(LU PSK Council 18.12.2018., Nr. 8).

2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.

LU PSK regularly collects information on:

- results of admission of applicants – once a year;
- students' progress – once a semester;
- reasons for dropping out – once a year;
- student and teacher mobility indicators - once a year;
- performance indicators for lifelong learning services - once a year;
- assessment of teaching staff work quality by the students - once a year;
- assessment of the quality of study process by students - once a year;
- graduate satisfaction with the achieved study results - twice a year;
- employment of graduates - once a year;
- quantitative and qualitative results of students' scientific and creative activities - once a year;
- quantitative and qualitative results of the scientific and creative activities of the teaching staff - once a year.

The abovementioned information is analyzed by performing analysis of achievement of strategic goals and the implementation of action plans, as well as the annual self-assessment. Based on the results of quality assessment of the study process, the college improves or includes additional activities related to the study process organization, material and technical provision, informative provision in the development plan. Based on the results of the evaluation of the teaching staff, the head of the field and heads of study programmes perform an analysis of the quality of teaching staff. The identified shortcomings help determine development directions of the teaching staff. The analysis of the quantitative and qualitative results of scientific and creative activity allows to evaluate involvement of students and lecturers of the field and its study programmes in scientific and creative activity. If necessary, additional activities are developed to promote scientific and creative activities in the study field.

Owing to effective and constructive communication of the college management with the students, activities promoting college recognition and students' professional activity were initiated in the reporting period.

For career development of students, based on suggestions of employers, "Career Days" were organized at the college, thus ensuring engagement of specialists to the labor market.

Evaluation of quantitative and qualitative results of the scientific and creative activity of the teaching staff is realized on the basis of the self-assessment provided by lecturers and discussions with college administration and management of the study programme. The evaluation provides an opportunity to plan improvement activities and pedagogical workload of the academic staff.

At the end of each study year, the head of the study field in cooperation with study programme managers uses the accumulated data in performing self-assessment of the study field and programme. As a result of the analysis, SWOT analysis is performed, decisions are made on the improvement of the content of the study program, study process, procedures, etc. The self-assessment reports are reviewed and approved at the meeting of the College Council, submitted for approval to the University of Latvia and afterwards published on the college website.

2.5. Description and assessment of the integration of the standards set forth in Part 1 of the ESG. Specify which of the standards are considered a challenge and which require special attention.

The LU PSK focuses on inclusion and integration of all ESG Part 1 standards in the internal quality assurance system. One of the challenges, within the available funding, is to develop the material, technical and informative base. With the development of digitalization and technologies, students' attitudes towards the ways of receiving information are changing, and the college is challenged to offer students study content that meets their interests and ability to learn.

Table 2.1.

Compliance of the *Social Welfare* study field to the Standard and Guideline Quality Provision within European Higher Education Premise ESG part 1

Standards and guidelines for quality assurance in European higher education premise ESG part 1	ESG provision in the LU PSK *Social welfare study field*
1.1.Quality assurance policy	Quality policy of the LU PSK includes competence, sustainability and partnership, which envisages quality assurance as the responsibility of several involved parties. Quality policy is implemented in a variety of internal quality assessment processes involving academic staff, general staff and students. Employers and industry professionals are involved in the implementation of the quality policy, and ensure the updating of the content of study programmes.
1.2. Development and approval of programmes	Development and approval of study programmes at the LU PSK is regulated by the *Procedure for Development and Updating of Study Courses at the P. Stradins Medical College of the University of Latvia*. Content of the study courses is designed to achieve the expected results of the study programme. Study programmes are reviewed by the Study Programme Councils and approved by the College Council. The programmes are regularly reviewed and improved, taking into account the results of student surveys, recommendations of employers and professional associations. Students who, together with lecturers, participate in the work of the Study Council of the study programme are involved in the updating and improvement of the study programme.
1.3. Student-oriented learning, teaching and assessment	Study field programmes are implemented in full-time form. It is important for LU PSK to provide study opportunities for different groups with various learning abilities by implementing various methods. Students have an opportunity to get acquainted with the description of study courses. They are acquainted with evaluation criteria at the beginning of the study course. Evaluation follows principles of fairness, openness, obligation, summation of positive achievements, diversity of inspection methods, compliance of evaluation. Assessment is open and clear so that the student can see the results he/she achieved. A commission has been set up for the final examinations, consisting of employers who are informed of the evaluation criteria. The appeal procedure is described in the *State Final Examination Regulations*.
1.4. Student matriculation, course of studies, recognition of classification and certification	Admission requirements are set out in the Admission Regulations of the LU PSK, which are available on the LU PSK website. LU PSK has a commission for recognition of the results of previous education. LU PSK uses a database (LAIS), which contains information about each student, including those who have dropped out. The system provides an opportunity to follow the progress of each student during studies. Students have an opportunity to see their progress, study plan for a specific semester and financial information. Upon graduation, the student receives a first-level professional higher education diploma, with a diploma supplement, which elucidates the obtained qualification.
1.5. Teaching staff	The process of attracting and employing LU PSK teaching staff (including announcement of vacancies, recruitment, election procedure, etc.) is regulated by external regulatory enactments and internal regulatory enactments: *Regulations on Academic and Administrative Positions, Procedures for Hiring and Dismissing Employees, Academic Staff Workload Accounting and Planning Procedures*. The academic staff of the College improves its qualification by participating in further education events, professional development programmes, seminars, as well as performs scientific research activities, participates in conferences and preparing publications. Improving the qualification of lecturers ensures the quality of the study process, which is focused on student-centered learning and teaching.

1.6. Study resources and student support	LU PSK provides an environment focused on student learning and teaching. Simulation classes have been set up in several programs to better develop professional skills and competencies. The college has a library, which is regularly supplemented with the resources necessary for the study process. Students receive information about the possibilities of using other libraries for study purposes. In each study program, the student receives information from the head of the department about the study process, the content of the program, the results to be achieved, organizational issues, mobility opportunities. Each course has an e-mail, where students receive the information necessary to ensure the study process. Lecturers' consultations are available to all students.
1.7. Information management	LU PSK regularly conducts surveys of students, graduates, internship supervisors and employers. The analysis of the survey results is included in the study direction and programme self-evaluation report, which deFigurets students' recommendations, satisfaction/dissatisfaction with the study process, as well as recommendations of employers. While acquainting respondents with results of the survey, a discussion about quality of the study process and its improvement is formed. The role of cooperation of student self-government with students and college administration is important in the flow of information. Students also have access to a box of complaints / suggestions. Information on student matriculation, progress, ex-matriculation and dropout rate is summarized in the LAIS information system.
1.8. Informing of the public	Main directions of activity, information about the study process, programme content, admission rules, employment opportunities for graduates, which are easily accessible to both current and future students, graduates, and the public, are regularly published on the LU PSK website. The College is actively involved in career day activities. Within the framework of a study year, open days take place twice a year, in spring.
1.9. Regular inspection and review of programmes	Study courses, content, improvements and additions are regularly reviewed, taking into account current events in the field. Every year, the LU PSK prepares a self-assessment of the study field, which is published on the college website. Study programmes are evaluated regularly, taking into account student surveys, recommendations of practice supervisors and employers, and the needs of society. Academic staff and students are involved in the evaluation of the study program.
1.10.Cyclical external quality assurance	Cyclical external quality assurance takes place once every six years. Quality assurance is a continuous process, where recommendations and improvements of external experts are taken into account, quality assessment is reflected in the annual self-assessment reports.

Activities of LU PSK is focused on inclusion and integration of ESG part 1 standards in the main activities of the college. The college pays special attention to implementation of a student-centered approach and quality assurance policy, which is reflected both in modernization of study environment and creation of simulations for acquisition of professional competencies, as well as in improvement of information base by providing access to international databases (EBSCO). The student-centered approach is also implemented by ensuring dynamic improvement of the study programme content, knowledge and skills assessment, and continuity of studies. In cooperation with employers and students, an assessment of needed changes is performed. For example, to supplement the toFigures to be acquired in study courses with novelties of the field, including in-depth competence acquisition in study programme courses, according to specific qualification requirements. (Study programme *Social Rehabilitation* now includes courses *General Rehabilitation* and *Person-oriented Approach in Working With Clients*). Challenge of the coming years is digitization of study environment, emphasizing evaluation of results to be achieved by the study programmes. An important aspect of the study process is to promote the development of students' critical thinking, thus, the challenge is to improve the scientific research plan in order to increase publicity indicators of scientific work of the college academic staff and develop students' research activities.

Challenge for the coming years in the field of social welfare and development of the college is the development of competitive advantage, which can be achieved by evolving new study programs, in the context of lifelong learning, in cooperation with labor market and in accordance to economic needs. As the direction of social welfare develops, there is a growing demand in society for programs for development of knowledge, skills and competencies that help ensure additional social services, such as family assistants, providing social services in home care. There is an important aspect in development of the study environment and formation of the college's recognizability - study opportunities in the college branch, which ensure attraction of students in the Latgale region.

The biggest challenge for the college would be provision of adequate funding to promote

improvement of the material and technical base, participation in scientific research projects and provision of a competitive advantage - efficiency, quality, innovation and education of competitive specialists. Therefore, the college pays great attention to efficient use of resources, improvement of the range of services, attraction of additional funding (for example, Erasmus +, structural funds, further education activities, etc.).

II - Description of the Study Direction (3. Resources and Provision of the Study Direction)

3.1. Provide information on the system developed by the higher education institution/ college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.

The financial resources of the College consist of three sources: funding of the Ministry of Education and Science of the Republic of Latvia for the implementation of study programs (state grant for 616 students), income from paid services and other income of the College (paid study programs, rent, etc.), European Union organizations and other international organizations financed projects (*Fig. 3.1., Fig. 3.2*). The main position for fee income is tuition fees ~ 80%.
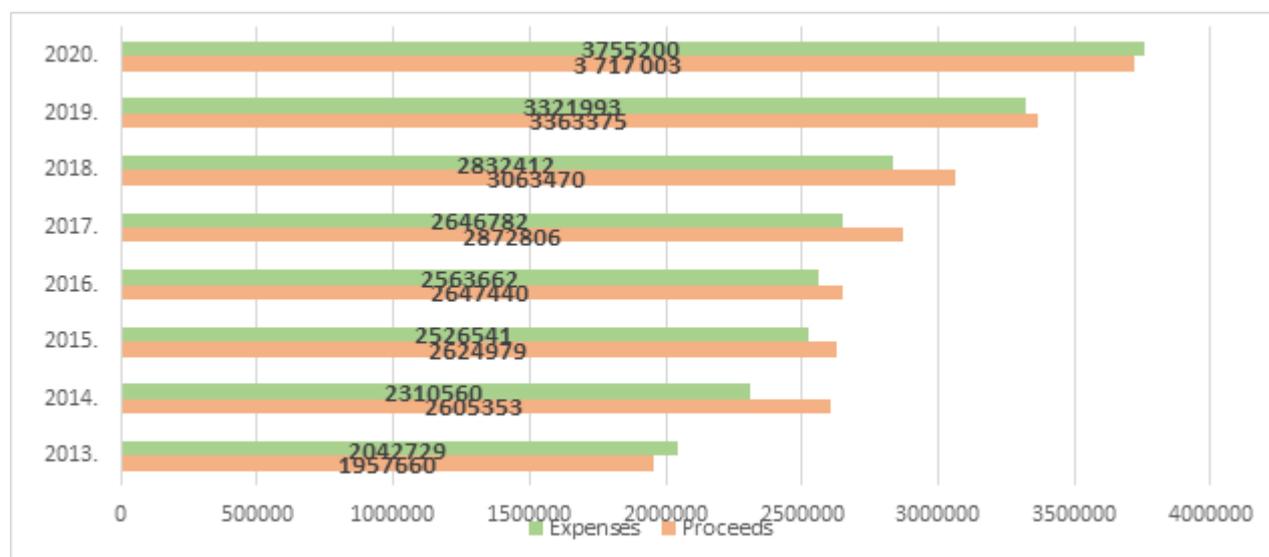
Figure. 3.1. **Comparison of LU PSK revenues and expenses in the reporting period**
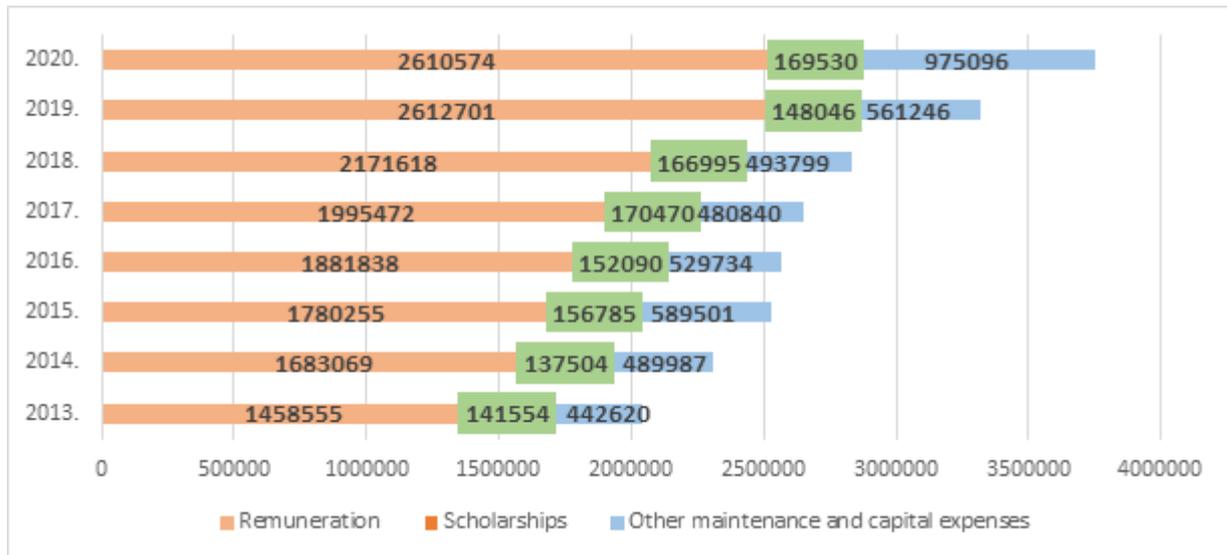
Figure 3.2. **Comparison of LU PSK expenses in the reporting period**

On average, 70% of the state budget grant is spent on salaries (including taxes). The remaining 30% of funding is allocated for maintenance of college infrastructure, development, purchase of equipment to ensure the study process, scientific research, popularization of the college, etc. activities *(Figure. 3.3)*.
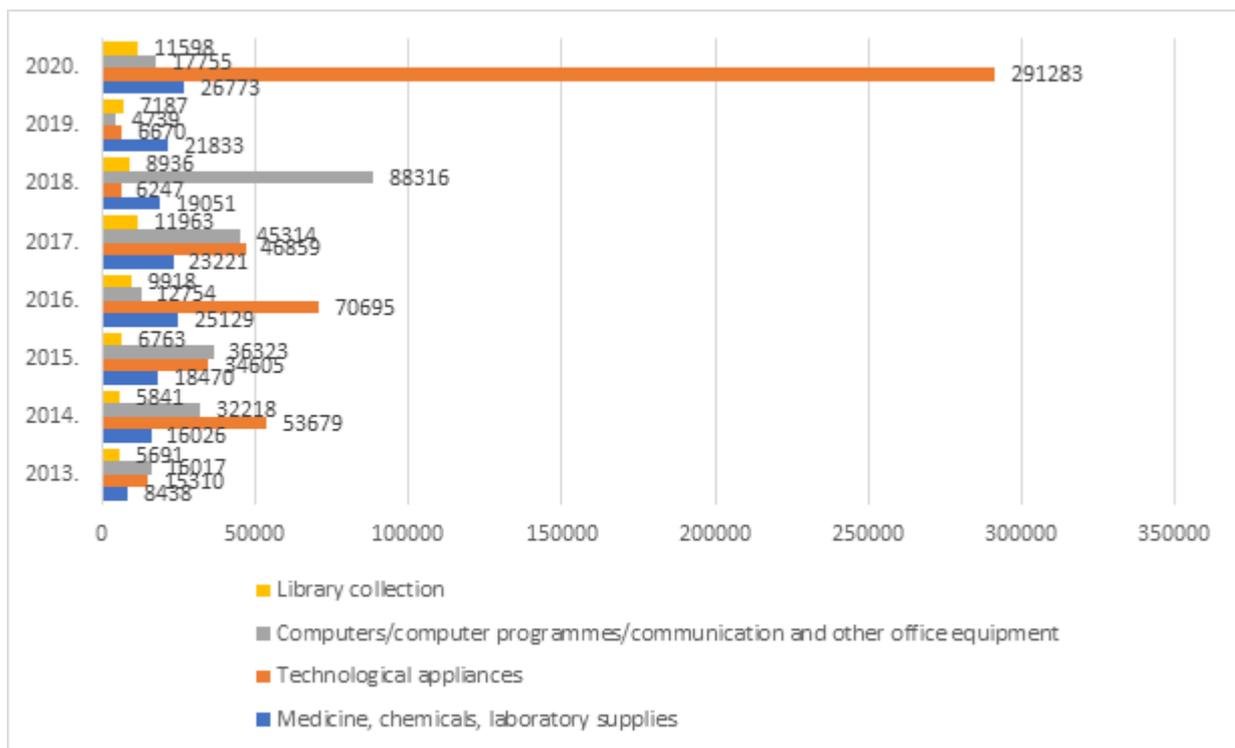
Figure 3.3. **LU PSK financial distribution for improvement of material and technical base**

Financing of the programmes to be implemented in the Social Welfare study field (Social Care and Social Rehabilitation) is a budget grant *(Table 3.1)*.

Table 3.1

Financing of study programmes for the *Social Welfare* study field

Study programme	Cost of a study place (Euro)		Tuition fee per annum (Euro)
	Basic cost of a study place Budget financing	Cost of a study place Self-financing	

Social care	1630,11	-	-
Social rehabilitation	1630,11	-	-

Costs of the study programme include salaries, mandatory state social insurance contributions of the employer, business trips and business trip expenses, service costs, materials, energy resources, inventory expenses, purchase of books and magazines, purchase and modernization costs of equipment. *(Table 3.2.).*

<div align="right">

Table 3.2.

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<div align="center">

Calculation of study programme costs

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Indicator	Social care	Social rehabilitation
Cost of a study place	**1746.66**	**1790.03**
Salary per study place	1334.05	1366.00
Compulsory state social insurance contributions by employer per study place per annum	314.70	322.46
Cost of business trips and expenses per study place per annum	8.90	8.90
Cost of services per study place per annum	54.60	57.83
Cost of materials, energy resources, water and inventory per study place per annum	22.75	22.75
Cost of book and magazine purchase per student per annum	4.50	4.48
Equipment purchase and modernization costs per study place per annum	7.16	7.61

Tuition fees in budget-funded programmes are determined in relation to the basic funding, by assigning a coefficient. In social welfare study programmes, the coefficient can be up to 3.0.

Financial resources are not separated between implementation places and structural units, finances are integrated depending on the resources required for the study process. However, in addition to the operation of the branch, additional financial resources include the rental of premises and expenses related to the use of the premises, as well as support measures for teaching staff, such as payment for business trips.

3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III, Chapter 3 below the respective study programme).

The college provides the study base necessary for implementation of the study direction. Its main components are study buildings with modernized auditoriums, specialized study rooms with modern equipment, a library that meets the requirements of higher education institutions, professional academic and general staff.

Realization of the *Social Welfare* field study process takes place in:

- the college premises, Jūrmala, Vidus prospekts 38,
- the Rēzekne branch of the college, Rēzekne, N.Rancāna street 23a.

Study process in Jūrmala is mostly accommodated in three study buildings with 4 well-equipped classrooms with computer technology and provision of specialized teaching aids according to the purpose of the classroom, 5 consulting rooms for practical classes and simulations (health care simulation room, ergonomics and first aid, child care room, massage room, Snoezelen room).

Rēzekne branch of the college realizes the study process in one building, in which 4 well-equipped auditoriums with computer technology and the provision of specialized teaching aids related to the study process are concentrated in accordance with the purpose of using the auditorium. There is a well-equipped health care room, an emergency room, a massage room and a computer class.

The college dynamically develops evolvement and implementation of new teaching methods and purchases, installs and trains academic staff to train students in using the appropriate technological equipment implemented in the field.

The LU PSK has agreements on provision of practical training in the *Social Welfare* study field for students with various social service providers (for example, Jūrmala Health Promotion Center, Association for Disabled People and their Friends "Apeirons", Multifunctional Center for Children and Youth with Autism Spectrum Disorders "Step Up", Latvian Samaritan Association, etc.). This ensures continuity of study process, development of practical knowledge, skills and critical thinking.

LU PSK college has a well-equipped student hostel (Jūrmala, Vidus prospekts 36), which provides 110 places for students. The service hotel has a lounge, Wi-Fi access and common areas equipped with appliances. Operation of the student hostel is determined by the regulatory enactments of the University of Latvia: *Regulations of the Service Hotel, Internal Regulations of the Student Hostel*. For use of the student hostel, the student enters into a lease agreement based on the college price list.

The College has developed a procurement policy, which is determined by the *Regulations of the Procurement Commission, the Procedure for Organizing Procurement*. The purpose of the Procurement Commission is to ensure rational and efficient use of funds intended for college procurement, openness of the college procurement procedure and free competition of suppliers. Planning for improvement of the necessary material and technical base is organized at the beginning of each year, accepting applications from teaching staff, heads of departments, heads of structural units and reviewing them at the meeting of the procurement commission. Given procedure provides financial flow planning for the current year.

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 direction 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 direction, 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 options for the subscription to the databases.

Information technologies are used in acquisition of all study field programmes. All classrooms are equipped with multimedia projectors, which are connected to computers for visualization of study material, and internet connection (wireless) is available in all rooms of the building. In turn, the

academic staff is provided with workplaces, computers for planning, organizing and controlling the study process, internet connection and equipment for printing the materials necessary for the organization of the study process.

Starting 2018, Latvian Higher Education Institutions Information System (LAIS) has been used for organization and management of study processes. It includes a part of the University of Latvia Information System (LUIS) functionality, which is adapted to the needs of the college. The LAIS system is used on a daily basis by the staff of the secretariat, who manage the document flow related to management of study process organization, and department clerks, who manage the document flow related to student data entry and learning process document circulation activities. The supervision of the rights of LAIS system users is performed by a person appointed by the college - the senior computer network maintenance administrator. Supervision of financial processes of the paid study programs is performed by the college accountant.

From 2018, personal data protection supervision is provided by a personal data protection specialist, who in cooperation with college staff, academic staff and students' self-government evaluates the results of personal data protection audits performed at least once a year to identify deficiencies, eliminate their causes, perfect and improve protection of personal data.

In the period until 2015, 119 hardware units were purchased to ensure the college study process in Jūrmala and Rēzekne branch with system software Microsoft Windows 7, MS Office 2010 programmes from 2013 to 2016 were upgraded to MS Windows 10 Pro version to create remote hardware monitoring , management and security system against data loss. Every year, the college replaces at least 10 hardware units and updates software to improve productivity and use the latest high-functionality software in the training process.

In the period from 2013 to the beginning of 2021, additional study classrooms, practical training rooms have been created, which are provided with new computer equipment and multimedia projectors or large-format displays. In total, as of the beginning of 2021, the college uses 174 computer units, 44 printers, 32 multimedia projectors, most of which are near-projection multimedia projectors with a built-in sound system as well as 9 large-format displays. In 2020, measures to increase the energy efficiency of two buildings and the construction of a new training building were launched within the framework of EU funds and college funding. By June 2021, after commissioning of the new training building, three additional auditoriums, two practical training rooms and classrooms for lecturers will be created. These will be provided with computer equipment with an Internet connection. The average age of computer equipment used in college is 6,2 years.

From the spring of 2020, with implementation of opportunities provided by the Microsoft Office365 platform in college, an interactive environment is available for academic staff and students, in which to organize additional learning processes using the interactive Microsoft TEAMS platform. The academic staff has an additional opportunity to organize distance learning process in five classrooms using network cameras and computers with an internet connection.

Information technology room has 18 workplaces for students and 1 workstation for a lecturer equipped with a multimedia projector. Workplaces for students are arranged so that the lecturer can follow the activities of each student at the same time. The minimum distance between the workbench with the monitor (from the back of the monitor) and the next workbench with the monitor is not less than 1 m, but between the side surfaces of the monitors - not less than 0,5 m. The room is equipped with air conditioning, ensuring average room temperature of 20°C. Computer class windows are equipped with blinds to prevent direct sunlight from entering the room, if necessary. Room lighting is provided by 12-day light lamps. All computers are connected to a global computer network, so internet is available on any computer. The interconnected computers are

connected in a local network, which provides access to information of any computer.

For personnel resource management and automation of accounting processes, LU PSK has implemented the ERP HORIZON system to ensure unified accounting and management of financial, material and human resources. Achieving the set goal in development of new study programmes, the number of training programmes provided increased, the number of students increased and the circulation of materials necessary for the study process increased, thus there was a need to improve the management of these resources and automation of accounting processes. To ensure the above-mentioned goals, from 2018 a personnel resource management module is used, which is intended for simultaneous work of two specialists, and provides three jobs for accounting specialists. In addition to secure data storage, a server was purchased and installed, to improve data processing performance and creation of backup copies.

LU PSK students and lecturers have access to a well-maintained library. The college library is accredited in accordance with the procedures prescribed by law, it has been granted the status of a library of local significance, Accreditation Certificate *No. 825 issued by the Ministry of Culture, of 03.06.2019*.

The aim of the library is to create a library as a specialized repository of medical knowledge and to further develop the library infrastructure, using the latest technology, as well as to cooperate with college heads and lecturers, providing the study process with the latest medical, social sciences and research literature.

Study and research resources intended for implementation of the study field are offered both in the college library and in cooperation with Riga Stradins University, the University of Latvia Library and Jūrmala Central Library. The College offers information resources for acquisition of both general education study courses and branch and specialization study courses, offering a total of 10,032 information resources - books, as well as branch journals.

70% of the library collection is medical literature. Available literature in psychology, pedagogy, social care, cultural history and philosophy is widely represented. The collection also includes reference books, dictionaries and various encyclopedias.

Library collection, equipment and premises are property of the college. The material and technical basis of the library consists of library premises, equipment, security system and other property structured, developed and provided by the college. Assessment of the material and technical condition of the Library - building, premises, equipment, comply with *Tasks of the Library* and the Cabinet of Ministers Regulations No. 395 of January 1, 2002 on *Library material and technical basic standards*. The library has 16 reader workstations, 7 desktop computers for users, a printer / copier / scanner, a device for binding documents with a spiral. The library has wireless internet accessible with por Table devices.

Library users are offered universal library and bibliographic services for local and remote users: providing users with information resources, ordering information resources from other libraries, electronic delivery of documents to users, online electronic catalogues and digital databases, consultations and user training, bibliographic references. Paid services include document printing, copying and scanning, spiral binding of documents, access to online resources via open access computer workstations and wireless internet users' porTable devices.

Seminars are organized for students, lecturers and general staff at the beginning of each study year, introducing users to library services, online catalogs and databases, location of the library collection, as well as current events in the college library.

Collection of information resources available in the college library is supplemented in accordance

with the developed concept of the *Collection of the Library of LU PSK* and *Regulations of the Library*. Replenishment of the library collection takes place on the basis of proposals expressed by lecturers, as well as students for the provision of study process. Requests to supplement the collection are evaluated by the Library Commission, whose duties and rights are specified in *Library Regulations*. The commission consists of heads of the study fields, deputy director in study work and the head of the library. The college library invites lecturers to plan the study literature necessary for studies in a timely manner, as well as informs about the latest books published in the field both in Latvia and abroad.

Completion of library collection takes place in the library information system School Alice, *Completion* module. Shipments are processed and new copies of information resources are added. The library's electronic catalogue is accessed by passwords given to library employees only. These are not disclosed. It ensures security of the electronic catalogue data.

Bibliographic resources are combined, regardless of the place of implementation of the study program. If a bibliographic resource is not available in the branch, which is available in the college library in Jūrmala, then it can be delivered to the students in the branch, ensuring the availability of the necessary resources. In addition, the Rēzekne branch has cooperation with the Rēzekne branch of the Medical Scientific Library.

The library subscribes to press publications published both in Latvia and abroad. Professional reading magazines are available in the reading room, such as "Social work", "Social work in Latvia" / Edition of the Ministry of Welfare /, "Anna's psychology", "Doctus", "Latvian doctor", "Ārsts.lv", "Podology", " Disaster medicine and Public health preparedness "," Medicus bonus ", etc.
Operation of the library is fully financed from the college, observing the norms of financing necessary for the operation of libraries specified by the Library Law and regulations of the Cabinet of Ministers as regards necessary financing for library operation. *(Table 3.3).*

Table 3.3

Funds used to supplement the library collection for realization of the study field

Year	Funds used (euro)	Number of books purchased
2013	4 500,-	316
2014	9 200,-	303
2015	9 000,-	819
2016	12 000,-	503
2017	15 000,-	639
2018	12 000,-	414
2019	8 400,-	460
2020	12000,-	365

The library provides students with consultations on the use of electronic catalogs and electronic databases, training to improve information retrieval skills, offers thematic and bibliographic references. The library also compiles a list of information resources on a specific toFigure. Study and research resources in the library are provided for all study directions implemented in the college. Library users can also use the library's informative e-mail to communicate with the library, via which users are provided with references and information services. All information about the library's opening hours and available services is posted on the college website, library section.

Students can acquaint themselves with the new acquisitions to the library on the special "new book" stand. Information about library news and reminders about use of electronic database EBSCO is regularly sent to group e-mails.

Resources of the library collection are supplemented in cooperation with the Culture and Information Systems Agency of Latvia, book supply of the University of Latvia, the library of Riga Stradiņš University, Medical supply of Latvia, internet bookstores - krisostomus.lv, "Kniga.lv" etc., as well as book publishers in Latvia.

An important addition are methodological materials created by the lecturers: "Ergonomic Basic Principles in Working with a Client" (2018), "Methodological Material for the Development of a Social Care Plan", "Methodological Material for the Development of a Social Rehabilitation Plan" (2019), as well as methodological materials of the Ministry of Welfare "Work with Adults with Mental Disorders" (2019). "Professional development in social work" (Liepāja University Institute of Educational Sciences, 2018). The book "Patient Treatment, Care and Rehabilitation at Home" (2018), which was prepared in collaboration with lecturer of the Department of Social Care I.Vīksniņa. In 2020, work was started on development of methodological material in video format, in the Health Care and Ergonomics study course, in cooperation with state social care centre "Zemgale".

In the library students have access to the electronic database of Qualification Papers developed in previous years, it is also possible to view abovementioned papers graded 9 and 10 points in paper format. College students can receive literature for work at home and in the reading room.

Since January 2018, medical college has subscribed to the EBSCO National Package database. It is a universal full-text database of thousands of full-text journals, newspapers, reference books and other sources on a wide range of to Figures. Statistics compiled by the Cultural Information Systems Center show that students actively use database information to master the study process. Comparing 2018 and 2020, attendance has significantly increased (*Figure 3.4*). Students confirm that availability of the database is very important in the process of developing qualification papers, because it contains results of the latest scientific articles and research.
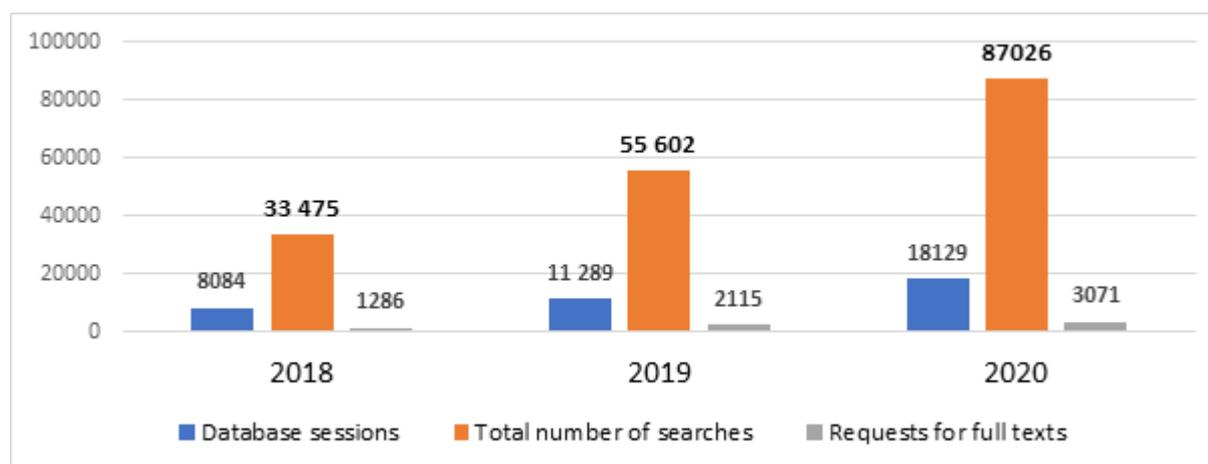
Figure 3.4. **Overview of the EBSCO data base use**

The total area of the library is 104.9 m2. In 2017, new furniture was purchased - Tables in the reading room, chairs, a shelf for display of the latest books. Material and technical base of the library has improved compared to previous years. Since 2019, the library has 2 printers and 2 multifunctional devices, two handheld barcode scanners and a document binding machine with plastic spirals available. In 2020, a color copier was also purchased.

Working hours of the library are set in accordance to student interests, the library is open 44 hours

a week, every week day 8:30 – 17:00 (Tuesdays 8:30 – 18:30).

3.4. 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.

The process of attracting and employing the teaching staff of the LU PSK (including announcing vacancies, hiring, election procedure, etc.) is regulated by internal regulatory enactments: *Regulations on Academic and Administrative Positions*, *Procedures for Hiring and Firing Employees*, *Accounting and Planning Procedures for Workload of the Academic Staff*. LU PSK employs elected and invited lecturers. A competition for elected lecturers is announced in the magazine "Latvijas Vēstnesis", on the websites of the University of Latvia and the college https://www.psk.lu.lv/par-koledzu/vakances (Only Latvian). Election of academic staff to academic positions is based on the requirements of regulatory enactments and *Regulations on Academic and Administrative Positions*. Regulations are available on the college server (Annex 1.).

Applicants for academic staff are evaluated in an open competition based on common criteria. The applicant is evaluated according to the following criteria: education, professional work experience, pedagogical experience, scientific and creative activity, communication skills. Every lecturer is entitled to apply for the announced position if he or she meets the set criteria. Academic staff is elected by the College Council for a term of six years. Additional criteria for selection of invited teachers is recommendations from health and social care institutions.

Further procedure is determined within the framework of these regulations - registration of employment relations with the elected candidates. Instructions as to the organization of study process, work safety and fire safety, as well as other work-related introduction activities. Appointment of the academic staff is the responsibility of the head of the department in cooperation with personnel department.

In personnel policy, it is important to ensure a supportive work environment, which in turn allows academic staff to perform their duties in a high-quality and efficient manner. In accordance with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, the college has established fair and open procedures related to staff recruitment and performance, and provision of a quality study process.

Quality assessment of the academic staff is based on the results of student survey, the quality of study courses, scientific and creative activities of the individual, participation in projects, adherence to disciplinary schedules, communication skills with students and administration, as well as the number of possible complaints. The head of the department evaluates the workload of each lecturer. Teaching staff is informed about the results of the evaluation of the quality of their work in discussions with administration and the head of the corresponding study program at the end of the study year.

3.5. 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 qualification (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.

Qualification of the academic staff is monitored on the basis of the *Regulations of the LU PSK on Academic and Administrative Positions*, where the main directions are selection of staff and professional development.

Regulations for the formation of following academic staff structure have been developed and implemented:

- the academic staff consists of highly qualified teaching staff who have obtained a doctoral, master's or bachelor's degree;
- specialists are involved in the study process who ensure the specifics of the corresponding study programme;
- academic staff with well-developed pedagogical skills, methodically prepared and able to apply modern teaching methods and technologies are involved in the implementation of study courses;
- study process is realized in a creative atmosphere, which promotes professional growth of the teaching staff, develops the strengths of the academic staff, promotes scientific research development / results.

The policy of academic staff motivates and encourages teaching staff to improve their qualification by studying for a master's or doctoral degree, to deepen their knowledge in various in-service and further education programs offered. The academic staff of *Social Welfare* study field should be motivated to start doctoral studies. LU PSK provides financial support to doctoral students for covering expenses of inclusion of scientific works / publications in internationally recognized and cited databases, as well as for covering participation fees in international scientific conferences in Latvia and abroad. Participation in scientific and international conferences improves foreign language knowledge, broadens horizons, creates an opportunity to gain new experience, meet new colleagues, which in general promotes quality of study process implementation.

Policy directions of the academic staff are the evaluation of annual achievements of teaching staff, where scientific research, pedagogical and organizational results are evaluated.

To ensure a modern study environment, the college organizes seminars and further education courses to develop the use of innovative teaching methods among the teaching staff. The College organizes seminars for both academic staff and lecturers, for example, on the development of qualification papers, use of Skype, preparation of scientific articles. During the Covid-19 pandemic, training was provided on the use of online platforms such as Zoom, Microsoft Teams.

In general, teachers' knowledge of a foreign tongue and its use in the teaching process is sufficient, but some academic staff need to further expand their use of foreign languages by taking an active part in both Erasmus + projects and exchange trips.

The college supports involvement of teachers in professional associations, which promotes cooperation with the professional environment.

In accordance with the requirements of the Regulations on Academic and Administrative Positions, elections for positions of academic staff are held, where teaching staff is elected to the position for six years. This is among motivating factors for the academic staff to maintain high work results and

raise their professional qualification. It is an opportunity to evaluate quality indicators of the academic staff by evaluating their achievements and highlighting shortcomings that open new perspectives for development. Another motivating factor for academic staff is the creation of such working conditions that confirm the importance of teaching. Motivation of academic staff to participate in in-service training activities promotes the quality of the content and realization of study courses. In the Annex, a table on the assessment of the growth and the improvement of qualifications of teaching staff.

3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.

Qualification of the academic staff of the *Social Welfare* study field complies with the requirements for implementation of study programmes in accordance with the *Law on Higher Education Institutions of the Republic of Latvia, Education and Vocational Education*. The following academic staff is involved in the study field: associate professors, lecturers, assistants.

Elected academic staff, as well as invited lecturers – professionals with in-depth understanding and practical experience in the field - are involved in the realization of the study field. One of additional criteria is a recommendation from health and social care providers and associations of the field.

Reflection of the qualification of the academic staff in the reporting period is shown in Table 3.6. In study year 2020/2021, 24 lecturers participate in realization of the field, 15 of them or 63% are academic staff and 9 or 37% are guest lecturers. The study direction is realized with participation of 1 lecturer with a doctoral degree in pedagogy, 1 lecturer with a doctoral degree in management sciences, education management. Currently, 8,5% of lecturers have a doctor's degree, 79% have a master's degree, 8,5% have a bachelor's degree, and 4% have a secondary professional education.

Table 3.6.

Number of teaching staff involved in the study direction

Position	2013./2014.	2014./2105.	2015./2016.	2016./2017.	2017./2018.	2018./2019.	2019./2020.	2020./2021.
Associate professors	2	2	2	2	2	2	2	2
Full-time lecturer	15	15	14	14	13	14	14	13
Assistant	-	-	-	-	-	-	-	-
Part-time lecturer	8	7	10	15	13	9	9	9
Altogether	**25**	**24**	**26**	**31**	**28**	**25**	**25**	**24**

In study year 2020/2021, in comparison with the previous study year, there have been no changes in number and composition of the teaching staff involved in the study field. The number of elected

assistant professors has remained unchanged, the number of lecturers has decreased by 1,9 percentage points and the number of invited lecturers has remained unchanged.

The workload of teaching staff consists of: management of study courses, updating of study courses, methodological work, scientific research and creative activities (participation in conferences, projects, research and preparation of publications, etc.).

Basic information about the teaching staff involved in realization of the study field can be found in Annex 5 of this self-assessment. See Curriculum Vitae Europass format for faculty members in Annex 6 of this self-assessment. For data on incoming and outgoing mobility of teachers during the reporting period see Annex 7 of this self-assessment.

3.7. 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 create and maintain a quality study environment and study process realization, as well as promote development of a quality culture, the college regularly explores the needs of students in *Social Welfare* field through surveys, also offers a solution for providing or improving of support. During their studies, LU PSK students are provided with - academic, career development and psychological support, which applies to both places of implementation of study programs. *(Table 3.7.).*

Table 3.7.

Types of support for students of the study field Social Welfare and activities in their provision

Type of support	Activities or actions to provide support
Academic support	**Providing information on the study process and organization issues.** • Students of the *Social Welfare* study field can turn to the study methodologist of the department of their study programme as regards issues about the study process. The methodologist will provide the necessary consultation or refer to the responsible employee. • Responsible for organizing support: head of the department and study methodologist. ***Organization of informative classes for first-year students*** • At the beginning of studies at LU PSK, first-year students are invited to informative classes and meetings with college staff, and provided information necessary for successful study environment, study process and cooperation on various issues with administration, academic and general staff. During the presentation, which is organized for each course separately, information is provided about the college, structure, contact information for communication, study programmes and services available to students in the college. Students are informed about the procedure of mutual communication to ensure successful cooperation with lecturers. Students of the state budget study programme receive an explanation of the rules to apply for and claim a scholarship. Students are informed about the possibilities of drawing up study and student loans, international student ISIC cards, trips with a suitable discount in public transport. Information is provided on ERASMUS + mobility and involvement in the work of the College Student Self-Government. Students are also informed about the rules of procedure in the college territory and common areas. During the meeting, students are shown official communication channels of the college, providing a more detailed explanation of the structure of the college website. After the informative session, the content of the presentation in PDF format is sent to e-mails and handed over to students for use. • Persons responsible for organizing support events: Deputy Director for Studies, Head of the Department in cooperation with a public relations specialist. ***Involvement of students in student self-government.*** • Every student of the college has an opportunity to get involved in the work of student self-government or to participate in events organized by it. Student self-government is an elected, independent, collegial institution, which operates on the basis of *Regulations* and represents the rights and interests of college students within college. The aim of its activity is to represent and defend the interests of all students in the study process, cultural, social and everyday issues in the college and other state institutions. Participation in student self-government has improved its members' skills of teamwork, mutual communication, and organizing of events. It allows to clarify the needs of college students, to promote quality study environment and a more active student involvement in the study process. • Persons responsible for organizing support events: the public relations specialist, who regularly maintains contact

Support for career development	**Career development activities, motivation for conscious and successful career development.** • A set of activities that encourages college students to become independent thinkers and motivates them to take responsibility for their future careers. To achieve this goal, college organizes career events and activities, during which students receive information about various directions of career development, which promotes the acquaintance of young specialists with employers and potential internships. • In co-operation with higher education institutions, meetings are organized with teaching staff to strengthen students' understanding and the need to continue obtaining higher education even after graduating from college. • Organized meetings with college graduates, during which students can hear of different experiences and have an opportunity to get to know the daily life of the specific specialty from the point of view of working in the field. • Persons responsible for organizing support events: head of the department, study methodologist, academic staff in cooperation with a public relations specialist.
	Participation in events for development of students' professional skills and abilities. • Participation of students in career support events outside of college, where those interested have an opportunity to demonstrate professional skills and abilities acquired during study process. These are educational exhibitions of various scales, career days in schools, professional parades. In such events, students additionally improve their communication skills with a target audience of different ages, promote public understanding of professions and competencies in the field of social welfare. • Persons responsible for organizing support activities: academic staff in cooperation with a public relations specialist.
	Gaining experience in guest lectures, seminars, trainings. • To provide a more in-depth knowledge and promote understanding of current to Figures included in the study course, guest lectures or seminars are organized for students, led by professionals in the field of social welfare or representatives of organizations representing the field. • Study excursions to organizations and institutions are organized during studies to get acquainted with the work environment and develop competencies of the acquired qualification. • Persons responsible for organizing support events: the head of the department in cooperation with the academic staff.
	Organization of experience exchange trips and meetings with students from foreign partner universities. • Gaining additional experience outside the usual study environment is considered an important opportunity in the study process of each future social care specialist. Experience exchange trips are organized for students of the study direction "Social Welfare". During these students get acquainted with a partner university and its experience in organizing study process in social care study programmes. Students participate in lectures, discussions and master classes, get acquainted with the university work environment and material base, visit social care institutions when possible. Within the framework of the visit, presentations are given, in which the work of LU PSC and the Department of Social Care, as well as the system of social care sector in Latvia is introduced. Participation in such trips encourages students to take advantage of the opportunities offered by the ERASMUS + mobility programme. Students of the study field "Social Welfare" have visited Lääne-Viru College (Estonia) several times. • Opportunity to house representatives of a partner university provides students of LU PSK with an opportunity to acquaint students of foreign social care programmes with the college, study environment and processes, as well as to improve communication and foreign language skills. Discussions and master classes can be used to exchange experiences. Cultural activities are organized as frequently as possible. Students of the "Social Welfare" study field have hosted groups of students from AWO Bildungszentrum Tretenhof (Germany). • Persons responsible for organizing support events: head of the department, academic staff, public relations specialist in cooperation with the international coordinator.
	Seminars on ERASMUS+ mobility experiences • Response and involvement of students in the implementation of international projects realized by foreign collaboration universities of the Department of Social Care of the LU PSK is always welcomed. Within the framework of projects, it is possible to apply the knowledge and skills acquired in the study process, receive additional consultations from lecturers, work in a team with foreign social care specialists, as well as improve communication skills and knowledge of a foreign language. Students of the "Social Welfare" study field have participated in the international NORDPLUS project "Puppet Theater Opportunities" ("Network Empowering Puppetry"), coordinated by Kaunas University of Applied Sciences (Lithuania) and welcoming participants from Estonia, Lithuania, Finland, Latvia. • Opportunity to discover professional and personal experiences gained by students in qualification practice outside Latvia within the ERASMUS + mobility program. This type of event motivates one to dare and use the opportunity provided. Students' stories confirm that during the mobility period self-confidence of the person was built, knowledge of foreign languages and professional skills were improved, new friends were made and culture of other countries explored. • Persons responsible for organizing support activities: public relations specialist in cooperation with the international coordinator.
Psychological support	**Creating and maintaining a supportive environment in college.** • During the study process, a student may face various complications of a private nature, which may affect the course of studies and his/her full involvement in the study process. Conflict situations can arise during studies. When starting studies at the college, students are informed about cooperation with the course curator. • Persons responsible for organizing support activities: depending on the situation, the curator can involve the head of the department, academic or general staff in solving a specific issue.

International coordinator, who cooperates with academic and general staff and the student self-government, is responsible for admission of students of foreign cooperation universities of the LU PSK and organization of the necessary support within the ERASMUS + mobility within the college. When arriving for mobility, students are organized a tour of the study environment of the LU PSK, during which the infrastructure of the college is shown, acquaintance with immediate surroundings organized. Students are introduced to the course of mobility in accordance with the previously agreed program, a meeting with those responsible for organizing mobility outside the college is held. Incoming students are provided with practical information about public transport, availability of public services, cultural events, etc. current affairs. Mobility participants have an opportunity to employ the services provided by the LU PSK library and student hostel. For college students to have an opportunity to get acquainted with students of partner universities, various events are organized - international evenings and joint excursions along different routes. Mobility students are also invited to participate and get involved in events organized by student self-government. Implementation of ERASMUS + mobilities supports attendance of local cultural, artistic, musical or sporting events, which the college strives to include and provide within the framework of the program.

LU PSK in cooperation with the responsible organizations periodically inspects and evaluates the infrastructure on the accessibility of environment for students with disabilities. Recommendations are considered in improvement of the existing study environment, as well as in the design and construction of new study buildings.

II - Description of the Study Direction (4. Scientific Research and Artistic Creation)

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

LU PSK in cooperation with professional associations, local governments and public organizations provides directions of scientific research in accordance with the requirements of the labor market. Students have an opportunity to learn the basics of scientific research work in a theoretical course, during the development of qualification papers (documents are available on the college website www.psk.lu.lv) (Only Latvian), participating in various projects (project competition regulations and forms are available on the college website www.psk.lu.lv in the " Scientific research projects " section) and inter-college research in Latvia and the European Union.

The aim of study programmes in *Social Welfare* field is to prepare highly qualified specialists for work with various target groups, develop communication skills for working with clients in an interprofessional team that resonates with research strategy - Health, environment, lifestyle.

Academic staff of the college has acquired professional competence development programs (For example: *Content of Education and Didactics*), and cooperates with the University of Latvia in scientific research, organizes conferences and publishes theses (within the framework of the

University of Latvia International Scientific Conference), cooperates with state institutions, professional associations, non-governmental organizations and local authorities, all part of the *Social Welfare* field framework. Ensuring the continuity of study process, seminars, guest lectures and research projects are organized.

Summarizing scientific research activities of the study field:

- since 2014, there has been interprofessional cooperation in the organization and conduct of scientific research projects;
- since 2016, organization of international scientific conferences, publishing of collections of scientific articles;
- improvements in the procedure for the development and course of qualification papers, development of evaluation criteria;
- participation of academic staff in professional development programs, activity in professional associations.

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.

In most cases, scientific research of the academic staff is related to the specialization of the lecturers within the programme and lecture courses to be taught. Research carried out by the academic staff is a significant contribution both to the development of the field they represent, and also of the study programme, as well as improvement of study content. Through research, lecturers bring most relevant novelties to their study courses.

LU PSK has organized the following projects in the framework of the study direction:

In 2014, the study "Health of Young People Studying at the Medical College and Habits Affecting Them" was conducted. Within the framework of research, students and academic staff in the field of social welfare and health care collaborated. This was good practice in organizing research and interprofessional collaboration.

Students used the results of the 2016 project *"Opinion of Different Population Groups and its Comparison on Availability of Public Transport Services in the City of Jūrmala"* as basis for other research in different municipalities.

The 2018 project *"Work Environment Risks for Social Work Specialists in Social Care and Social Rehabilitation Institutions"* is still a relevant toFigure in development of qualification papers. Social care centers of different regions of Latvia were involved in the development of the research, afterwards the results of the research were presented.

In 2017, *Social Care* study programme in cooperation with *Podology* study programme, a study *"Assessment of Need for Medical Foot Care in Social Care Institutions"* was conducted. According to the information gathered in the project, students continue to implement podological foot care in practice with clients of social care institutions, in cooperation with students of the social *Care Study* programme.

Research projects of the college are funded from the college budget. In the academic year 2019 -2020, college budget allocated funds for starting an infrastructure project, so no competition was organized for the implementation of college research projects, but there was support for publication

of scientific articles, participation in conferences and other projects such as Erasmus + and NORD PLUS were supported.

Results of all the research were reported at local and international conferences, theses and articles were published (Annex 8).

Guest lectures are organized for the academic staff and students within respective study field:

- Guest lecture of Dainis Krieviņš, Professor of the University of Latvia and Director of the Pauls Stradiņš Clinical University Hospital and Science Department on "Ethical Principles of Clinical Research", February 4, 2014;
- Guest lectures of Dr. med. Mārcis Leja "Screening and prevention options for colorectal cancer" and "Clinical research", April 24 and 25, 2014;
- Guest lecture, Head of the Narcology Assistance Service of "Riga Psychiatry and Narcology Center", chief specialist of the Ministry of Health Dr. Astrida Stirna for students and teaching staff on "Tendencies of intoxicant use in Latvia, problems and solutions", April 20 and 21, 2016;
- Guest lecture of Dr. sc. soc. Signe Mežinska on "Qualitative research methods", January 18 and 30, 2017;
- Guest lecture of Dr. Doctor of Pedagogy Sanita Baranova and Professor Rudīte Andersone on continuing education "Pedagogical aspects of study program development in higher education" Peda T141 course code, September 12-14, 2017.
- Guest lecture of Dr. Maija Māliņa on "Types of Pain and Basic Principles of Treatment", April 26, 2018;
- Lecture of Mg.hist. Pēteris Kivrāns from Rēzekne Academy of Technology on "Professor Pauls Stradiņš (1896 - 1958) in life and work", January 24, 2019;

As part of the College's Jubilee Year, academic staff and students resumed historical research. Result was an anniversary edition - "Values. Experience. Development. P. Stradiņš Medical College of the University of Latvia 1939 - 2019 ", ISBN 978-9934-8822-1-0

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.

During the reporting period, *Social Welfare* study direction of the LU PSK participated as a cooperation partner in four projects administered by the European Union lifelong learning programmes - ERASMUS + and Nordplus. Lecturers and students of the study field were purposefully involved in implementation of the projects. It is a widely represented field of study among existing cooperation partners of the college, which offers new solutions for improvement and strengthening of students' professional competences. Cooperation partners are actively involved in implementation of projects related to various industry-related toFigures. College administration qualitatively evaluates project proposals of the cooperation partners and decides, whether to participate in them.

Participation in international projects ensures integration of innovations in the study process,

updating of programmes and exchange of experience. Sustainability and succession in implementation and realization of projects is assessed, taking into account the feedback of the target audience *(Table 4.1.).*

Table 4.1.

International projects realized in the *Social Welfare* study field

Programme	Title, period	Short description of the project goals, the results achieved	Coordinator/partners/budget of the project
NORDPLUS	***"Study quality in terms of multiculturalism in the Baltic Countries".*** *Nr.NPHZ-2017/10151, period 09.2017 – 12. 2018.*	*Goal* - to create a study quality assurance model for lecturers within the framework of multiculturalism. *Achieved result* - a manual for lecturers to ensure high-quality studies in a multicultural environment; conference organized by Tallinn Health Care College (Estonia).	*Coordinator:* Estonian Entrepreneurship University of Applied Sciences *Partners*: Tartu Health Care College (Estonia), Tallinn Health Care College (Estonia), Lääne-Viru College (Estonia), Utena College (Lithuania), Turiba University (Latvia), Karalius Mindaugas Vocational Training Center (Lithuania), P.Stradins Medical College of the University of Latvia (Latvia), Latvian Higher Education Export Association (Latvia), Estonia Integration and Migration Foundation Our People (Estonia) *Total funding:* 54 112.00 EUR *Participants from LU PSK:* Aiga Grauduma
ERASMUS+ KA107	***"Higher education student and staff mobility between Programme and Partner Countries"*** *period -01.06.2017. – 30.08.2018.*	*Goal* - in cooperation with the Belarusian State University, to organize mobility for the staff of the Department of Social Care to improve their professional activities and get to know a new cooperation partner. *Achieved result* - a mutual visit of partners, examination of Social Welfare systems, improvement of knowledge on the possibilities of use of methodological materials, visits to social care institutions, information on various services.	*Coordinator:* P.Stradins Medical College of the University of Latvia (Latvia) *Partners:* Belarusian State University (Baltkrievija) *Total funding:* 8780 EUR *Participants from LU PSK:* Dace Erkena, Kristīne Vītoliņa

ERASMUS+ KA202	***"Approaching Multiethnicity and Dementia in Education and Work".*** *Nr. 2019-1-DK01-KA202-060294, period - 01.11.2019. – 31.10.2021.*	*Goal* - to help improve competence in work with people with dementia of multinational ethnic origin for teachers who educate and train social work specialists, as well as social care workers in the work environment. *Achieved result* - a training program for social work specialists working with people with dementia of multinational origin, a video to raise awareness of people with dementia in a multicultural environment.	*Coordinator:*SOSU Ostjylland (Denmark), *Partners:* Aarhus Kommune – Sundhed og Omsorg (Denmark), Arbeitswohlfahrt Landesverband Schleswig-Holstein e.V. (Germany), Haus am Klostergarten (Germany), Giovani Valdarno Società cooperative sociale (Italy), ASP Martelli (Italy), P.Stradins Medical College of the University of Latvia (Latvia), Social Care Institution Zemgale from Ozolnieki region (Latvia). *Total funding:* 214 918,00 EUR. *Participants from LU PSK*: Dace Erkena, Līga Priede, Aiga Grauduma
NORDPLUS	***"Network Empowering Puppetry".*** *Nr. NPHE-2019/10244, period - 2019 – 2022.*	Goal - to create a study quality assurance model for lecturers within the framework of multiculturalism. To educate a flexible and open specialist who would be involved in the preparation, development and use of therapeutic dolls. Intensive courses with amount of 5 ECTS are organized for project participants - students from different study programs. During the planned three-year period, project participants are involved in the production and use of therapeutic dolls for various target groups. *Achieved result* –Students have learned the principles of puppetry by participating in Swedish and Finnish lecturer master classes. Students prepared video materials using own-maded therapy dolls.	*Coordinator*: Kauno University of Aplied Sciences (Lithuania), *Partners:* Tartu Health Care College (Estonia), P.Stradins Medical College of the University of Latvia (Latvia), HAMK University of Applied Sciences (Finland), New Generation of Women's Initiatives (Lithuania). *Total funding:* 16 788 EUR. *Participants from LU PSK:* Ina Ozola, Ina Vīksniņa, Kristīne Vītoliņa, Aiga Grauduma

Involvement of lecturers and students of the *Social Welfare* study direction of LU PSK in the realization of the European Union lifelong learning program ERASMUS + and Nordplus projects is related to the current cooperation with project partners. Participation in international projects provides the direction representatives with an innovative vision in the social work sector, new training methods for students and existing social care and social rehabilitation professionals, quality cooperation with employers in the sector. By implementing existing projects, LU PSK strengthens relations with existing cooperation partners and establishes new partnerships. Project results are integrated into study process, as well as provide succession in work environment, with both stakeholders cooperating to obtain the result.

According to Erasmus University Charter in Higher Education for the period of 2021–2027 approved

by the P. Stradins Medical College of the University of Latvia, one of the points of internationalization plan and the Charter Policy is participation in international projects. Thus, evaluating the qualitative criteria - compliance of the study programme and the goal of the project with the vision of the college, it is decided to participate in the project.

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 direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.

In scientific research, LU PSK operates in accordance with the College Regulations and the strategies approved by the College's Science Council. Strategies include sections on priority research areas in study programmes. *For example*, thanks to cooperation with the University of Latvia and the State Research Programme No. 2014-10-4 / VPP-6/41. symposia and thesis collections have been created with the support of the GEO project: 74th Scientific Conference of the University of Latvia, state research programme RESPROD - Health Care Research in LU Colleges, 75th Scientific Conference of the University of Latvia, state research programme RESPROD, Health Care Research in LU Colleges and section of 76th International Scientific Conference of the University of Latvia - Interdisciplinary Research in Medical Colleges. Within the framework of this support, students gained the opportunity to acquire new knowledge from academic staff of colleges, experience from research conducted in Latvia and in the world. Research (creative) work, including participation in scientific conferences or artistic creation activities, promotes cooperation and ensures succession of study programs.

LU PSK resources, EU funds and ERASMUS + funds are used for research. The amount of funding for internal research projects is allocated annually in the budget planning process of the LU PSK, in accordance with the financial possibilities and the toFigureality of research direction. During the period, five internal research projects were developed. LU PSK supports participation of academic staff in scientific conferences by granting paid leave. Information on scientific research (creative) work of the academic staff, toFigure of scientific research and its connection with the content of the study field and corresponding study programmes and in accordance with the research strategy - *Health, Environment, Lifestyle* is as follows: 2014 - Health and Social Care Aspects in Gerontology ; 2015 - Youth Health and Influencing Habits; 2016 - Addiction as a ToFigureal Problem in Modern Society; Opinion of Different Population Groups and its Comparison on the Availability of Public Transport Services in Jūrmala; 2017 - Physiological and Psychosocial Aging Processes and Quality of Life; 2018 - Pain. Patient Care Levels and Inpatient Physical Activity; Work Environment Risks for Social Work Specialists in Social Care and Social Rehabilitation Institutions; 2019 - Biopsychosocial Model in Care; 2020 - A Multidimensional Approach to Patient Care; Public Health;

Research strategy and directions provide opportunities of scientific work for students and academic staff (*Table 4.2*). In all these directions, development and further education of the academic staff is possible. Research carried out by the academic staff is a significant contribution to development of the field representing them, as well as development of study programmes and content. Through

research, lecturers bring the most relevant industry novelties to their study courses. Lecturers prepare scientific articles, participate in conferences, seminars, develop methodological materials.

Table 4.2.

Participation of academic personnel (n= 36) in conferences, publications

Activities of academic staff during the reporting period

Activity and data summary	Example
International publications - (15)	Verescagina, I., Erkena, D. 2017, Support Methods of Social Work Improving The Quality of Clients' Life. Conference Proceeding Book, ID: 17-185 Thomson Reuters conference proceeding citation index (11831) 696.-705. p.
Scientific articles in peer-reviewed journals - (11)	Geske R., Leice A., Miķelsone M., 2016, Risk of cardiovascular diseases in medical college students and factors influencing them. Rezekne: Proceedings of the International Scientific Conference "SOCIETY, INTEGRATION, EDUCATION" part III, May 27-28, page 442-452, Issue indexed in Web of Science
Theses - (9)	Brazauska A., Vīksniņa I. 2020, Social entrepreneurship as a resource in social rehabilitation. Section of the 78th International Scientific Conference of the University of Latvia, Interdisciplinary Research in Medical Colleges, Theses of the conference. Riga: University of Latvia, page 13
International conferences - (12)	Vīksniņa, I., Vītoliņa, K., Priede, L. 2019, Opinion of Social Work Specialists on Work Environment Risks in the Institution. International Conferences, Quality of Health Care and Social Welfare - EDUCATION AND PRACTICE, Scientific articles, (page 10) ISBN 9789934-8822-03.
Local conferences - (8)	Erkena D., Vīksniņa I. 2019, Experience of P.Stradins Medical College of the University of Latvia in Development of Social Welfare Programmes. Riga: Social Work in Latvia. ISSN 2500-9680/08Nr.1, page 4.
International projects - (6)	Erkena D., Priede L., Grauduma, A. 2020, Innovations for improving the social services for clients with dementia. Health, environment and sustainable development: interdisciplinary approach/ hesdia. Abstract Book of the 3rd International Scientific Conference, 2 p.
Local projects - (5)	Harju S., Akermane R., Saulīte M. 2018. Podological Aspects of Foot Care in Social Care Centers. Society. Integration. Education. Materials of the International Scientific Conference, part IV, page 11.
Methodological materials developed – (5)	Priede., L. 2016, Methodological instructions for "Social Care" study programme of the P.Stradins Medical College of the University of Latvia for development of client's social care plan. Vīksniņa., I., Harju, S., 2019, Methodological instructions for "Social Rehabilitation" study programme of the P.Stradins Medical College of the University of Latvia for development of client's rehabilitation plan.

4.5. Specify how the involvement of the students in scientific 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 direction in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

To promote the development of the profession, professionals in the field must encourage development of research. Involvement of students in scientific research (creative) work, connection of scientific research toFigures with study goals and expected study results is important. Starting from the first year of study, students prepare term papers, methodology of research paper development is mastered within the framework of "Research" course, which allows students to implement the acquired research methods in the process of qualification paper development. Writing qualification papers is considered the most significant contribution to improvement of student research and creative activity. Student research and / or creative activity is related to realization of various internal projects of LU PSK ("Assessment of need for medical foot care in social care institutions", "Opinion of Different Population Groups and its Comparison on the Availability of Public Transport Services in Jūrmala", "Health of Young People Studying at the

Medical College and Habits Influencing It", "Work Environment Risks for Social Work Specialists in Social Care and Social Rehabilitation Institutions") as well as in international activities. (*For example*, Jansone I., Erkena D., 2017.The evolution of social service for elderly "Care at home". Example of Jelgava municipality. Latvia, International student conference "Health in Our Hands", Tartu Health Care College, 296-297). Research and / or projects implemented within the study programmes promote the strengthening of students' competitiveness.

In the reporting period from 2013/2014 academic study year until 2020/2021, 601 new specialists in the *Social Welfare* field have graduated from the LU PSK. To promote development of each profession, professionals in the field participate in final examinations and promote development of research.

The largest quantity of qualification papers were written in 2015/2016 and 2019/2020 academic year. In general, qualification papers covered toFigures on social care and social rehabilitation services in various institutions, but the most studied toFigure is work with different client groups. Results of the research are reflected in collections of theses of the University of Latvia (see Table 4.3). Research is organized in educational environment, in social care institutions, as well as various social service providers. According to the authors of qualification papers, one of the benefits of the research developed was the use of new methods and assessment tools in professional work. For example, the application of most used methods in social rehabilitation in work with clients. Student's research on selection criteria in the formation of professional identity the social care study programme.

Qualification research also includes innovative and urgent toFigures that have not been previously studied, such as Social Entrepreneurship as a resource for social rehabilitation. Information about the results of college students' research work is presented in Table 4.3.

Table 4.3.

Information about the results of college students' research work

	2014	2015	2016	2017	2018	2019	2020	2021
Number of international conferences organized at the college	-	-	2	1	1	2	1	1
Number of local conferences organized at the college	1	3	2	4	1	1	-	4
Conference collections	1	-	1	2	2	2	1	1
Number of scientific collections of the college	-	-	1	-	-	1	-	-
Number of internal projects	1	1	2	1	1	-	-	-
Total number of qualification papers	62	71	121	51	120	50	126	-

To promote students' professional identity and understanding of different client groups, an important factor is students' activity in various annual joint events organized by the Department of Social Care and partners, such as International White Cane Day, International Day of People with Disabilities, International Day of Social Work, etc. Often, an understanding of specific customer groups and social services facilitates student involvement in a particular research direction.

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 study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.

During study process, attention is paid to innovative solutions. Within framework of product innovation, various technical improvements are made, material and technical base (library resources, projectors, etc.) is improved, new databases (EBSCO) are purchased. A plan has been laid out to supplement electronic resources and create a new e-platform, intended for posting materials related to the study process.

Erasmus + Key Action 2 "Cooperation for Innovation and Exchange of Good Practices" project "Approaching Multiethnicity and Dementia in Education and Work" included a training programme created for social work specialists working with people with dementia of multinational origin; and a video to raise awareness of people with dementia and in a multicultural environment was prepared.

Within the framework of the NORDPLUS project "Network Empowering Puppetry", online seminars have been conducted for students, providing a theoretical basis and practical training on the meaning and production of therapy dolls. A study has been carried out in partner countries on each country's experience in use of puppets. At the end of the Intensive Course of the project, videos with a puppet story were prepared, in which students used their own dolls. The material and technical base of study programmes has been supplemented with visual materials, which are used in diversification of the study process.

II - Description of the Study Direction (5. Cooperation and Internationalisation)

5.1. Provide the assessment as to how the cooperation with different institutions from Latvia and abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study direction contributes to the achievement of the aims and learning outcomes of the study direction. Specify the criteria by which the cooperation partners suitable for the study direction 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 employers.

The main goal of the LU PSK internationalization plan is to provide teachers and students with an opportunity to gain and improve professional experience in an international environment and to promote personal growth by actively participating in various types of mobilities and projects. The overall objective of the ERASMUS + programme for each Member State is to increase the number of mobilities (students, teachers) in order to ensure a wider transfer of knowledge and competences in the sector. Participation of the teaching staff in the ERASMUS + programme ensures involvement in a discussion with industry professionals abroad, exchange of experience in an intercultural environment, an opportunity to visit practice institutions of cooperation partners.

Strategically, visits of foreign lecturers to the college provide students who do not go on mobility an opportunity to hear a professional of the field, participate in discussions on current issues in the field, as well as gain information about experiences of other countries. Participation in international projects is one of the cornerstones of internationalization, which promotes interaction between the educational institution and companies in different partner countries. The goal of student mobility in the period of the program 2021 - 2027 is to reach 5% of the total number of students participating

in activities of the ERASMUS + programme. The total teacher mobility indicators are currently at an average of 15 people a year going abroad. The goal for the next period is to provide 20 teachers an opportunity to participate in an experience exchange or teaching activity. When LU PSK works in the direction of social welfare, it is necessary to constantly improve and follow innovations in order to prepare highly qualified future professionals. Implementation of the internationalization plan is also important due to the fact that the college realizes two study programs *Social Care* and *Social Rehabilitation*, which provide social work specialists at a national level. The *Social Care* study programme is recognizable and its graduates are in demand in the European Union labor market. To ensure the continuity of international study programmes, LU PSK has signed a cooperation agreement with *Utena University of Applied Sciences*, Lithuania, with the possibility for graduates to continue their studies in the *Social Work* bachelor's programme.

To improve study process of the *Social Welfare* study direction in an international environment, mutual cooperation agreements or agreements of intent with universities and companies are purposefully concluded. Networking is formed by participating in international projects, which in turn ensures college's recognition in the field of social work.

Attracting of foreign lecturers in the *Social Welfare* field to conduct guest lectures or exchange experiences is organized in accordance with the basic principles and strategic priorities of the Erasmus University Charter. Mobility activities of foreign students in Latvia are also realized. The following steps have been identified as motivating.

1. LU PSK has obtained the Erasmus University Charter in higher education, which enables teachers and students to participate in all types of activities provided by the ERASMUS + programme - mobility, participation in an international project. Period of validity of the Erasmus University Charter is 2021 - 2027, identification code - LV JURMALA03.
2. ERASMUS + activities are conducted in accordance with the following principles of the Erasmus University Charter: to respect the processes of non-discrimination, transparency and inclusion in the programme; to ensure the quality of mobility activities and projects based on the application and implementation phases; to implement study and teaching activities only within the framework of previously signed cooperation agreements. These agreements define responsibilities and obligations of the parties involved, as well as the criteria for selection, preparation, admission, support and integration of participants.
3. Selection of cooperation partners, in accordance with the criteria: both parties involved implement similar study programmes; in case of studies, the partner higher education institution has an Erasmus University Charter, in case of internship - company complies with the requirements for realization of professional and qualification internship tasks; the language of communication is the same for both parties; parties are interested in increasing qualitative and quantitative indicators of study process; opportunities to provide appropriate and high-quality practice places; conclusion of a mutual cooperation agreement, which determines the obligations, duties, responsibilities of both parties, the number of mobility participants in the sector.
4. Mobility is implemented in accordance with study / practice mobility agreement for students, teaching / experience exchange mobility agreement for teachers, which is specified, agreed on and signed before the implementation of the activities.
5. Quality project management ensures a transparent process before, during and after the mobility. The report provided by each participant on the gains or losses during the activity period is evaluated.

Foreign lecturers are motivated to come to Latvia for experience exchange and teaching activities. A specific number of persons detailed in cooperation agreements is allowed to visit the partner country during one ERASMUS + project period, provided there is sufficient funding under the

heading "Teacher mobility". Study year 2020/2021 introduced changes in active mobilities. In the autumn semester of this study year, foreign lecturers taught virtually, using online platforms. Gradual transition to a digital environment at the LU PSK promotes the college to be more open and flexible in organizing online events.

There is a consistent system for attracting foreign students to realize mobility in Latvia. Students abroad take part in a competition at their higher education institution to obtain the right to move to a chosen partner country. LU PSK is chosen by students who have received positive feedback about previous mobilities, who know what opportunities there are to improve and acquire new skills. Foreign students tend to return to mobility. All study programs of the *Social Welfare* study field are binding due to quality and versatility of practice. Students realize their internship in the most recognized social care and social rehabilitation institutions in Latvia, which provide access to a diverse and professional environment. International students positively evaluate the opportunity to gain experience in working with different target audiences - children, the elderly, people with disabilities, etc.

6. The aim of International Weeks at the University of Latvia is to effectively attract foreign teaching staff. The first international week took place in September 2017, with the intent of sharing experience and examples of good practice with cooperation partners, promoting knowledge transfer, as well as introducing partners to Latvian culture. The second international week took place in May 2019. During these weeks, teaching staff of the existing and new cooperation partners attended the college, gave guest lectures to students, visited internships and got acquainted with the national culture. A purposefully organized event for the involvement of foreign teaching staff in the study process, which provides students with an opinion of a professional on a current toFigure.

7. At the January 21, 2020 meeting (*protocol # 1*) on *Approved Procedures for Academic and General Staff to Apply for ERASMUS + Mobility Funding Abroad, Selection Procedures and Academic Recognition*, the LU PSK college council determined the involvement of foreign teachers in the study process.

8. In accordance with the bilateral cooperation agreement, nominations for incoming students are sent out. After evaluating the set criteria for the implementation of practice or study mobility, a decision is made on the progress of the process.

9. Cooperation partners organize group trips to the LU PSK with the purpose to educate, exchange experiences and establish new contacts. In May of the academic year 2014/2015, students and lecturers from Denmark, Basic Health Care College, Frederica-Horsens-Vejle, visited the college within the framework of *Social Work* study programme. 2015/2016 At the beginning of the study year, the teaching staff of the study field Social Welfare paid a return visit to Denmark. In the study year 2017/2018, in cooperation with Latvian social care and social rehabilitation institutions, a group of Estonian colleagues from Lääne-Viru College, Estonia, as well as a group of German colleagues from Vogelsberger Pflegeakademie, Germany were admitted. Exchange of experience facilitates organization of new places of cooperation so that the participants of the next mobility have a possibility of choice. In turn, during the study year 2018/2019, at the initiative of students themselves, students of the German cooperation partners AWO Bildungszentrum Trettenhof visited the LU PSK to get acquainted with the Social Welfare System and institutions in Latvia. As a result of mutual visits, one of the foreign students is motivated to return to Latvia to participate in ERASMUS + internship mobility.

In general, foreign lecturers improve the *Social Welfare* study field by conducting lectures for college students. In turn, the outgoing lecturers of LU PSK gain experience in conducting lectures for foreign students, improve their knowledge and strengthen professional competencies, integrate examples of good practice in the study process.

5.2. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad and provide a description of the dynamics of the number of the attracted students and the teaching staff.

The LU PSK Internationalization Plan and co-operation agreements in the *Social Welfare* study direction ensure the attraction of foreign teachers and students within the ERASMUS + programme framework, observing the principles of the Erasmus University Charter. Bilateral agreements between them determine the number of incoming and outgoing mobilities to the partner school. Higher education institutions operating in international projects comply with this rule, therefore mobility participants are selected through a competition. The partner school sends a nomination, the host institution assesses its capacity for mobility and responds. From then on close co-operation and communication with international coordinators takes place regarding the specification, organization, management and supervision of tasks.

It is considered that the number of incoming and outgoing mobility of teachers and students depends on the allocated funding in project period of each programme. This factor is considered when the goal, tasks and results to be achieved of the potential mobility are evaluated.

The LU PSK website www.psk.lu.lv (Only Latvian) provides information on the application process, as well as application forms for both target audiences. Within the framework of the project quality principles, information is updated by sending e-mails to the partners.

Visual materials about the college are available in the International Departments of the partner universities.

In the study years 2019/2020 and 2020/2021, exchange of information in the digital environment is toFigureal. Participation in an international online conference also ensures the formation of new partnerships for future mobility.
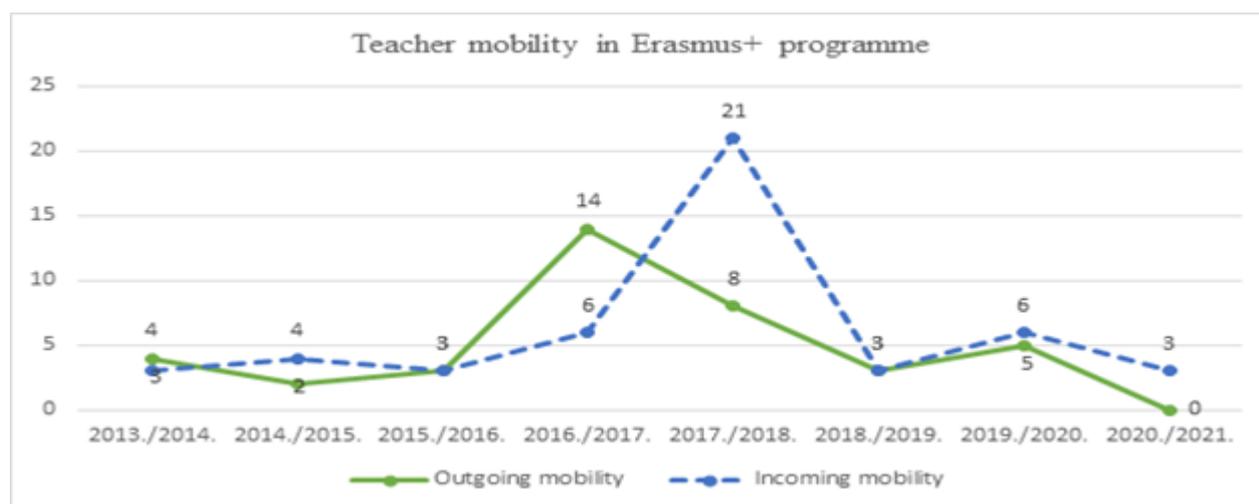
Figure 5.1. **Incoming and outgoing mobility of the teaching staff of the study field**

Evaluating and comparing data on of incoming and outgoing ERASMUS + teacher mobility, it is obvious there has been more incoming mobility (*Figure 5.1*). The curve is sTable, with the only exception of study year 2017/2018. Foreign lecturers are motivated to participate in teaching and exchange of experiences in the LU PSK, its co-operation institutions. During the study year 2017/2018 a large number of incoming mobilities are related to group exchange visits, for example from Lääne-Viru College, Estonia and the Vogelberg Pflegeakademie, Germany. In this study year,

ERASMUS + KA107 project was realized with the programme partner country Belarus, within the framework of which teachers of both countries got acquainted with opportunities for education and employment in the field of social welfare. In the academic year 2020/2021, virtual mobility of incoming guest lecturers was implemented, with lectures for college students conducted remotely.

Dynamics of outgoing teacher mobility is related to available funding for implementation of this activity. Teacher mobility during the reporting period was supported not only by the ERASMUS + program, but also by the college in contributing its own co-financing. During the study year 2016/2017, teachers and students from the *Social Welfare* study field participated and led lectures at the International Week at *Lääne-Viru College, Rakvere*, Estonia. In turn, during study year 2017/2018, within the framework of ERASMUS + mobility, teaching staff visited Sweden, *Swedish Care Center*, where they gained professional experience in providing social rehabilitation services for the elderly. The fact that for two years a lecturer from the *Social Welfare* study field led lectures on "Ergonomics" for the students of the Estonian cooperation partner *Lääne-Viru College*, Rakvere is viewed as a positive factor.

Each mobility is evaluated positively, because the goal is improvement of the study programme or study course with new knowledge and skills. During the study year 2020/2021, virtual mobility was planned, which was implemented by a college assistant professor. It will be considered completed once the lectures have been given.
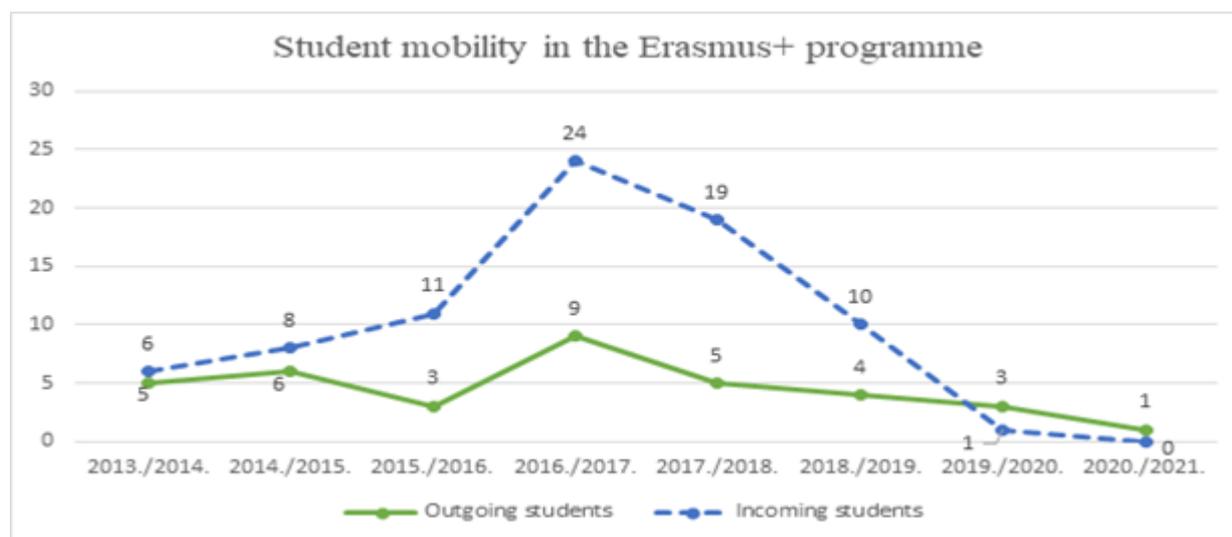
Figure 5.2. **Incoming and outgoing student mobility of the study field**

The incoming and outgoing ERASMUS + mobility of students within the *Social Welfare* study field in dynamics is developing in a similar direction - corresponding ups and downs (*Figure 5.2*). The number of incoming mobilities is higher than outgoing mobilities, which are related to the trust of partner schools in organizing and managing mobilities, attractive and diverse internships, providing support in the field of accommodation by offering services of a college service hotel. It should be noted that every year there are students who return to continue their professional development.

These indicators are influenced by several factors - number of applications, number of approved applications, amount of funding, student's motivation and courage, approval / rejection of the partner school. Currently, on average, 4% of the total number of LU PSK students participated in mobility. It is planned to increase this percentage in the next Charter period. In study year 2020/2021 *Social Welfare* study field realized study mobility in that a student studies one semester in Lithuania as part of the ERASMUS + program.

Students of the *Social Welfare* study field use an opportunity to go to an internship of a recent graduate annually, within the framework of ERASMUS + programme, to improve their professional

skills and abilities.

Realization of the internationalization plan provides ample opportunities for teachers and students to get involved in international projects to ensure their professional and personal growth.

5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.

Organization of an internship takes place in accordance with the requirements of regulatory enactments and the *Procedure for Organizing the Internship of LU PSK Students* (*Annex 12*). Internship is a part of the study programme, which is implemented in an environment appropriate for internship goals, for acquisition of professional skills and abilities outside of college.

Goals of the internship are determined by the Internship Programme. The Internship Programme is a document that regulates the internship procedure of the corresponding study programme, the evaluation of the achieved results. The volume of practice is not less than 16 CP (24 ECTS) for a two-year study programme. The course of practice is in accordance with the study plan, which foresees one practice in the first or second study year, as well as a qualification practice. The goal of the first one is to improve the results to be achieved in a particular study year, for example, to strengthen practical skills in working with clients. The aim of the qualification practice is to strengthen the student's knowledge, skills and competencies in his/her specialty.

Internship is realized in accordance with the internship cooperation agreement, signed by the college and the employer, on the provision of internship place. The internship agreement includes internship goals, tasks, internship planning, achievement evaluation procedures, as well as lists the duties and responsibilities of the parties. Prior to the internship, a tripartite Agreement on the study internship is signed. The list of agreements signed in the *Social Welfare* study field is seen in annex 13.

5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.
(Not applicable)

II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)

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 direction, 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 direction and the relevant study programmes.

Expert recommendations were declared within the framework of study programmes, summary of execution of recommendations is available in annex 14.

In summarizing recommendations of experts main directions of activity can be determined:

1. scientific research activity, in connection with study courses;
2. participation of academic staff and students in scientific conferences;
3. ensuring connection of study programmes with scientific research work (involvement of lecturers in scientific research grants, research programmes of the respective field, connection of AII / study programmes with research centers of national significance);
4. correspondence of professionalism of the academic staff to the content of the study programme;
5. library funds, their equipment and services (including in foreign languages);
6. publication of research results in internationally available and peer-reviewed publications, their practical use as part of innovative activities;
7. opportunity for students to acquire separate modules, subjects and / or practices (in full, in part or in AII programmes of other countries);
8. development or plans of development of a joint programme with one of the AII.
   Compared to the previous period, the academic staff has increased its activity in the field of scientific research - participation in conferences, publications, including internationally cited publications. Involvement of students in research has also been promoted.

Based on the recommendations, students and academic staff participate in Erasmus + mobility projects every year.

Since 2015, students have the opportunity to continue their studies in the Utena University of Applied Sciences professional bachelor's *Social Work* study programme, as well as in other Latvian higher education institutions where the bachelor's study program *Social Work* is realized.

6.2. Implementation of the recommendations given by the experts during the evaluation of the changes to the relevant study programmes in the respective study direction or licensed study programmes over the reporting period or recommendations received during the procedure for the inclusion of the study programme in the accreditation form of the study direction (if applicable).

During the reporting period no programme was submitted for assessment of changes made.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	ANNEX 1. LIST OF INTERNAL REGULATORY ENACTMENT DOCUMENTS.pdf	1_P_LU_PSK_INA_Saraksts .pdf
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)	Implementation_Of-Study_Programmes_Rezekne_Branch.pdf	Studiju_Virziena_Īstenošana_Filiālē.pdf
Management structure of the higher education institution/ college	2_ANNEX_Management_Structure.pdf	2_P_LU_PSK_Pārvaldības_Struktūra.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	3_ANNEX_Management_Of_The_Study_Field.pdf	3_P_Studiju_Virziena_Attīstības_Plāns.pdf
Management structure of the study direction	4_ANNEX_Management_Structure_Social_Welfare_Study_Field.pdf	4_P_Studiju_Virziena_Pārvaldības_Struktūra.pdf
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	ANNEX 5. Basic information about the teaching staff involved in the implementation of the study field.pdf	5_P_Informācija_Studiju_Virziena_Mācībspēki.pdf
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	6_ANNEX_Lecturer_Biographies_(CV).pdf	6_P_Mācībspēku_Biogrāfijas_(CV).pdf
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	7_ANNEX_Statistics_On_Outgoing_Mobility_Of_Teachers.pdf	7_P_Mācībspēku_Mobilitāte.pdf
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	8_ANNEX_List_Of_Publications.pdf	8_P_Mācībspēku_Zinātniskā_Pētniecība_Mākslinieciskā_Jaunrade.pdf
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	9_ANNEX_Collaboration_Internationalization.pdf	9_P_Sadarbības_Līgumu_Saraksts.pdf
Statistical data on the teaching staff and the students from abroad	ANNEX 10. Statistics on foreign students and teachers.pdf	10_P_Statistika_Ārvalstu_Studējošajie_Mācībspēki.pdf
Statistical data on the mobility of students (by specifying the study programmes)	11_ANNEX_Statistics_On_Student_Mobility.pdf	11_P_Statistika_Studējošo_Mobilitāte.pdf
Description of the organisation of the traineeship of the students	12_ANNEX_Description_Of_Organization_Student_Internships.pdf	12_P_Studējošo_Prakses_Organizācijas_Apraksts.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	13_ANNEX_Information_On_Provision_Of_Student_Internship_Agreements.pdf	13_P_Informācija_Par_Līgumiem_Studējošo_Prakses_Nodrošināšanai.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	14_ANNEX_Report_Implementation_Recommendations.pdf	14_P_Rekomendāciju_Izpildes_Pārskats.pdf
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	31_ANNEX_Statement_Signed_By_The_Director_That_Knowledge_Of_The_Official_Language_Of_Teaching.pdf	31_P_Koledžas_Direktora_Apliecinājums_Par_Mācībspēku_Valsts_Valodas_Zināšanām.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of 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 (if applicable)		23_P_Studiju_Programmas_Sociālā_Rehabilitācija_Kvalifikācijas_Atbilstība_Profesijas_Standartam.pdf
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		
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 Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ANNEX 29. Documents_Certifying_Students_Opportunities_Continue_Education.pdf	
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		31_P_Koledžas_Direktora_Apliecinājums_Par_Mācībspēku_Valsts_Valodas_Zināšanām.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	AIKA_Application.edoc	AIKA_Iesniegums.edoc

Other annexes

Name of document	Document
Mācībspēku _Izaugsmes_Kvalifikācijas_Paaugstināšanas_Novērtējums.pdf	Mācībspēku _Izaugsmes_Kvalifikācijas_Paaugstināšanas_Novērtējums.pdf
Assessment_Growth_Qualification_Improvement_Teaching_Staff.pdf	Assessment_Growth_Qualification_Improvement_Teaching_Staff.pdf
17.Pielikums SP Sociālā Aprūpe Kvalifikācijas Atbilstība Profesijas Standartam (LV)	17_P_Studiju_Programmas_Sociālā_Aprūpe_Kvalifikācijas_Atbilstība_Profesijas_Standartam.pdf
17.Annex Study Programme Social Care Compliance with professional qualification standards (EN)	17_ANNEX _ Compliance of professional qualification attained in Social Care study programme.pdf
19.Pielikums SP Sociālā Aprūpe Studiju Plāns (LV)	19_P_Studiju_Programmas_Sociālā_Aprūpe_Studiju_Plāns.pdf
19.Annex Study Programme Social Care Study plan (EN)	19_ANNEX _Study plan of study program Social Care.pdf
Par profesijas standarta izstrādes statusu (LV)	Vēstule.pdf
Presentation 01dec2021 FIELD OF SOCIAL WELFARE	01dec2021 FIELD OF SOCIAL WELFARE.ppt

Social Rehabilitation (41762)

Study field	*Social Welfare*
ProcedureStudyProgram.Name	*Social Rehabilitation*
Education classification code	*41762*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Ina*
Surname of the study programme director	*Vīksniņa*
E-mail of the study programme director	*Ina.Viksnina@lupsk.edu.lv*
Title of the study programme director	*Mg.sc.educ.*
Phone of the study programme director	*29490542*
Goal of the study programme	*To prepare qualified, competitive social work specialists who provide quality social care services in accordance with their professional competencies, understand the basic principles and values of providing social services in working with various target groups, to ensure observation of human rights and social justice in society.*
Tasks of the study programme	*1. To provide specialists with qualification corresponding to the needs of social welfare sector;* *2. To provide students an opportunity to understand professional activities of social work specialists and the essence of social processes in society;* *3. To provide insight of basic principles, goals, functioning of the basic elements of the social welfare system;* *4. To provide insight as to professional activity and models of social rehabilitation in Latvia and the world;* *5. To provide students with a possibility to gain knowledge and understanding about interaction of society and an individual within the context of social problems;* *6. To promote acquisition of new skills, to assess, plan, lead and organize work of social activation so as to promote client's adapting into society, and to ensure versatile internship possibilities in social rehabilitation;* *7. To promote student motivation and creativity, so as gained skills and competences would be used in developing client's social skills;* *8. To develop effective communication and team work skills;* *9. To provide students with knowledge, skills and competencies in accordance with the standard requirements of the social rehabilitator profession;* *10. To develop and improve students' knowledge and skills in research work;* *11. To develop skills to solve problems in non-standard situations;* *12. To motivate students to develop their professional competencies.*

Results of the study programme	Knowledge:
	1. Understands and analyzes guidelines for social security, factors influencing it; public values and norms of implementation of social rights;
	2. Describes human development and the system of bodily functions; understands various disorders, types of social rehabilitation and services, as well as basic principles of operation;
	3. Identifies the risk factors of care environment and explains the basic principles of creating a safe environment.
	Skills:
	4. Understands and applies communication skills in accordance to different target groups and individual abilities of a person; uses industry terminology in the work of an interprofessional team;
	5. Evaluates and determines the client's social functioning ability, independence and independent life skills, uses the knowledge as evaluation criteria for development of a social rehabilitation plan;
	6. Promotes the client's participation in development and maintenance of social skills; attracts resources in implementation of social rehabilitation services;
	7. Uses reliable information acquisition, compilation skills and data analysis in professional work and research.
	8. Documents the social care process and develops social care plans; analyzes and evaluates the social care process.
	Competences:
	9. Integrates the acquired knowledge and skills in his / her professional activity, understands the tasks and functions of social rehabilitation service in the process of providing services;
	10. Observes protection and confidentiality of personal data, basic principles of professional ethics; understands the impact of discrimination, stereotypes and prejudices on a person's life;
	11.Critically analyzes social problems within the framework of professional competence and groups of population at risk of social exclusion.
Final examination upon the completion of the study programme	Qualification paper and a test.

Study programme forms

Full time studies - 2 years - latvian

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

Places of implementation

Place name	City	Address
P.Stradins Medical College of the University of Latvia	JŪRMALA	VIDUS PROSPEKTS 38, JŪRMALA, LV-2010
Rēzekne branch of P.Stradins Medical College of the University of Latvia	RĒZEKNE	N. RANCĀNA IELA 23A, RĒZEKNE, LV-4601

III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction

There have been no changes in the parameters of the study programme.

1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.

Analyzing statistical data on students of the Social Rehabilitation study programme for the period of study years 2013/2014 - 2020/2021 it can be concluded, that the number of students and interest in the programme have increased (1.1.tab.).

Table 1.1.

Statistical data on students of the *Social Rehabilitation* study programme of the college

Academic year	Number of students matriculated	Number of students in the programme	Number of graduates	Number of dropouts	
				Year 1	Year 2
2013/2014	20	41	18	6	1
2014/2015	136	148	15	25	0
2015/2016	40	141	94	12	2
2016/2017	130	155	25	24	1
2017/2018	44	146	94	12	7
2018/2019	152	183	27	32	2
2019/2020	37	158	111	9	10
2020/2021	46	76	-	9	0

In the academic year 2013/2014 number of students has been the lowest in the period - 41. The highest number of students is observed in 2018/2019. Changes in dynamics of the number of students indicate the growing popularity of the programme in society and interest from employers, as well as attraction of specialists in implementation of social services related to realization of deinstitutionalization process in the country. In some study years, there is a special interest of local governments in training of college-level specialists, with already specific job offers for future specialists. The interest of employers in training specialists is generally assessed as a positive

feature and trend.

Five students have joined studies in the later stages of the *Social Rehabilitation* study programme. Recognition of study courses has been carried out by 35 students, 19 of which have done so in academic year 2018/2019, in connection with school reforms, with teachers retraining to work in the newly established social care and social rehabilitation institutions in the regions. It can be concluded that students accomplish study programmes in the *Social Welfare* direction as their first choice or have previously acquired education that has not been related to the field.

Analyzing data on the dropout of students in the reporting period, it can be seen that in general dropout of students occurs in the first study year. Most common reasons for dropping out are: family circumstances, personal reasons, difficulties in combining studies with work. To reduce student drop-out and promote student motivation to continue their studies, all students are provided with consultations face-to-face and e-learning possibilities, as well as an opportunity to ask questions and receive answers outside of classes and counseling hours. Group curators inform students about current events in study process, provide individual support to those students who have difficulty integrating into the study environment, help solve problems that students face on a daily basis, and organize group adaptation and cohesion events.

In Rēzekne branch, the implementation of the study program Social Rehabilitation is started in 2021/2022. academic year.

1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

First-level professional higher education study programme *Social Rehabilitation* has been established in accordance with the *Law on Higher Education Institutions*, Cabinet of Ministers Regulation #141 of March 20, 2001, *Regulations on the State First Level Professional Higher Education Standard, the Classification of Professions of the Republic of Latvia* and internal regulatory enactments of LU PSK. Admission rules, goals and planned results of the *Social Rehabilitation* study programme have been developed and defined in compliance with the principles of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF). As a result, providing a set of knowledge, skills and attitudes that allow to carry out a qualified social services process in accordance with the professional standard, and provide an opportunity for further studies in bachelor's and second level professional higher education *Social Work* study programmes in Latvia and other European countries.

Upon graduation, the student obtains a diploma of first-level professional higher education and qualification of a *Social Rehabilitator*. The awarded qualification foresees acquisition of the necessary knowledge, skills and competencies provided by the study programme evaluated. For example, professional standard mentions a number of tasks, such as improving of social skills, promotion of integration, development of social rehabilitation plan, work in an interprofessional team, as well as other tasks related to professional activities, knowledge and skills for which are included in the content and correspond to the title of the *Social Rehabilitation* study programme.

Admission requirements are specified in the *Admission Regulations* of LU PSK, and are based on

requirements of regulatory enactments. An applicant who has good marks in a document certifying secondary education, which confirms knowledge of the official language and a foreign language (f.ex., successfully passing of centralized examinations) is able to study in the first level higher professional education programme. His/her preparation at the previous level of education, motivation to obtain a higher education and organization of the study process ensure achievement of study results.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.

Content of study courses of the *Social Rehabilitation* study programme is updated in accordance with requirements of the Social Welfare Sector and the labor market, as well as development trends of science.

The need for social work specialists - social rehabilitators in Latvia is determined by the Law of the Republic of Latvia on Social Services and Social Assistance, which entered into force on 1 January 2003. According to the requirements of the law, persons who have acquired first level higher professional education have a right to perform professional duties of a social rehabilitator.

The study programme has all the necessary quality indicators (qualified lecturers, good material and technical base, equipped practical classes and offered internships in cooperation with social service providers) to ensure that content of study courses corresponds to the labor market and industry development trends.

Compliance with needs of the labor market and development requirements of the sector is ensured by cooperation with professional associations and long-term, successful cooperation with various state, municipal and non-governmental social service providers. There is a growing trend in the interest of employers and local governments and in recognition of the programme. Results of the annual surveys of graduates indicate that majority of graduates (85% - 90%) work in the specialty.

Analyzing topicality of the labor market, it can be concluded that nowadays there is a demand for specialists who, in addition to specialized knowledge and competencies, would also need knowledge in other important professional fields, such as general pedagogy, business fundamentals and project management, as well as law.

In the social welfare sector, the number of social service providers is constantly increasing, thus the need for these specialists is emerging. According to the Register of Social Service Providers of the Ministry of Welfare, between 2013 and 2020, approximately 308 social service providers have been registered and re-registered, available at:

Development of social services and creation of new services in the sector indicate that young professionals also need knowledge and skills not directly related to the sector, such as the ability to analyze, think critically and argue. Study courses of theoretical knowledge, students' practice and development of qualification work included in the study programme are aimed at the development of these skills.

One of the foundations of quality assurance of the study programme is cooperation with potential employers, organizing meetings and discussing current issues and demands of the labor market, taking into account suggestions for improving and developing the content of study courses.

Compliance with scientific tendencies is ensured by participation of associate professors in college, university and international scientific conferences and publishing of research in scientific publications. Students of the programme are involved in performing of scientific work. They present their achievements in college, inter-college and University of Latvia annual student scientific conferences, as well as international conferences.

During studies, students acquire the necessary knowledge and skills in accordance with requirements defined in professional standard. This is also confirmed by students' questionnaire and positive evaluations submitted by the employers, as well as evaluation of graduates and their employment in the profession.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In 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.

First-level professional higher education *Social Rehabilitation* study programme was established in accordance with the *Law on Higher Education Institutions*, and Cabinet of Ministers' regulations #141 of March 20, 2001 on the *State First Level Professional Higher Education Standard*, *Professional Standard*, as well as internal regulatory enactments of LU PSK. The *Social Rehabilitation* study programme is implemented at the Department of Social Care of LU PSK.

Content of study courses is designed in such a way as to ensure successive acquisition of knowledge in optional study courses, by supplementing in-depth understanding of the knowledge acquired in basic study course.

Information included in study courses is interrelated with the goals and tasks of the study courses, which are subordinated to the goal of the study programme and the result to be achieved - knowledge, skills and competences.

Studies are realized in a full-time format, over a period of 2 years. Scope of study programme is 80 CP or 120 ECTS *(table 2.1.)*.

Table 2.1.

Structure of the *Social Rehabilitation* study programme

Number. Study courses	Type of study courses	Study programme 80 CP (120 ECTS)
1. General education study courses with the included 6 CP (9 ECTS) module for development of business professional competencies	A	**20 CP** (30 ECTS)
2. Branch specific study courses		**36 CP** (54 ECTS)
2.1. Compulsory study courses	A	20 CP (30 ECTS)
2.2. Compulsory choice courses – vocational courses	B	14 CP (21 ECTS)
2.3 Free choice	C	2CP (3 ECTS)
3. Practice	A	**16 CP** (24 ECTS)
4. Qualification work	A	**8 CP** (12 ECTS)

Study courses are analyzed annually, taking into account student surveys, tendencies of the labor market and demands of educational environment. In accordance with the Cabinet of Ministers Regulation #141 of March 20, 2001 *Regulations on the State First-Level Professional Higher Education Standard* general study courses include a module for forming of professional entrepreneurship competencies – methods for organization, formation and management of enterprises, basics of project development and management, records and financial accounting system, knowledge about creation of a social dialogue in society and employment rights and commitments. Knowledge of this module are acquired in study courses – *Introduction Into Speciality and Social Dialogue* - 2 CP (3 ECTS), *Basics of Entrepreneurship and Project Management* – 2CP (3ECTS), *Basics and Legal Aspects of Legislation* - 2 CP (3 ECTS).

Based on Article 23 of the *Civil Protection and Disaster Management Law* of the Republic of Latvia, an educational institution ensures teaching of a compulsory civil protection course to students in higher education. Minimum requirements regarding the content of a compulsory civil protection course are determined by the Cabinet of Ministers, therefore *Civil Studies* - 1 CP (1.5 ECTS) and *Hygiene and Environmental Protection* - 2 CP (3 ECTS) study courses are included in the study programme.

Descriptions of study courses are developed by the lecturer, stated as the author of the course description. Teaching staff cooperates in development of study results, content, description of independent work and evaluation of results to promote achievement of results of the study programme. When preparing the description of the study course and formulating the results to be achieved, the lecturer focuses both on achieving the goal of the course and on ensuring results of the programme.

Professional education of the *Social Rehabilitator* study programme is related to development of special knowledge, skills and abilities, reflected in the study programme. The developed programme is student-oriented, ensuring professional growth, promoting the student's ability to adapt and integrate into the changing work environment, improving the student's attitudes and values.

Director of the study programme checks, whether results of study courses to be achieved comply with study results of the study programme by performing mapping (annex 18), which reflects interrelation of the goals.

2.3. Assessment of the study implementation methods (including the evaluation methods)

by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

Study courses foreseen in the study programme are implemented in accordance with the descriptions of study courses, in which the course evaluation system is determined in accordance with the Cabinet of Ministers Regulation #141 of March 20, 2001 *Regulations on the State First Level Professional Higher Education Standard*, paragraph 4 on the basic principles and procedures for evaluation of first level professional higher education, as well as the LU PSK "*Study Course Examination Procedures*" and the LU PSK "*State Final Examination Regulations*".

According to the programme, study process is organized in auditoriums of LU PSK, in practical offices, as well as at various social service providers, as foreseen in cooperation agreements. Main forms of study in implementation of the study programme are contact lessons and independent work of students. Methods of realizing contact hours are lectures, seminars and practical classes.

Contact lessons of the study programme are implemented with the help of various forms of study organization and teaching methods:

- lectures - are used in realization of both general education and branch study courses, as well as professional specialization study courses, as an informative explanatory and illustrative teaching method, within which students are presented with theoretical questions illustrated with practical examples. During classes the lecturer uses technical means: multimedia projector, interactive whiteboard, etc.
- seminars - are mainly used in realization of general education study courses, as a supplement to theoretical knowledge, which helps develop skills and abilities to use the acquired knowledge, develops the ability to analyze the study literature and current problems in the respective study course. Seminars are organized in a group of 10-15 students and are used, for example, to acquire professional competencies in research and projects. During seminars, lecturers use the latest study literature, e-resources, as well as the resources of the EBSCO database subscribed to by the college library.
- practical work - is used in implementation of study courses of the field and profession, to strengthen knowledge, ensure acquisition of skills specified in the study courses and promote development of professional competence. To ensure the quality of acquisition of professional study courses, practical classes are organized in small groups of 6 - 8 students, duration of one class is 3 - 6 academic hours. In practical classes, students strengthen their skills and abilities by working under the guidance of a lecturer. Organization of practical classes in the college practical study-rooms has equipment that meets requirements of the industry and the latest trends, such as technical aids, mannequins, etc.
- independent work - is organized both individually and in groups within all study courses, to promote creative use of knowledge and acquisition of scientific cognitive methods; create experience of creative activity; as well as promote independence and develop research skills.
- group work, problem solving and situation analysis - are used in seminars, independent work and practical work, with the aim to develop cooperation, communication and decision-making skills, as well as to develop the ability to solve and raise the problem independently.

Study process includes guest lectures as well, attracting qualified Latvian and foreign specialists.

When analyzing forms of study organization and study methods used in implementation of study courses in the reporting period, it can be concluded that interactive teaching methods play an important role in achieving planned study results, based on mutual interaction between lecturers and students. Therefore, discussions, problem solving, role plays, group work and work group projects are more widely used in the study programme.

Various e-learning methods have also become relevant in ensuring the successful acquisition of study courses: video lectures, online lectures, online discussions and seminars, solving situations in the e-environment, etc., which at the beginning of the reporting period were used only in some cases but are now used constantly.

Lecturers of the programme have a higher education in pedagogy, an education as social work specialists. Separate study courses, such as General Rehabilitation, Deviantology, Basics of Psychiatry and Social Rehabilitation of Clients, etc., are conducted by attracting a professional of the field, thus linking theory with practice and promoting student development of general skills and professional competences.

Acquisition of the *Social Rehabilitation* study programme is evaluated in accordance with the set goals and tasks of the programme. To successfully master the study programme, students must successfully pass intermediate examinations, tests, exams, internships and, in accordance with regulations of LU PSK, pass a qualification exam - presentation of a qualification paper and an integrated exam at the end of the study process.

Analyzing evaluation of study implementation and assessment methods in the reporting period, it should be remarked that implementation of study process is based on the principles of student-centered education and teaching and learning modern perspective, where the lecturer has a coordinating role, whereas the basis for student self-actualization is a supportive environment of his affective and cognitive needs, in realizing various learning methods suitable for the student. Lecturers are encouraged to regularly evaluate and improve the study process and methods applied, receiving support of the college to improve their skills in their respective field, for example, in continuing education courses organized by the University of Latvia - *Didactics of the Higher Education Institutions: Modern Theories and Practice; Development of Academic Staff Competencies in the Field of Leadership*, etc.

Student-centered approach is based on student's independence, while ensuring both management of the study process and student support. Description of each study course indicates the volume and content of students' independent work, as well as its evaluation methods. LU PSK evaluation criteria and explanation of evaluations are available in e-environment, in documents published on the college website.

Basic forms of acquisition of the *Social Rehabilitation* study programme are a test or an exam, which must be taken at the end of each study course. The form of the examination is determined in the study programme. Methods are used, such as tests, demonstration of skills and abilities, evaluation of practical activities, solving situation tasks, etc. Students are introduced to the expected result, methodology of analysis of the results, arguments on which opinions about the main deficiencies or shortcomings in their work and their possible causes are based. Students receive an explanation of the assessment and, if necessary, advice on how to improve their work. In accordance with regulations, lecturers record the assessment of students' knowledge in examinations in a test/examination protocol.

Study results are summarized and analyzed in pedagogical sessions. If a student is dissatisfied with an assessment, in accordance with the LU PSK study course examination procedure, he/she has a right to challenge the lecturer's assessment within one week after announcing of examination

results by submitting an appeal to the department, which is considered by the study programme council. To ensure achievement of goals of the study programme in the time planned and to increase study motivation consultation times of the academic staff are readily available on information boards in the premises of the study programme and the website of the college. Evaluation of the student achievements in the study programme is based on criteria set in state first level professional higher education standard:

- the principle of summing up positive achievements - the acquired knowledge and skills are evaluated by summing up positive achievements;
- the principle of obligatory assessment - it is necessary to obtain a positive assessment of acquisition of content included in the main parts of the programmes;
- the principle of openness and clarity of requirements - in accordance with the set goals and tasks of the programmes, as well as goals and tasks of the study course, a set of basic requirements for evaluation of the acquired education has been determined;
- the principle of diversity of types of tests used in assessment - different types of tests are used in the assessment of program acquisition;
- the principle of conformity of assessment - in a test it is possible to prove analytical and creative abilities, knowledge, skills and abilities in tasks and situations corresponding to all levels of acquisition. The amount of content included in examinations corresponds to the content specified in the course programmes and the knowledge and skills requirements specified in the professional standard.
  Currently, the state examination in the study programme is organized as an integrated test.

Evaluation of the internship is performed in accordance with the LU PSK "*Procedure for Organizing Student Internships*". Before the start of an internship, students are introduced to the purpose of the internship, the programme, the tasks to be performed, the procedure and the evaluation procedure. After completion of the internship, a student within a set period of time submits an internship report and a review of the internship place. To receive a successful assessment, the student must submit a completed internship diary and an assessment from the place of student's internship, as well as present his/her internship report in the form of a Power Point presentation, including in it a description of the internship place.

Assessment of qualification examinations is performed by the State Examination Commission, the assessment is applied fairly to all students and is consistent. Assessments both within study courses and in qualification examinations are obtained by fulfilling set requirements and receiving a positive assessment (of no less than 4 points (almost satisfactory) on a 10-point scale).

Procedure for taking and accepting examinations in the 1st level professional higher study programme, rights and obligations of students and lecturers when taking and accepting examinations, as well as the types and forms of examinations are determined by *Regulations on Examination Procedures of P. Stradins Medical College of the University of Latvia.*

The methods and evaluation of study implementation used promote the achievement of results of the study courses and the set goal of the study programme.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

Practice of the *Social Rehabilitation* study programme is organized in accordance with state standard of the first-level professional higher education. Internship is regulated by the LU PSK internship regulations and the tripartite internship agreement between college, student and internship place. Before the internship, information is provided about internship requirements and organization procedure, as well as goal and tasks to be performed. Practice in the respective study programme is a part of study process, the aim of which is to strengthen, deepen and practically apply the acquired theoretical knowledge in the respective profession in standard and non-standard situations, summarize and analyze relevant empirical materials necessary for qualification work.

Internships are a mandatory component in professional study programmes. Students' practice is developed as an integral part of professional education, which allows in-depth acquisition of professional knowledge, development of skills and critical thinking, ability to work in a team, communication, ability to make decisions in different situations. *(table 2.2.)*.

An internship program is developed, which is presented to the student and the head of internship. The student is free to choose his/her own place of internship, or one is found with the support of the Department of Social Care.

Internship evaluations are stated in a 10-point system, which consists of an evaluation of the internship diary, evaluation of the student's internship presentation and description of the internship place. Students of the *Social Care* study programme use uniform diaries of practice in places of internship.

Table 2.2.

Linking tasks of the *Social Rehabilitation* study programme practice with the results of the study programme

Results of the study programme	1.	2.	3.	4.	5.	6.
Tasks of study practices	Identifies risk factors of care environment and explains the basic principles of creating a safe environment.	Understands and applies communication skills to different target groups and individual abilities of a person; uses industry terminology in the work of an interprofessional team.	Knows and uses self-care and independent life skills assessment criteria of the client for development of a social rehabilitation plan.	Promotes the client's participation in the development and maintenance of social skills; attracts resources in the implementation of the social rehabilitation service.	Integrates the acquired knowledge and skills in his / her professional activity and understands the tasks and functions of the social rehabilitation service in the process of providing services.	Performs documentation of the social rehabilitation process and development of social rehabilitation plans; analyzes and evaluates the social rehabilitation process.
1. To get acquainted with the structure, operation, internal regulations and occupational safety of a social care institution.	X					
2. To know and be able to identify the factors influencing social rehabilitation environment of the client.	X	X			X	
3. To be able to create a safe and ergonomic environment for the client.	X				X	
4. To get acquainted with professional team composition and division of functions.		X			X	

5. To perceive the importance of collaboration and information exchange within an interprofessional team.	X				X
6. To get acquainted with the description of professional duties of a social rehabilitator in an institution.				X	
7. To create positive communication with the client and the staff of the social rehabilitation institution and the team of professionals.	X	X			
8. To assess the physical, mental and emotional condition, client's personality, psychological peculiarities, in accordance with professional competences.		X	X		
9. To establish client's wishes and social needs.		X	X		
10. To promote client's participation in selection and receipt of the optimal social rehabilitation service.	X		X		
11. To assess client's basic functional abilities and skills.		X			
12. To identify social rehabilitation problems and set adequate social rehabilitation goals and operational tasks.					X
13. To take responsibility for one's actions and professional activities while performing practice tasks in accordance with the goals.				X	

2.5. 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 evaluations of the final theses.

Students choose the topic of their qualification paper in accordance with the *Procedure for Development, Submission and Presentation of the Qualification Paper Developed* by the LU PSK. The student has an opportunity to offer a topic of his / her choosing based on his / her knowledge and professional skills. The student is also offered topics submitted by the professional organization. If necessary, the student can consult with the teaching staff of the programme about topicality of the theme. Qualification work must be related to professional qualifications, applied and practically applicable in a professional environment. After choosing the topic of the qualification paper, a supervisor of the qualification paper is appointed.

Each year, students present their research topics at local and international conferences. In study year 2019/2020 college participated in the 78th International Scientific Conference of the University of Latvia, presenting the theme *Need for Social Support Services in the Process of Adaptation in Working With Families of Re-immigrants*. The qualification work got high marks. After the presentation session of the qualification examination, head of the state final examination commission provides his/her assessment of the procedure and topics chosen by the students. Assessment of qualification papers in the study programme is seen in table 2.3.

The developed qualification papers present topicality in the field – *Social Activation for Persons with Functional Disabilities in an Institution; Person with Sight Impairments in Social Rehabilitation Process; Possibilities of Using Social Story Methods in Work with Children with Autistic Spectrum Disorders.* Qualification papers developed within the framework of internal scientific projects were presented – *Availability of Environment for Persons with Functional Disabilities in Pļaviņas City;*

Availability of Environment for Persons with Functional Disabilities in Strenči. Works based on college's research strategy – *Social Entrepreneurship as a Resource in Social Rehabilitation; Work of a Social Rehabilitator in an Interprofessional Team; Meaningful Leisure time for Persons with Mental Disorders in a State Social Care Facility; The Process of Adaptation of the Elderly in a Municipal Nursing Home; Social Rehabilitation Services for Seniors in a Community Center.*

Table 2.3.

Evaluation of final works of the *Social Rehabilitation* study programme

Academic year	Evaluation in points							Number of graduates
	4 almost satisfactory	5 satisfactory	6 almost good	7 good	8 very good	9 excellent	10 with distinction	
2013./14.	1	2	2	2	5	6	-	18
2014./15.	-	2	3	2	2	5	1	15
2015./16.	2	3	11	21	24	23	10	94
2016./17.	1	-	3	5	9	5	2	25
2017./18.	2	4	13	21	26	14	14	94
2018./19.	-	2	1	6	12	5	1	27
2019./20.	2	12	8	24	34	20	11	111
Number:	**8**	**25**	**41**	**81**	**112**	**78**	**39**	**384**

Since the academic year 2013/2014, 384 social rehabilitators have graduated the LU PSK. 39 (10,16%) of the total of qualification papers received the highest evaluation. Evaluations of qualification papers have mostly been very good, good and excellent. The class of 2020 had the largest number of graduates (n=111) and 11 (9,9%) works were rated with the highest grade possible - excellent.

Topics of the *Social Rehabilitator* study programme qualification papers fully correspond to the content and requirements of the study programme, as well as the current issues of the modern labor market.

2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

During study process, at the end of each study year, the LU PSK organizes surveys in three groups of respondents: students, graduates and employers.

Students have the opportunity to direct their proposals for improvement of study process, content of study courses and improvement of its implementation. Overall results of the surveys are presented to all college lecturers during annual discussions. According to results of the surveys, improvements are made, solutions for improving the quality of study process are sought. Results of the surveys are analyzed in the Study Program Council of the Department of Social Care.

Table 2.4

Summary of survey results of the students of *Social Rehabilitation* study programme

Academic study year	Number of respondents (%)			Conclusions

Quality of study courses

Academic study year	Good	Average	Unsatisfactory	Conclusions
				During the seven-year reporting period, students of the *Social Rehabilitation* study programme mostly evaluate the quality of the study courses as good (on average 84%). There are relatively few average assessments, except in 2018/2019 reporting period 31% of students consider quality of study courses as average. In reporting periods of 2017/2018 and 2018/2019 respectively 4% and 6% of students have also given unsatisfactory reviews, however this has not been observed in any other period.
2013./2014.	91%	9%	0%	
2014./2015.	90%	10%	0%	
2015./2016.	88%	12%	0%	
2016./2017.	81%	19%	0%	
2017./2018.	76%	20%	4%	
2018./2019.	63%	31%	6%	
2019./2020.	94%	6%	0%	

Evaluation of study courses acquired

Academic study year	Good	Average	Unsatisfactory	Conclusions
				Evaluation of acquired study courses by the students of *Social Rehabilitation* study programme is mostly good, in the range of 87% to 92%. The percentage of average ratings is lower, on average 9%. 1%-2% of students in all reporting periods have given a negative evaluation.
2014./2015.	92%	6%	2%	
2015./2016.	88%	11%	1%	
2016./2017.	90%	9%	1%	
2017./2018.	88%	10%	2%	
2018./2019.	92%	7%	1%	
2019./2020.	87%	12%	1%	

Material and technical support of study course implementation process

Academic study year	Good	Average	Unsatisfactory	Conclusions
				Students of the *Social Rehabilitation* study programme give the material and technical provision in the process of implementation of study courses give mostly positive marks on average 89% have responded that provisions are good. The percentage of average ratings is lower. n no reporting period did the students give an "unsatisfactory" rating for material and technical provision.
2013./2014.	100%	0%	0%	
2014./2015.	92%	8%	0%	
2015./2016.	91%	9%	0%	
2016./2017.	90%	10%	0%	
2017./2018.	90%	10%	0%	
2018./2019.	60%	40%	0%	
2019./2020.	100%	0%	0%	

Lecturers explain the goals and requirements of study courses

Academic study year	Good	Average	Unsatisfactory	Conclusions
				During the seven-year reporting period, students of the study *Social Rehabilitation* programme mostly assess the ability of the lecturers to explain the goals and requirements of the study courses as good (on average 88%). There are relatively fewer average ratings, and there are no average ratings in the last reporting period. Students have not given negative evaluations
2014./2015.	90%	10%	0%	
2015./2016.	87%	13%	0%	
2016./2017.	85%	15%	0%	
2017./2018.	81%	19%	0%	
2018./2019.	92%	8%	0%	
2019./2020.	78%	22%	0%	

Cooperation with lecturers (opportunity to participate in discussions, receive consultations)

	Good	Average	Unsatisfactory
2014./2015.	88%	12%	0%
2015./2016.	91%	9%	0%
2016./2017.	95%	5%	0%
2017./2018.	96%	4%	0%
2018./2019.	91%	9%	0%
2019./2020.	97%	3%	0%

Students of the *Social Rehabilitation* study programme evaluate cooperation with lecturers positively – on average 93%. Ratio of average responses is smaller. There have been no negative assessments on cooperation between students and teachers in any of the reporting periods.

Detailed evaluation on tests and obtained evaluations (of lecturers)

	Good	Average	Unsatisfactory
2014./2015.	87%	13%	0%
2015./2016.	87%	13%	0%
2016./2017.	82%	18%	0%
2017./2018.	90%	10%	0%
2018./2019.	87%	9%	4%
2019./2020.	81%	19%	0%

During the seven-year reporting period, students of the *Social Rehabilitation* study programme mostly view the detailed evaluation of lecturers about tests and obtained evaluations as good, as is confirmed by an average of 85% positive marks. Average grades are given by 9 - 19% of students. In 2017/2018 4% of students have considered that lecturers' evaluation of tests and grades has been poor, however there have been no negative evaluations in other reporting periods.

Availability of compulsory literature in the college library

	Good	Average	Unsatisfactory
2014./2015.	89%	11%	0%
2015./2016.	88%	12%	0%
2016./2017.	100%	0%	0%
2017./2018.	88%	12%	0%
2018./2019.	87%	13%	0%
2019./2020.	94%	6%	0%

Evaluations of the students of *Social Rehabilitation* study programme regarding availability of compulsory literature in the college library are mostly good, average indicator over seven years being 91%. There are few average ratings. In no reporting period did students rate the availability of compulsory literature as poor.

Table 2.5.

Summary of survey results of the graduates of Social Rehabilitation study programme

Academic study year	Number of respondents (%)	Conclusions

Evaluation of the study programme

	Excellent	Good	Satisfactory	Unsatisfactory
2013./2014	65%	35%	7%	0%
2014./2015	71%	29%	8%	0%
2015./2016	40%	52%	0%	0%
2016./2017	38%	62%	4%	0%
2017./2018	34%	56%	20%	0%
2018./2019	56%	39%	5%	0%
2019./2020	53%	44%	7%	0%

During the reporting period, majority of graduates of the *Social Rehabilitation* study programme evaluate it as excellent (on average 51%) and good (on average 45%). There have been relatively few satisfactory evaluations of the study programme, and no graduates have evaluated the study program negatively.

Quality of the study courses

	Excellent	Good	Satisfactory	Unsatisfactory
2014./2015	66%	34%	0%	0%
2015./2016	71%	29%	0%	0%
2016./2017	44%	52%	4%	0%
2017./2018	54%	46%	0%	0%
2018./2019	33%	59%	7%	1%
2019./2020	61%	28%	11%	0%

Evaluation of study courses of the *Social Rehabilitation* programme has received a similar evaluation. During the reporting period, majority of graduates of the study programme evaluate the quality of study courses as excellent (on average 55%) and good (on average 41%). There are quite few satisfactory evaluations. In study year 2017/2018, 1% of graduates gave the quality of the courses a negative assessment.

Perspectives in the labor market

	Excellent	Good	Satisfactory	Unsatisfactory
2014./2015	23%	67%	10%	0%
2015./2016	55%	39%	6%	0%
2016./2017	28%	60%	12%	0%
2017./2018	8%	88%	4%	0%
2018./2019	14%	70%	15%	1%
2019./2020	78%	22%	0%	0%

Evaluating the opinion of graduates about work perspectives during the seven reporting periods, it can be concluded that graduates of the *Social Rehabilitator* study programme shift from "good" to "excellent" and vice versa. So, in general work perspectives are evaluated positively there are quite few "satisfactory" assessments. In year 2017/2018 graduates rate their perspectives also negatively.

Longevity of the profession

	Yes	No	Do not know
2013./2014	88%	3%	9%
2014./2015	90%	3%	7%
2015./2016	88%	4%	8%
2016./2017	96%	0%	4%
2017./2018	85%	3%	12%
2018./2019	67%	5%	28%
2019./2020	89%	2%	9%

During the seven reporting years, graduates of the *Social Rehabilitation* study program mostly (on average 86%) believe that the profession is sustainable in the labor market The number of graduates who cannot say whether their profession is sustainable in the labor market is quite small (on average 11%). Approximately 3% of graduates believe the profession has no longevity in the labor market.

Would I suggest this profession to others

	Yes	No	Perhaps
2013./2014	88%	0%	12%
2014./2015	86%	0%	14%
2015./2016	92%	0%	8%
2016./2017	100%	0%	0%
2017./2018	94%	0%	6%
2018./2019	100%	0%	0%
2019./2020	95%	0%	5%

Comparing the period of seven study years, majority of graduates of the *Social Rehabilitation* study programme (on average 94%) would recommend this study programme to others. This study program would be partially recommended by relatively few graduates. There are no negative assessments.

Do I plan to work in the profession

	Yes	No	Do not know
2014./2015	73%	0%	27%
2015./2016	71%	0%	29%
2016./2017	72%	0%	28%
2017./2018	83%	4%	13%
2018./2019	50%	17%	33%
2019./2020	78%	5%	17%

Majority of the graduates of the *Social Rehabilitation* study program state that they plan to work in the acquired profession. Approximately 24% of graduates have yet to make a decision. In the last four periods of reporting on average 9% of graduates have stated they do not intend to work in the profession acquired.

Continuance of studies

	Yes	No
2013./2014	70%	30%
2014./2015	71%	29%
2015./2016	68%	32%
2016./2017	67%	33%
2017./2018	62%	38%
2018./2019	61%	39%
2019./2020	58%	42%

Results of seven reporting periods show that on average 65% of graduates of the *Social Rehabilitation* study programme have decided to continue their studies. The smaller portion of surveyors have decided not to continue studying.

Table 2.6.

Summary of survey results of the employers of *Social Rehabilitation* study programme

Criteria	Year	Excellent	Good	Average	Bad	Very bad	Cannot say
		Number of respondents (%)					
Motivation to work in the profession	2013./2014.	80%	20%	0%	0%	0%	0%
	2014./2015.	89%	11%	0%	0%	0%	0%
	2015./2016.	68%	32%	0%	0%	0%	0%
	2016./2017.	67%	33%	0%	0%	0%	0%
	2017./2018.	78%	22%	0%	0%	0%	0%
	2018./2019.	72%	25%	3%	0%	0%	0%
	2019./2020.	50%	50%	0%	0%	0%	0%

Volume of theoretical knowledge for successful performance of duties	2013./2014.	75%	25%	0%	0%	0%	0%
	2014./2015.	95%	5%	0%	0%	0%	0%
	2015./2016.	34%	66%	0%	0%	0%	0%
	2016./2017.	33%	67%	0%	0%	0%	0%
	2017./2018.	67%	33%	0%	0%	0%	0%
	2018./2019.	0%	100%	0%	0%	0%	0%
	2019./2020.	0%	100%	0%	0%	0%	0%
Practical skills for successful performance of duties	2013./2014.	35%	65%	0%	0%	0%	0%
	2014./2015.	79%	16%	5%	0%	0%	0%
	2015./2016.	11%	67%	22%	0%	0%	0%
	2016./2017.	11%	67%	22%	0%	0%	0%
	2017./2018.	78%	11%	0%	0%	0%	0%
	2018./2019.	25%	75%	0%	0%	0%	0%
	2019./2020.	50%	25%	25%	0%	0%	0%
Observation of ethical and behavioral norms	2013./2014.	75%	25%	0%	0%	0%	0%
	2014./2015.	100%	0%	0%	0%	0%	0%
	2015./2016.	77%	23%	0%	0%	0%	0%
	2016./2017.	78%	22%	0%	0%	0%	0%
	2017./2018.	89%	11%	0%	0%	0%	0%
	2018./2019.	75%	25%	0%	0%	0%	0%
	2019./2020.	100%	0%	0%	0%	0%	0%
Ability to use knowledge and skills in work with IT (computer, information systems, etc.)	2013./2014.	55%	45%	0%	0%	0%	0%
	2014./2015.	84%	5%	0%	0%	0%	11%
	2015./2016.	79%	11%	0%	0%	0%	10%
	2016./2017.	78%	12%	0%	0%	0%	10%
	2017./2018.	100%	0%	0%	0%	0%	0%
	2018./2019.	50%	50%	0%	0%	0%	0%
	2019./2020.	0%	100%	0%	0%	0%	0%

Communication skills in work with a client	2013./2014.	25%	75%	0%	0%	0%	0%
	2014./2015.	89%	5%	0%	0%	0%	6%
	2015./2016.	89%	11%	0%	0%	0%	0%
	2016./2017.	89%	11%	0%	0%	0%	0%
	2017./2018.	100%	0%	0%	0%	0%	0%
	2018./2019.	100%	0%	0%	0%	0%	0%
	2019./2020.	50%	50%	0%	0%	0%	0%
Ability to make independent decisions (critical thinking)	2013./2014.	55%	45%	0%	0%	0%	0%
	2014./2015.	45%	45%	10%	0%	0%	0%
	2015./2016.	44%	44%	12%	0%	0%	0%
	2016./2017.	44%	44%	12%	0%	0%	0%
	2017./2018.	56%	44%	0%	0%	0%	0%
	2018./2019.	0%	100%	0%	0%	0%	0%
	2019./2020.	0%	100%	0%	0%	0%	0%
Ability to work in a team	2013./2014.	55%	40%	0%	0%	0%	5%
	2014./2015.	74%	20%	0%	0%	0%	6%
	2015./2016.	88%	12%	0%	0%	0%	0%
	2016./2017.	89%	11%	0%	0%	0%	0%
	2017./2018.	89%	11%	0%	0%	0%	0%
	2018./2019.	100%	0%	0%	0%	0%	0%
	2019./2020.	75%	25%	0%	0%	0%	0%

On average employers evaluate motivation of young specialists of the *Social Rehabilitation* study programme to work in their profession as excellent (on average 72%). The rest of responses indicate motivation as good (on average 28%). In reporting year 2018/20193% have given average assessments.

Employers mostly evaluated theoretical knowledge of young specialists for successful performance of their duties as good (on average 57%) and excellent (on average 43%). There are no average or negative assessments.

Assessment of practical knowledge during the seven reporting periods was mostly good (on average 47%) and excellent (on average 42%). In four reporting periods, employers assessed the practical skills of young specialists as mediocre. There are no negative assessments.

Compliance with ethical and behavioral norms of employers in all reporting periods was assessed as excellent (85% on average) and good (15% on average). There are no average or negative assessments.

The ability of young specialists to apply knowledge and skills with information technologies in all reporting years is assessed as excellent (on average 64%) and good (on average 32%). There are no mediocre or negative evaluations. In the first three reporting periods 10% - 11% of employers

could not assess the skills of new specialists with information technology.

During the seven periods of reference, employers generally rated students' communication skills as excellent and good. On average 77% of all employers consider students' communication skills as excellent. Employers have not given mediocre or negative assessments. In reporting period 2014/2015, 5% of employers could not assess the communication skills of young specialists.

Looking at ability of young specialists to make independent decisions, employers have mostly rated their abilities as good (on average 60%) and excellent (on average 35%). The ability of young specialists to make independent decisions as mediocre.

The ability to work in a team is mostly assessed as excellent (on average 81%) and good (17% on average). In no reporting period have employers rated the abilities of young specialists to work in a team as average or insufficient. On average 2% of employers are unable to rate young specialist's ability to work in a team.

All in, during all seven reporting periods employers recognize students of *Social Rehabilitation* as well prepared and educated in accordance with demands of labor market.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

Dynamics of student mobility of the *Social Rehabilitation* study programme in the reporting period is summarized and reflected in the curve diagram *(figure 2.1.).*
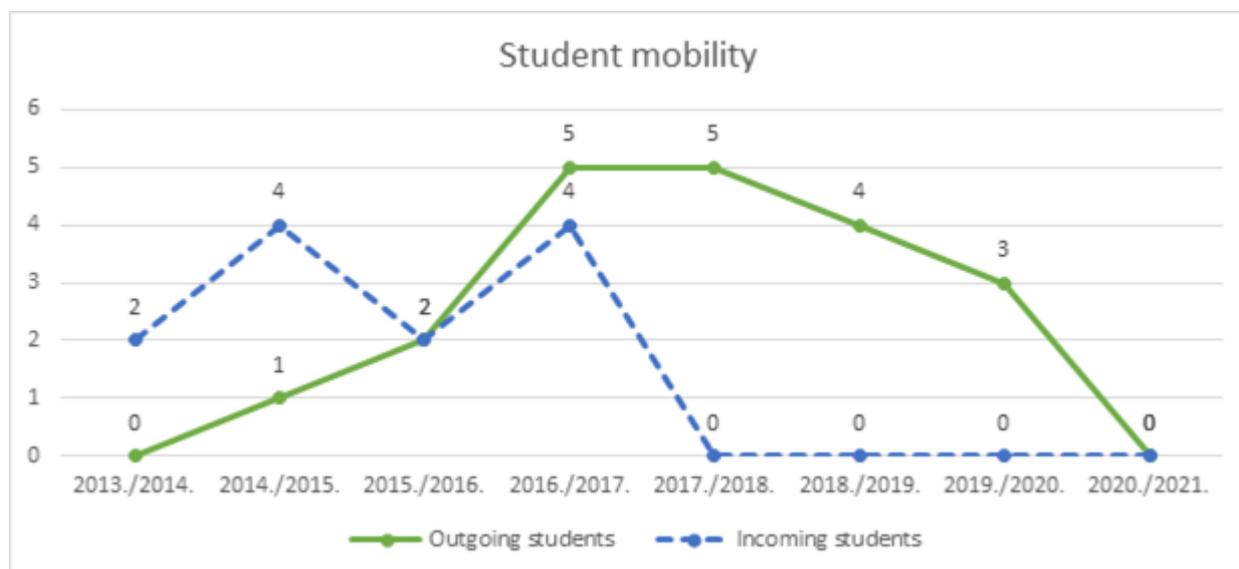
Figure 2.1. **Dynamics of outgoing and incoming ERASMUS + programme participants of the *Social Rehabilitation* study programme**

Based on the goal of the LU PSK internationalization plan to ensure a wider transfer of knowledge and competencies, ERASMUS + practice mobility abroad is implemented within the *Social Rehabilitation* study programme. One of the goals is to ascertain, that at least 5% of the total number of students partake in the mobility – in studies or practice abroad. In study year 2013/2014 the college was accredited for the Erasmus University Charter in Higher Education, which provides for an opportunity to realize goals and tasks of internationalization. Period of operation of the

charter is until study year 2020/2021. Next stage of accreditation, as confirmed, is 2021 – 2027. Student mobility in the *Social Rehabilitation* ERASMUS + study programme implemented by the LU PSK in the reporting period has been variable, arching downward. Higher education institutions of several collaboration countries realize a study programme similar to this one, such as *IES NR.1 de Gijon*, Spain. This education institution realizes a *Gender Equality* study programme, target groups of which are the working environment of graduates *Social Rehabilitation* study programme. Therefore, not every year college has incoming mobility students. In turn, decline among outgoing students is due to the small number of applications for internships abroad. Restrictive criteria are families, secured jobs, not enough confidence in one's foreign language skills. To implement the principles of the Erasmus University Charter qualitatively, internship tasks must be coordinated with the host institution before start of mobility. In the case of internship, the host institution must not definitely be a higher education institution but can be an institution consistent with the field.

Mobility of the study year 2020/2021 is associated with restrictions caused by the Covid-19 pandemic, therefore, no mobilities have been implemented.

Collaboration institutions that send students on internship mobility to Latvia are *Tartu Health Care College*, Estonia, *Lääne-Viru College*, Estonia, *IES Nr.1 de Gijon*, Spain*, Šiauliai State College*, Lithuania.

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

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. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

The main source of funding for the *Social Rehabilitation* study programme is state budget funding.

The study process in Jūrmala is realized in three buildings with 10 well-equipped lecture-rooms. The *Social Rehabilitation* study programme mostly uses 3 lecture-rooms, equipped with computer technologies and specialized teaching aids in accordance with the purpose of the lecture-room. According to the study programme, practical cabinets are used for practical classes - health care cabinet, child-care cabinet, ergonomics and first aid cabinet, Snoezelen room.

The study process in Rēzekne branch is realized in well-equipped lecture-rooms, furnished with computer technologies and health-care cabinets to ensure the process of practical classes.

To ensure success of the study process, medical supplies, disinfectants, care accessories, body care products, technical aids and other necessary work materials and accessories are regularly purchased. *(table 2.7)*.

Table 2.7

Equipment supplied for realization of study process

Year	Supplemented equipment in practical rooms
2013.	Skeleton model, sliding sheet *WendyLett*, canes for visually impaired (foldable and telescopic), chair for transporting of clients, belt for lifting of clients, caliper
2014.	3 sets of care beds
2015.	2 portative massage beds, patient transfer board, patient care mannequin
2016.	*EasySlide* moving sheet, tactile footpath, bubble tube
2017.	Elderly simulator set, transfer platform *Re Turn 7500*, transfer stretcher, changing sheet *Easy Slide*, lifting rod and handle *Linet*, backrest, changing / transfer sheet *Ready Sheet*, changing sheet with handles *WedyLett*, transfer sheet, transfer strap, transfer seat /strap LiftSeat, positioning roller
2018.	5 *Listen Talk* transceivers Z-LK-1E0, active training vest for choking instances (training for beginners), active training vest for choking instances(training for professionals), ultraviolet light lamp *Derma LiteChek*, stop strap, transfer strap, transfer disc, transfer weight cover
2019.	Slider for moving of customers

Continuous renewal and supplementation of study equipment and material and technical base for the specifics of study programmes corresponding to the field of study, provides students with procedure rooms, well-equipped auditoriums and conference halls with modern professional equipment, which is as close as possible to the daily work environment of a specialist in the field and promotes qualitative development of care skills in students.

Conformity and improvement of the infrastructure, informative and technical provision necessary for implementation of the study programmes corresponding to the study field takes place in accordance with procedures approved by the management of the study field.

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

III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

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

Table 4.1.

Number of teaching staff involved in realization of *Social Rehabilitation* study programme

Post	2013./2014.	2014./2105.	2015./2016.	2016./2017.	2017./2018.	2018./2019.	2019./2020.	2020./2021.

Associate professor	2	2	2	2	2	2	2	2
Full-time lecturers	14	13	13	13	12	13	13	12
Assistants	-	-	-	-	-	-	-	-
Part-time lecturers	4	6	8	10	12	7	7	8
Altogether	**20**	**21**	**23**	**25**	**26**	**22**	**22**	**22**

During the reporting period, significant changes were observed in the composition of the teaching staff implementing study courses in the *Social Rehabilitation* programme (*table 4.1*). Main changes that affect the quality of the study process:

- The number of elected associate professors in the academic staff has remained unchanged - 2. Teachers with a doctoral degree in pedagogy, for example, I. Kokle - Narbuta, have been attracted to the implementation of the programme. The lecturer has the necessary knowledge and skills in research, which allows students to develop research skills within study courses.
- The number of lecturers has remained almost unchanged during the reporting period – 13, in academic year 2020/2021 – 12. Invariance of the number of elected lecturers forms the stability of the programme, which, along with the pedagogical experience of lecturers, is an important factor in the joint improvement, development and planning of the programme.
- In the reporting period, the number of invited lecturers has increased from 4 to 12. In comparison with academic year 2014/2015, the number of invited lecturers has increased significantly – from 4 to 8. Percentage of the teaching staff involved in the study programme (academic staff vs invited lecturers) in academic year 2020/2021 is - 64% of academic staff vs 46% of invited lecturers.
- Involvement of specialists working in the field in the implementation of the study programme, for example, the study course "Basics of Deviantology" is an important factor - a specialist working in probation, who provides specific knowledge, skills and competences in work with clients in resocialization programmes; or a study course "General Rehabilitation" taught by a specialist, working in Vaivari Rehabilitation Centre and provides students knowledge and skills in rehabilitation.
- Risks affiliated with quality of study process are: attraction of teaching staff, encumbered by a limited amount of specialists available in the labor market; uncompetitive remuneration; gradual involvement in the study process.

4.2. 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.

Qualification of the teaching staff involved in implementation of the *Social Rehabilitation* study programme study courses complies with the requirements of regulatory enactments and the

strategic goals set by the college. 22 lecturers are involved in implementation of the study programme, 14 of which are academic staff, 8 invited lecturers. 1 lecturer with a doctor's degree in management sciences, education management, 1 lecturer with a doctor's degree in pedagogy, 17 lecturers with a master's degree and 2 lecturers with a bachelor's degree and 1 with a secondary professional education participate in the implementation of the study program.

In realization of the *Social Rehabilitation* study programme basic courses 44 CP (66 ECTS) or 79% are implemented by the academic staff of the college and 21 CP (31.5 ECTS) or 30 % by invited lecturers (excluding free choice study courses, qualification work management).

The qualification acquired by the lecturers staff plays a very important role so that the students can acquire a wide range of knowledge and versatile skills, and develop professional competencies under the guidance of the lecturers. Lecturers are professionals in the field of social welfare who specialize in their respective professional field and have worked for a long time or work in related professions, thus ensuring the quality of the study results to be achieved. In addition, the teaching staff involved in the implementation of the study program has a higher pedagogical education, a master's or doctoral degree in educational science, allowing to ensure the link between practice and science, and the involvement of students in research.

LU PSK Rēzekne branch

According to the strategic development plan of LU PSK, it is planned to implement the *Social Rehabilitation* study programme in Rēzekne Branch starting academic year 2021/2022. Justification for implementation of the study programme in this branch is the interest of regional social service providers and creation of new social services, thus the demand for qualified specialists with appropriate first-level higher professional education.

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).

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).

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained

information in the study process.

Within the framework of *Social Rehabilitation* study programme, academic staff is involved in scientific research (creativity) both at a national and international level.

Part in scientific research projects at a national level: *For example: "Opinion of different population groups and its comparison on the availability of public transport services in Jūrmala city"; Nr. 07 – 4 "Changes in health of medical college students during their studies", Nr. 07 – 7 "Work environment risks for social work specialists in social care and social rehabilitation institutions".*

Results provide an innovative vision inside the social work sector, discover new training methods for students and existing social care professionals, ensure quality cooperation with employers in the sector.

NORDPLUS project "*Network Empowering Puppetry*". Project Nr. NPHE-2019/10244, period - 2019 – 2022. Coordinator – Kauno University of Applied Sciences (Lithuania), collaboration partners – Tartu Health Care College (Estonia), P.Stradins Medica College of the University of Latvia (Latvia), HAMK University of Applied Sciences (Finland), New Generation of Women's Initiatives (Lithuania)

Achieved results – online seminars have been conducted for students, providing a theoretical basis and practical training on the meaning and production of therapy dolls. A study has been carried out in partner countries on each country's experience in use of puppets. At the end of the Intensive Course of the project, videos with a puppet story were prepared, in which students used their own dolls. The material and technical base of study programmes has been supplemented with visual materials, which are used in diversification of the study process.

Participation in conferences and seminars at a national and international level: *For example:* Erkena, D., Vīksniņa, I., *Experience of LU PSK in Development of Social Welfare Field Programmes. Social Work in Latvia*. Nr.1,(page 4), ISSN 2500-9680/08; 2020. Erkena, D., Priede, L., Grauduma, A., *Innovations for Improving of Social Services for Clients with Dementia.* HEALTH, ENVIRONMENT AND SUSTAINABLE DEVELOPMENT: INTERDISCIPLINARY APPROACH/ HESDIA 2020. *Abstract Book of the International Scientific Conference*, (2 p.), ISSN.2669-2244.

Professional development of academic staff is supported; for example: *"Development of Digital Skills of Academic Staff", "Scientific Publishing Skills of Academic Staff", "English for Academic and Administrative Staff" and "Development of Academic Staff Competences in the Field of Leadership"*.

Research work (creativity) of academic staff is in most cases related to the lecturers' specialization programme, with the courses he/she teaches. Academic staff and students cooperate within the framework of scientific research projects, students use collections of scientific articles available in the library in the study process. Through research, lecturers bring to their study courses the most relevant industry novelties.

4.6. 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 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 teaching staff involved in implementation of the *Social Rehabilitation* study programme cooperates with each other to analyze and improve the content, connection and succession of study courses. Cooperation in the study process takes place in lecturing, practice management, development and management of students' qualification papers.

In cooperation with specialists in the field, guest lectures are organized for students to take an in-depth look at some of the topics acquired in the study courses. At the end of the study year, a meeting is organized for the head of the study programme, lecturers, practice supervisors, where improvement and updating of the content of the study courses is discussed to prevent duplication of the study courses. Thus, improving the quality of the study program, both in development and implementation stages.

In general, evaluation of cooperation of the teaching staff of the *Social Care* study programme corresponds to the strategic goals of the *Social Welfare* direction. The ratio of the number of students and lecturers in the study programme at the time of submitting the report is reflected in table 4.2.

Table 4.2.

Ratio of the number of students and lecturers in the *Social Rehabilitation* study programme

	Number of students Academic year 2020/2021	Number of lecturers Academic year 2020/2021	Ratio of numbers
Social rehabilitation	76	22	2,8

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	21_ANNEX_Statistics_On_Students_In_The_Reporting_Period_Social_Rehabilitation_Study_Programme.pdf	21_P_Statistika_Par_Studējošajiem_Studiju_Programmā_Sociālā_Rehabilitācija.pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	ANNEX 22. CONTENT AND IMPLEMENTATION OF STUDIES.pdf	22_P_Studiju_Programmas_Sociālā_Rehabilitācija_Atbilstība_Valsts_Izglītības_Standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	23_ANNEX_Compliance of professional qualification attained in Social Rehabilitation study programme.pdf	23_P_Studiju_Programmas_Sociālā_Rehabilitācija_Kvalifikācijas_Atbilstība_Profesijas_Standartam.pdf
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	24_ANNEX_Study_Course_Mapping_Social_Rehabilitation.pdf	24_P_Studiju_Programmas_Sociālā_Rehabilitācija_Studiju_Kursu_Kartējums.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	25_ANNEX_Study_Plan_Study_Programme_Social_Rehabilitation.pdf	25_P_Studiju_Programmas_Sociālā_Rehabilitācija_Studiju_Plāns.pdf
Descriptions of the study courses/ modules	26_ANNEX_Study_Programme_Social_Rehabilitation_Study_Course_Description.pdf	26_P_Studiju_Programmas_Sociālā_Rehabilitācija_Studiju_Kursu_Apraksti.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	28_ANNEX_Sample_Of_The_Diploma_Study_Programme_Social_Rehabilitation.pdf	28_P_Studiju_Programmas_Sociālā_Rehabilitācija_Izsniedzamā_Diploma_Paraugs.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ANNEX 29. Documents_Certifying_Students_Opportunities_Continue_Education.pdf	29. P_Dokumenti_Iespējas_Turpināt_Izglītības _Ieguvi_Ja_Studiju_Programma_Pārtraukta.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	30_ANNEX_Document_Students _Guaranteed_Compensation_For_Losses_In_Case_A_Study_Programme.pdf	30_P_Dokumenti_Apliecina_Studējošajiem_Garantē_Zaudējumu_Kompensāciju_Programmas_Pārtraukšanas_Gadījumā.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	31_ANNEX_Statement_Signed_By_The_Director_That_Knowledge_Of_The_Official_Language_Of_Teaching.pdf	31_P_Koledžas_Direktora_Apliecinājums_Par_Mācībspēku_Valsts_Valodas_Zināšanām.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	32_ANNEX_Study_Agreement_Sample.pdf	32_P_Studiju_Līguma_Paraugs.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Social Care (41764)

Study field	*Social Welfare*
ProcedureStudyProgram.Name	*Social Care*
Education classification code	*41764*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Ina*
Surname of the study programme director	*Vīksniņa*
E-mail of the study programme director	*Ina.Viksnina@lupsk.edu.lv*
Title of the study programme director	*Mg.sc.educ.*
Phone of the study programme director	*29490542*
Goal of the study programme	*To prepare qualified, competitive social work specialists who provide quality social care services in accordance with their professional competencies, understand and observe the basic principles and values of social services, determine and organize the necessary resources, according to client groups and individual needs.*
Tasks of the study programme	*1. To provide specialists with qualification corresponding to the needs of social welfare sector;* *2. To provide students an opportunity to understand professional activities of social work specialists and the essence of social processes in society;* *3. To provide students with knowledge, skills and competencies in accordance with the standard requirements of the social care profession;* *4. To develop and improve students' knowledge and skills in research work;* *5. To improve students' skills to integrate theoretical knowledge of different sciences into social care practice;* *6. To develop students' general, specific and professional skills in social care;* *7. To develop effective communication and team work skills;* *8. To develop skills to solve problems in non-standard situations;* *9. To motivate students to develop their professional competencies.*

Results of the study programme	Knowledge:
	1. Understands and analyzes implementation of regulatory enactments of the Republic of Latvia in the field of social security, comprehends the essence and tasks of social policy, human rights, public values and norms;
	2. Understands the physical and mental development of a person, knows the target groups with various functional disorders and the specifics of social care, comprehends the set of social care services in the client's place of residence and institutions;
	3. Identifies the risk factors of care environment and explains the basic principles of creating a safe environmen.
	Skills:
	4. Attracts social care services and resources corresponding to client's wishes, needs, participation abilities and level of care;
	5. Knows and applies criteria pertinent to client's self-care, independence and independent life skills assessment for development of a social care plan;
	6. Applies basic principles of effective communication in professional activities;
	7. Uses reliable information retrieval, compilation skills and data analysis in professional work and research.
	8. Documents the social care process and develops social care plans; analyzes and evaluates the social care process.
	Competences:
	9. Understands professional duties, goals and tasks of a social caregiver in the social welfare system; is able to integrate the acquired knowledge in professional activities;
	10. Observes protection and confidentiality of personal data, the basic principles of professional ethics; understands the impact of discrimination, stereotypes and prejudices on a person's life;
	11. Is able to identify and critically analyze interrelationships of social functioning and environmental interaction.
Final examination upon the completion of the study programme	Qualification paper and a test.

Study programme forms

Full time studies - 2 years - latvian

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

Places of implementation

Place name	City	Address
P.Stradins Medical College of the University of Latvia	JŪRMALA	VIDUS PROSPEKTS 38, JŪRMALA, LV-2010
Rēzekne branch of P.Stradins Medical College of the University of Latvia	RĒZEKNE	N. RANCĀNA IELA 23A, RĒZEKNE, LV-4601

III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction

Changes in the parameters of the study programme have taken place in accordance with the Cabinet of Ministers Regulations No. 322 Regulations on the Classification of Education in Latvia. Code of the study program Social Care - 41764

1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.

Analyzing dynamics of *Social Care* study programme for the period of 2013–2020, it can be concluded that the overall dynamics is slightly variable. In some academic years, changes in dynamics of the number of students are related to agreement with the municipality on training of specialists *(table 1.1.).* Interest of employers in training of college-level specialists, with specific job offers for future professionals prepared, can be viewed as a positive feature and trend.

Table 1.1.

Statistical data on students of the *Social Care* study programme of the college (together in Jūrmala and Rēzekne branch)

Academic year	Number of students in the programme	Number of students matriculated of the programme	Number of graduates of the programme	Number of dropouts of the programme	
				Year 1	Year 2
2013/2014	115	72	44	11	-
2014/2015	102	40	56	7	2
2015/2016	72	39	27	9	1
2016/2017	65	36	26	7	2
2017/2018	64	39	26	11	1
2018/2019	53	28	23	10	1
2019/2020	79	60	15	18	4
2020/2021	68	26	-	1	-

It should be noted that the majority or approximately 83% of students in the *Social Care* study programme already work in their chosen field of study, which indicates recognition and evaluation

of the programme in the professional environment. This also explains both number of matriculated students and increase in total number of students.

Dynamics in the number of students is slightly altered (1-2 students in separate academic years) by students who renew their status in the 2nd study year, after an academic break.

Analyzing data on student drop-out in the reporting period, majority of students, 91%, have terminated studies at their own request in the first year of studies. 9% of students have terminated their studies on the basis of non-fulfillment of obligations of the study agreement (annex 15).

Four students have joined studies in the later stages of the *Social Care* study programme. Recognition of study courses has been carried out by 8 students, four of which have done it in academic year 2020/2021. It can be concluded that students accomplish study programmes in the *Social Welfare* direction as their first choice, or have previously acquired education that has not been related to the field.

Studies of the programme are realized in full-time form, in Latvian.

Studies in the *Social Care* programme are also implemented in the LU PSK branch since academic year 2019/2020. Number of matriculated students is 22, currently the number of students is 16. The dropout of students was observed in the first year of studies, most often 96% of studies are not continued due to personal reasons.

Interest in the study programme indicates demand for qualified specialists in the Latgale region, it is therefore planned to continue implementation of the study programme in the branch.

1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

First-level professional higher education study programme *Social Care* has been established in accordance with the *Law on Higher Education Institutions*, Cabinet of Ministers Regulation #141 of March 20, 2001, *Regulations on the State First Level Professional Higher Education Standard, the Classification of Professions of the Republic of Latvia* and internal regulatory enactments of LU PSK.

Tasks of the study programme are aimed at achieving the goals and ensuring of study results. Expected results of the study programme are formulated on the basis of knowledge, skills and competencies defined in the Latvian Qualification Framework, in accordance with the 4th level of qualification and requirements included in the professional standard.

Upon graduation, the student obtains a diploma of first-level professional higher education and qualification of a *Social Care Worker*. The awarded qualification foresees acquisition of the necessary knowledge, skills and competencies provided by the study programme evaluated. For example, professional standard mentions a number of tasks, such as assessing the basic needs of clients; planning and organization of social care services; coordination of the work of a caregiver, as well as other tasks related to professional activities, and knowledge and skills, which are included in the content and correspond to the title of the *Social Care* study programme.

Admission requirements are specified in the *Admission Regulations* of P. Stradins Medical College of the University of Latvia, and are based on requirements of regulatory enactments. An applicant who

has good marks in a document certifying secondary education, which confirms knowledge of the official language and a foreign language (f.ex., successfully passing of centralized examinations) is able to study in the first-level professional higher education programme. His/her preparation at the previous level of education, motivation to obtain a higher education and organization of the study process ensure achievement of study results.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.

The study course is updated regularly, in accordance with the LU PSK *Study Course Description Development Procedure*. Teaching staff involved in realization of the study programme evaluates not only the content of the study courses, but also the content of independent work and evaluation methods, in order to prepare highly qualified, responsible and independent social caregivers in accordance with new tendencies of the field, science and labor market requirements. To ensure unity of theory and practice, majority of lecturers are social work specialists, as well as several practicing specialists in the field. Lecturers participate in education of students both in Jūrmala and in the Rēzekne branch.

Newest trends from the field are obtained in cooperation with employers, professional associations and unions. Compliance with the requirements of science is ensured by the participation of the teaching staff of the study program in scientific conferences and preparation of reports on research activities. With development of a qualification paper, students get involved in scientific research processes.

Analyzing topicality of the labor market, it can be concluded that nowadays there is a demand for specialists who, in addition to specialized knowledge, are also proficient in other important areas related to the profession, such as record keeping and labor protection, business, financial accounting and pedagogy. Employers nowadays also require skills such as the ability to analyze, think critically and debate. Theoretical knowledge study courses included in the study programme - practice in clinical environment and the development of a qualification paper - are aimed at developing of these skills.

The qualification acquired by the lecturers staff plays a very important role so that the students can acquire a wide range of knowledge and versatile skills, and develop professional competencies under the guidance of the lecturers. Lecturers are professionals in the field of social welfare who specialize in their respective professional field and have worked for a long time or work in related professions, thus ensuring the quality of the study results to be achieved. In addition, the teaching staff involved in the implementation of the study program has a higher pedagogical education, a

master's or doctoral degree in educational science, allowing to ensure the link between practice and science, and the involvement of students in research.

During studies, students acquire the necessary knowledge and skills in accordance with requirements defined in professional standard. This is also confirmed by students' questionnaire and positive evaluations submitted by the employers, as well as evaluation of graduates and their employment in the profession.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In 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.

First-level professional higher education *Social Care* study programme was established in accordance with the *Law on Higher Education Institutions*, and Cabinet of Ministers' regulations #141 of March 20, 2001 on the *State First Level Professional Higher Education Standard, Professional Standard*, as well as internal regulatory enactments of LU PSK. The *Social Care* study programme is implemented at the Department of Social Care of LU PSK.

Studies are realized in a full-time format, over a period of 2 years. Scope of study programme is 80 CP or 120 ECTS *(table 2.1.)*.

Table 2.1.

Structure of the *Social Care* study programme

Number.	Study courses	Type of study courses	Study programme 80 CP (120 ECTS)
1.	General education study courses with the included 6 CP (9 ECTS) module for development of business professional competencies	A	**20 CP** (30 ECTS)
2.	Branch specific study courses		**36 CP** (54 ECTS)
2.1.	Compulsory study courses	A	20 CP (30 ECTS)
2.2.	Compulsory choice courses – vocational courses	B	14 CP (21 ECTS)
2.3	Free choice	C	2CP (3 ECTS)
3.	Practice	A	**16 CP** (24 ECTS)
4.	Qualification work	A	**8 CP** (12 ECTS)

Content of study courses is designed in such a way as to ensure successive acquisition of knowledge in optional study courses, by supplementing in-depth understanding of the knowledge acquired in basic study course.

Information included in study courses is interrelated with the goals and tasks of the study courses, which are subordinated to the goal of the study programme and the result to be achieved - knowledge, skills and competences.

Descriptions of study courses are developed by the lecturer, stated as the author of the course description. Teaching staff cooperates in development of study results, content, description of independent work and evaluation of results to promote achievement of results of the study programme. When preparing the description of the study course and formulating the results to be achieved, the lecturer focuses both on achieving the goal of the course and on ensuring results of the programme.

Director of the study programme checks, whether results of study courses to be achieved comply with study results of the study programme by performing mapping (annex 18), which reflects interrelation of the goals.

2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

Study courses foreseen in the *Social Care* study programme are implemented in accordance with the descriptions of study courses, in which the course evaluation system is determined in accordance with the Cabinet of Ministers Regulation #141 of March 20, 2001 *Regulations on the State First Level Professional Higher Education Standard*, paragraph 4 on the basic principles and procedures for evaluation of first-level professional higher education, as well as the LU PSK "*Study Course Examination Procedures*" and the LU PSK "*State Final Examination Regulations*". When starting work with students, lecturers acquaint them with requirements of the study course and knowledge skills assessment system.

To achieve the goals of study courses, study process is organized in auditoriums, practical training rooms, computer rooms and institutions, according to the study programme. Choice of study form is determined by the aim and content of the study course. Implementation of the study programme takes place using various methods that ensure achievement of study results and promote the organization of a student-centered study process.

Implementation of basic principles of the LU PSK student-centered study program: student is at the center of study process, he/she studies independently; study results are clearly formulated and known so that the student can achieve them (requirements for lectures, seminars, practical classes); students are motivated, so they achieve the set goals of the study course; set of study course results and total evaluation of the study programme is analyzed; information is provided to employers regarding the knowledge and skills that students have acquired, there is an opportunity to assess the abovementioned knowledge and skills in accordance with specified professional qualification.

Choice of study form is determined by the aim and content of the study course. Lectures are used for teaching both general education and branch study courses, as well as professional specialization study courses. In these, students are presented with theoretical questions illustrated with practical examples. During lectures teaching staff use technical means: multimedia projector, etc. Seminars are a supplement to theoretical and practical knowledge of current issues. Seminars use in-depth discussion of issues from study literature in a group of 10 - 15 students. Seminar classes, for example, are used for acquisition of foreign languages, integration of theoretical knowledge of

anatomy and physiology in practical situational tasks, as well as for the acquisition of business competencies. Group work is one form of acquiring skills, which not only strengthens the material acquired during lectures and seminars, but also develops communication and work organization skills of students. Group work is intended in study courses - Basics of Project Development and Management, General Psychology and Communication, etc.

Practical work ensures acquisition of skills and abilities specified in the study courses. To ensure the quality of acquisition of professional study courses, groups in practical classes consist of 5 - 8 students. Length of practical work is 3 to 6 academic hours.

Independent work is done individually or in groups, it promotes students' ability to independently perform certain tasks. The goal of independent work is to get acquainted in depth with topical issues of the study subject, improve skills of scientific research and to connect the acquired theoretical knowledge with practice.

To enhance study process, guest lectures are also provided, attracting highly qualified local and foreign specialists.

At the beginning of the semester, lecturers of the program confirm the times of weekly consultations for a successful course of study process. Duration of a consultation is at least two academic hours per week. A consultation schedule is drawn up for one semester and is available to students.

Evaluation system of the *Social Care* study programme can be divided into two parts:

1. Qualitative indicator is a rating in a 10-point system (exam or test);
2. Quantitative indicator is the number of credit points in a study course.

Procedure for taking and accepting examinations in the first-level professional higher study programme, rights and obligations of students and lecturers when taking and accepting examinations, as well as the types and forms of examinations are determined by *Regulations on Examination Procedures of P. Stradins Medical College of the University of Latvia.*

Examinations are divided into current examinations, final examinations of the study course, and state final examinations. For successful acquisition of the study programme, students must attend all study courses and successfully pass intermediate examinations, tests, exams, internships and receive a positive evaluation in accordance with the regulations of LU PSK. If a student is dissatisfied with an assessment, in accordance with LU PSK study course examination procedure, he/she has a right to challenge the lecturer's assessment within one week after announcing of examination results by submitting an appeal to the department. The appeal is reviewed by the study programme council, and an answer is provided within the timeframe of 7 days.

State final examinations are a qualification exam, the components of which are a presentation of one's qualification paper and a theoretical part - a test, evaluated on a 10-point scale. The test consists of 100 questions, which are developed by the teaching staff of the study programme and approved by the study programme council. Organization and content of state final examinations is regulated by the *State Final Examination Regulations of the P. Stradins Medical College University of Latvia*. Presentation of the qualification paper is regulated by the *Procedure for Development and Presentation of the Qualification Papers of the P. Stradins Medical College of the University of Latvia*.

Both formative and summative assessment is used in evaluating studies. Formative assessment takes place in daily study process - during contact hours by asking students control questions, as well as discussing students' independent work. Summative assessment takes place at the end of each study course in the form of a test or an exam. Summative assessment tests are organized in

written (paper or electronic) or oral form. At the end of studies, a student chooses a topic of interest and in cooperation with his/her supervisor of the qualification paper, develops and defends the qualification paper.

Objectives of evaluation are:

1. to provide students and teachers with reliable and useful information about the students' work - ability to apply theoretical knowledge, general and specific skills and abilities, develop a professional attitude,
2. to measure students' progress and provide feedback for its assessment,
3. to obtain information about students' ability to apply theoretical knowledge in practice,
4. to determine the level of students' abilities, find out the quantity and quality of knowledge, skills, abilities, compliance of acquired education with qualification requirements of the programme.

Diploma for first-level professional higher education is received by a student who has mastered the programme and passed the qualification exam, obtaining a grade of no less than 4 (almost satisfactory). It is regulated by the Cabinet of Ministers of the Republic of Latvia regulations #141 of March 20, 2003 on *State First Level Professional Higher Education Standard*. The methods of study implementation and evaluation promote achievement of results of study courses and set goals of study programme.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

Practice of the *Social Care* study programme is organized in accordance with state standard of the first- level professional higher education. Internship is regulated by the LU PSK internship regulations and the tripartite internship agreement between college, student and internship place. Before the internship, information is provided about internship requirements and organization procedure, as well as goal and tasks to be performed. Practice in the respective study programme is a part of study process, the aim of which is to strengthen, deepen and practically apply the acquired theoretical knowledge in the respective profession in standard and non-standard situations, summarize and analyze relevant empirical materials necessary for qualification work.

Internships are a mandatory component in professional study programmes. Students' practice is developed as an integral part of professional education, which allows in-depth acquisition of professional knowledge, development of skills and critical thinking, ability to work in a team, communication, ability to make decisions in different situations. *(table 2.2.)*.

An internship program is developed, which is presented to the student and the head of internship. The student is free to choose his/her own place of internship, or one is found with the support of the Department of Social Care.

Internship evaluations are stated in a 10-point system, which consists of an evaluation of the internship diary, evaluation of the student's internship presentation and description of the internship place. Students of the *Social Care* study programme use uniform diaries of practice in places of internship.

Table 2.2.

Linking tasks of the *Social Care* study programme practice with the results of the study programme

Results of the study programme	1.	2.	3.	4.	5.	6.
Tasks of study practices	Identifies risk factors of care environment and explains the basic principles of creating a safe environment.	Applies social care services and resources appropriate to the client's wishes, needs, abilities to cooperate and level of care	Knows and uses self-care and independent life skills assessment criteria of the client for development of a social care plan.	Applies the basic principles of effective communication in professional activities	Understands the professional responsibilities, goals and tasks of a social care worker in a social welfare system; is able to integrate the acquired knowledge in professional activities.	Performs documentation of the social care process and development of social care plans; analyzes and evaluates the social care process
To get acquainted with the structure, operation, internal regulations and occupational safety of a social care institution.	X				X	
To get acquainted with samples of the institution's client documentation and how to fill it in					X	X
To understand the importance of physical, biological and chemical factors in client care environment.	X					
To get acquainted with professional team composition and division of functions.				X	X	
To get acquainted with the description of professional duties of a social care worker in an institution.					X	
To create positive communication with the client and the staff of the social care institution and the team of professionals.				X		
To be able to create a safe and ergonomic client care environment.	X				X	
To understand the specifics of professional activity of a social caregiver and professional ethics in a social care institution.		X			X	
To assess the physical, mental and emotional condition, client's personality, psychological peculiarities, in accordance with professional competences.		X	X			
To establish client's wishes and social needs.		X				
To identify persons included and involved in client's social care.		X				
To promote client's participation in selection and receipt of the optimal social care service.			X			
To assess client's basic needs and functional abilities.						X
To identify social care problems and set adequate social care goals and operational tasks.						X
To take responsibility for one's actions and professional activities while performing practice tasks in accordance with the goals.					X	

2.5. 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 evaluations of the final theses.

Students choose the topic of their qualification paper in accordance with the *Procedure for Development, Submission and Presentation of the Qualification Paper Developed* by the LU PSK. The student has an opportunity to offer a topic of his / her choosing based on his / her knowledge and professional skills. The student is also offered topics submitted by the professional organization. If necessary, the student can consult with the teaching staff of the programme about topicality of the theme. Qualification work must be related to professional qualifications, applied and practically applicable in a professional environment. After choosing the topic of the qualification paper, a supervisor of the qualification paper is appointed.

After the presentation session of the qualification examination, head of the state final examination commission provides his/her assessment of the procedure and topics chosen by the students. Assessment of qualification papers in the *Social Care* study programme is seen in table 2.3.

Each year, students present their research topics at local and international conferences. At the 76th International Scientific Conference of the University of Latvia, the topic "Evaluation of the Social Service for the Elderly "Care at Home" in Jelgava City Municipality" was presented. The qualification work got very high marks.

The developed qualification papers present topicality in the field - *Professional Roles of a Social Care Worker in a Long-term Social Care Institution*; *Adequacy of Skills for Formation of an Independent Life of Clients with Mental Disabilities*. Qualification papers developed within the framework of internal scientific projects were presented - *Availability of Environment in Long-term Social Care and Social Rehabilitation Institutions of the Municipality*; *Need for Social Support Services for Persons with Mental Disorders*. Works based on college's research strategy - *Factors and Signs of Burnout Syndrome in Work of Social Care Workers in a Social Care Center*; *Healthy Lifestyle in the Senior Age Group in a Long-term Social Care Institution*; *Communication Process in Work With Seniors Providing Home Care Services*; *Integration Into Society of People with Intellectual Disabilities*.

Table 2.3.

Evaluation of final works of the *Social Care* study programme

Academic year	Evaluation in points							Number of graduates
	4 almost satisfactory	5 satisfactory	6 almost good	7 good	8 very good	9 excellent	10 with distinction	
2013./14.	-	3	7	13	12	6	3	44
2014./15.	1	7	6	16	11	8	7	56
2015./16.	1	3	3	2	9	4	5	27
2016./17.	-	1	1	5	11	5	3	26
2017./18.	-	-	2	9	8	6	1	26
2018./19.	1	3	3	6	4	3	3	23
2019./20.	-	-	1	5	6	3	-	15

Number:	3	17	23	56	61	35	22	217

Since the academic year 2013/2014, 217 social care workers have graduated from the LU PSK. Evaluations of qualification papers have mostly been very good and good. The 2015 class had the largest number of graduates (n = 56) and 7 (12.5%) works were rated with the highest grade possible - excellent.

Topics of the *Social Care* study programme qualification papers fully correspond to the content and requirements of the study programme, as well as the current issues of the modern labor market.

2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

During study process, at the end of each study year, the LU PSK organizes surveys in three groups of respondents: students, graduates and employers.

Students have the opportunity to direct their proposals for improvement of study process, content of study courses and improvement of its implementation. Overall results of the surveys are presented to all college lecturers during annual discussions. According to results of the surveys, improvements are made, solutions for improving the quality of study process are sought. Results of the surveys are analyzed in the Study Program Council of the Department of Social Care.

Table 2.4.

1. Summary of survey results of the students of *Social Care* study programme

Academic study year	Number of respondents (%)			Conclusions
Quality of study courses				During the seven-year reporting period, students of the *Social Care* study programme mostly evaluate the quality of the study courses as good (on average 95%). There are relatively few average assessments in 2015/2016. During the reporting period, no student has assessed the quality of study courses as average. No student gives an unsatisfactory assessment during the whole reporting period, which is a very good indicator.
	Good	**Average**	**Unsatisfactory**	
2013./2014.	97%	3%	0%	
2014./2015.	98%	2%	0%	
2015./2016.	100%	0%	0%	
2016./2017.	96%	4%	0%	
2017./2018.	89%	11%	0%	
2018./2019.	93%	7%	0%	
2019./2020.	89%	11%	0%	

Evaluation of study courses acquired

	Good	Average	Unsatisfactory
2014./2015.	99%	1%	0%
2015./2016.	90%	9%	1%
2016./2017.	89%	9%	2%
2017./2018.	97%	2%	1%
2018./2019.	91%	6%	3%
2019./2020.	87%	9%	4%

Evaluation of acquired study courses by the students of *Social Care* study programme is mostly good (on average 93%). The percentage of average ratings is lower, they range from 1% to 9%. In the first reporting years, students did not give unsatisfactory evaluations, but in the following reporting periods there are also negative evaluations (in the range from 1% to 4%).

Material and technical support of study course implementation process

	Good	Average	Unsatisfactory
2013./2014.	97%	3%	0%
2014./2015.	95%	5%	0%
2015./2016.	100%	0%	0%
2016./2017.	95%	5%	0%
2017./2018.	100%	0%	0%
2018./2019.	100%	0%	0%
2019./2020.	100%	0%	0%

Students of the *Social Care* study programme give the material and technical provision in the process of implementation of study courses very high marks (on average 98%), in four reporting periods even all students have positively assessed material and technical provision. Average ratings of 3% to 5%. have been recorded in three separate periods. In no reporting period did the students give an "unsatisfactory" rating for material and technical provision.

Lecturers explain the goals and requirements of study courses

	Good	Average	Unsatisfactory
2014./2015.	89%	11%	0%
2015./2016.	90%	10%	0%
2016./2017.	92%	8%	0%
2017./2018.	95%	5%	0%
2018./2019.	93%	7%	0%
2019./2020.	100%	0%	0%

During the seven-year reporting period, students of the study *Social Care* programme mostly assess the ability of the lecturers to explain the goals and requirements of the study courses as good (on average 82%). There are relatively fewer average ratings, and there are no average ratings in the last reporting period. Students have not given negative evaluations about the explanation of the goals and requirements of the study courses by the lecturers.

Cooperation with lecturers (opportunity to participate in discussions, receive consultations)

	Good	Average	Unsatisfactory
2014./2015.	96%	4%	0%
2015./2016.	97%	3%	0%
2016./2017.	92%	8%	0%
2017./2018.	97%	3%	0%
2018./2019.	100%	0%	0%
2019./2020.	100%	0%	0%

Students of the *Social Care* study programme evaluate cooperation with lecturers positively. Three reporting periods - 2013/2014, 2018/2019. and 2019/2020 - 100% of students give a grade of "good". On average, 3% of students evaluate cooperation with teachers as average. There have been no negative assessments on cooperation between students and teachers in any of the reporting periods, which is a very good indicator.

Detailed evaluation on tests and obtained evaluations (of lecturers)

	Good	Average	Unsatisfactory
2014./2015.	87%	13%	0%
2015./2016.	85%	15%	0%
2016./2017.	84%	14%	2%
2017./2018.	84%	11%	5%
2018./2019.	100%	0%	0%
2019./2020.	96%	4%	0%

During the seven-year reporting period, students of the *Social Care* study programme mostly view the detailed evaluation of lecturers about tests and obtained evaluations as good, as is confirmed by an average of 89% positive marks. Average grades are given by approximately 10% of students. In 2016/2017 and 2017/2018, 4% and 10% of students, respectively, have considered that lecturers' evaluation of tests and grades has been poor.

Availability of compulsory literature in the college library

	Good	Average	Unsatisfactory
2014./2015.	95%	5%	0%
2015./2016.	100%	0%	0%
2016./2017.	92%	8%	0%
2017./2018.	95%	5%	0%
2018./2019.	100%	0%	0%
2019./2020.	91%	9%	0%

Evaluations of the students of *Social Care* study programme regarding availability of compulsory literature in the college library are mostly good, average indicator over seven years being 96%. There are few average ratings. In no reporting period did students rate the availability of compulsory literature as poor.

Table 2.5.

2. **Summary of survey results of the graduates of Social Care study programme**

Academic study year	Number of respondents (%)				Conclusions
Evaluation of the study programme					

	Excellent	Good	Satisfactory	Unsatisfactory	
2013./2014	54%	39%	7%	0%	
2014./2015	54%	38%	8%	0%	
2015./2016	50%	50%	0%	0%	
2016./2017	38%	58%	4%	0%	
2017./2018	28%	52%	20%	0%	
2018./2019	58%	37%	5%	0%	
2019./2020	57%	36%	7%	0%	

During the reporting period, majority of graduates of the *Social Care* study programme evaluate it as excellent (on average 48%) and good (on average 44%). There have been relatively few satisfactory evaluations of the study program, and only in 2017/2018 did they reach 20% per year. No graduates have evaluated the study program negatively.

Quality of the study courses

	Excellent	Good	Satisfactory	Unsatisfactory
2014./2015	62%	32%	6%	0%
2015./2016	58%	42%	0%	0%
2016./2017	50%	50%	0%	0%
2017./2018	24%	60%	16%	0%
2018./2019	63%	32%	5%	0%
2019./2020	50%	43%	7%	0%

During the reporting period, majority of graduates of the *Social Care* study programme evaluate the quality of study courses as excellent (on average 53%) and good (on average 42%). There were more "satisfactory" assessments during the 2017/2018 reporting period, when 16% of graduates gave such an assessment. In the remaining reporting periods, the number of "satisfactory" assessments were fewer or none. No graduates gave a negative evaluation.

Perspectives in the labour market

	Excellent	Good	Satisfactory	Unsatisfactory
2014./2015	10%	80%	10%	0%
2015./2016	12%	80%	8%	0%
2016./2017	15%	73%	12%	0%
2017./2018	16%	60%	24%	0%
2018./2019	79%	21%	0%	0%
2019./2020	36%	50%	7%	7%

Evaluating the opinion of graduates about work perspectives during the seven reporting periods, it can be concluded that graduates of the *Social Care* study programme mostly evaluate them well. However, in reporting year 2018/2019 majority (79%) of graduates assessed the job prospects as excellent. The percentage of satisfactory ratings is lower. Graduates have given a negative assessment (7%) only during the 2019/2020 reporting period.

Longevity of the profession

	Yes	No	Do not know
2013./2014	88%	0%	12%
2014./2015	89%	0%	11%
2015./2016	96%	0%	4%
2016./2017	88%	0%	12%
2017./2018	88%	0%	12%
2018./2019	79%	0%	21%
2019./2020	100%	0%	0%

During the seven reporting years, graduates of the *Social Care* study program mostly believe that the profession is sustainable in the labor market, in academic year 2019/2020 this is stated by 100% of respondents. The number of graduates who cannot say whether their profession is sustainable in the labor market ranges from 4% -21%. No one has given a negative assessment of the sustainability of their profession.

Would I suggest this profession to others

	Yes	No	Partly
2013./2014	95%	0%	5%
2014./2015	93%	0%	7%
2015./2016	96%	0%	4%
2016./2017	96%	0%	4%
2017./2018	92%	0%	8%
2018./2019	100%	0%	0%
2019./2020	86%	0%	14%

Comparing the period of seven study years, graduates of the *Social Care* study program would recommend this study program to others in 86% -100% of cases. This study program would be partially recommended by relatively few graduates (14%), only in the reporting year 2019/2020. There are no negative assessments in any of the reporting periods.

Do I plan to work in the profession

	Yes	**No**	**Do not know**
2014./2015	67%	4%	29%
2015./2016	58%	38%	4%
2016./2017	81%	0%	19%
2017./2018	80%	4%	16%
2018./2019	79%	5%	16%
2019./2020	79%	7%	14%

Analyzing results of the seven-year study period, majority (on average 73%) of the graduates of the *Social Care* study program think to work in the acquired profession. A minority (on average 18%) of graduates are not yet sure if they will work directly in the acquired profession. Relatively fewer graduates gave a negative assessment, only in 2015/2016 did 38% of graduates respond, that they do not intend to work in the acquired profession.

Continuance of studies

	Yes	**No**
2013./2014	47%	53%
2014./2015	46%	54%
2015./2016	42%	58%
2016./2017	69%	31%
2017./2018	64%	36%
2018./2019	63%	37%
2019./2020	57%	43%

Results of seven reporting periods show that the opinions of graduates are divided almost in half: on average 55% of graduates of the *Social Care* study programme have decided to continue their studies, while on average 45% do not plan to do so.

Table 2.6.

3. **Summary of survey results of the employers of *Social Care* study programme**

Criteria	Year	**Excellent**	**Good**	**Average**	**Bad**	**Very bad**	**Cannot say**
		Number of respondents (%)					
Motivation to work in the profession	2013./2014.	90%	10%	0%	0%	0%	0%
	2014./2015.	85%	15%	0%	0%	0%	0%
	2015./2016.	2%	68%	30%	0%	0%	0%
	2016./2017.	0%	67%	33%	0%	0%	0%
	2017./2018.	60%	40%	0%	0%	0%	0%
	2018./2019.	100%	0%	0%	0%	0%	0%
	2019./2020.	80%	20%	0%	0%	0%	0%

Volume of theoretical knowledge for successful performance of duties	2013./2014.	85%	15%	0%	0%	0%	0%
	2014./2015.	94%	6%	0%	0%	0%	0%
	2015./2016.	30%	59%	11%	0%	0%	0%
	2016./2017.	38%	52%	10%	0%	0%	0%
	2017./2018.	80%	20%	0%	0%	0%	0%
	2018./2019.	25%	75%	0%	0%	0%	0%
	2019./2020.	65%	30%	5%	0%	0%	0%
Practical skills for successful performance of duties	2013./2014.	60%	40%	0%	0%	0%	0%
	2014./2015.	59%	38%	0%	0%	0%	0%
	2015./2016.	11%	67%	22%	0%	0%	0%
	2016./2017.	15%	64%	20%	0%	0%	0%
	2017./2018.	80%	20%	0%	0%	0%	0%
	2018./2019.	25%	75%	0%	0%	0%	0%
	2019./2020.	65%	30%	5%	0%	0%	0%
Observation of ethical and behavioral norms	2013./2014.	85%	15%	0%	0%	0%	0%
	2014./2015.	97%	3%	0%	0%	0%	0%
	2015./2016.	44%	56%	0%	0%	0%	0%
	2016./2017.	44%	56%	0%	0%	0%	0%
	2017./2018.	80%	20%	0%	0%	0%	0%
	2018./2019.	75%	25%	0%	0%	0%	0%
	2019./2020.	80%	20%	0%	0%	0%	0%
Ability to use knowledge and skills in work with IT (computer, information systems, etc.)	2013./2014.	75%	15%	0%	0%	0%	0%
	2014./2015.	56%	35%	0%	0%	0%	9%
	2015./2016.	78%	22%	0%	0%	0%	0%
	2016./2017.	78%	22%	0%	0%	0%	0%
	2017./2018.	50%	50%	0%	0%	0%	0%
	2018./2019.	75%	25%	0%	0%	0%	0%
	2019./2020.	60%	40%	0%	0%	0%	0%

Communication skills in work with a client	2013./2014.	56%	44%	0%	0%	0%	0%
	2014./2015.	88%	6%	0%	0%	0%	6%
	2015./2016.	44%	56%	0%	0%	0%	0%
	2016./2017.	44%	56%	0%	0%	0%	0%
	2017./2018.	60%	40%	0%	0%	0%	0%
	2018./2019.	100%	0%	0%	0%	0%	0%
	2019./2020.	90%	10%	0%	0%	0%	0%
Ability to make independent decisions (critical thinking)	2013./2014.	44%	45%	0%	0%	0%	0%
	2014./2015.	45%	55%	0%	0%	0%	0%
	2015./2016.	44%	44%	12%	0%	0%	0%
	2016./2017.	44%	44%	12%	0%	0%	0%
	2017./2018.	40%	50%	10%	0%	0%	0%
	2018./2019.	25%	75%	0%	0%	0%	0%
	2019./2020.	50%	35%	5%	0%	0%	0%
Ability to work in a team	2013./2014.	80%	12%	8%	0%	0%	0%
	2014./2015.	82%	0%	15%	0%	0%	3%
	2015./2016.	88%	12%	0%	0%	0%	0%
	2016./2017.	89%	11%	0%	0%	0%	0%
	2017./2018.	50%	50%	0%	0%	0%	0%
	2018./2019.	100%	0%	0%	0%	0%	0%
	2019./2020.	80%	20%	0%	0%	0%	0%

Young specialists of the *Social Care* study programme are motivated to work in their profession, which is indicated by employers during the seven reporting periods. Excellent ratings are given on average by 60% of employers, while good ratings are given by an average of 31% of employers. In the reporting year 2016/2017, 33% of employers assessed the motivation of young specialists to work in their profession as mediocre, but in the following periods there were no mediocre assessments. There are also no negative assessments.

The result of last three years is especially positive, when the percentage is higher, which is excellent. This could be related to the fact that, while improving the content of study courses within the framework of studies, more attention is paid to components of professional identity, which promotes recognition of the chosen profession.

During the seven reporting periods, employers mostly evaluated theoretical knowledge of young specialists for successful performance of their duties as excellent (on average 59%) and good (on average 37%). In the reporting years 2015/2016, 2016/2017 and 2019/2020, 11%, 11% and 5% of employers, respectively, assessed the theoretical knowledge of new specialists as mediocre, but in other reporting periods there is no mediocre assessment. There are also no negative assessments

during all seven reporting periods.

In comparison to the assessment of theoretical knowledge, assessment of practical knowledge during the seven reporting periods was different, but mostly as good (on average 48%) and excellent (on average 44%). In four reporting periods, employers assessed the practical skills of young specialists as mediocre, averaging 8% over the seven reporting periods.

In general, employers rate both theoretical and practical skills as very good and this is positive. From these results it can be inferred that, upon finishing college, the new specialists are ready to enter the labor market and successfully compete with the existing specialists. It also attests that in the study process attention is paid not only to theoretical knowledge, but also practical training organized within each study course, where various situation tasks are analyzed and practical actions performed to simulate daily work with different groups of clients.

Compliance with ethical and behavioral norms of employers in all reporting periods was assessed positively, namely excellent (72% on average) and good (28% on average). In none of the reporting periods was the observance of ethical and behavioral norms of young specialists assessed as mediocre or negative. Obtained results mean that the young specialists understand the specifics of their work, and all the basic ethical principles are observed in their daily work with clients.

The ability of young specialists to apply knowledge and skills with information technologies in all reporting years is assessed as excellent (on average 68%) and good (on average 32%). There are no mediocre or negative evaluations, however in the reporting year 2014/2015, 9% of employers could not assess the skills of new specialists with information technology.

During the seven periods of reference, employers generally rated students' communication skills as excellent (69% on average) and good (30% on average). During the reporting period 2014/2015, 6% of employers could not assess the communication skills of young specialists in cooperation with the patient.

Looking at the seven reporting periods, employers have mostly assessed students' ability to make independent decisions as good (average 51%), there are fewer excellent evaluations, on average 42% in all seven reporting periods. In four reporting periods, employers rated critical thinking skills of young specialists as mediocre, averaging 4%.

The ability to work in a team is mostly assessed as excellent (on average 81%). Fewer ratings are "good". Employers have given a mediocre rating in the first two reporting periods. There are no negative reviews.

In general, young professionals are well educated and prepared for the requirements of the labor market, as attested by the positive feedback from employers. Average evaluations indicate a lack of experience that will be remedied by working in the speciality. Results show that the study process in preparation of new specialists can be continuously improved, and feedback from employers is essential to do it as successfully as possible. Cooperation with employers is also needed to provide students with an opportunity to gain practical experience necessary for entering labour market already during study process.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

Dynamics of student mobility of the *Social Care* study programme in the reporting period is summarized and reflected in the curve diagram *(figure 2.1.)*.
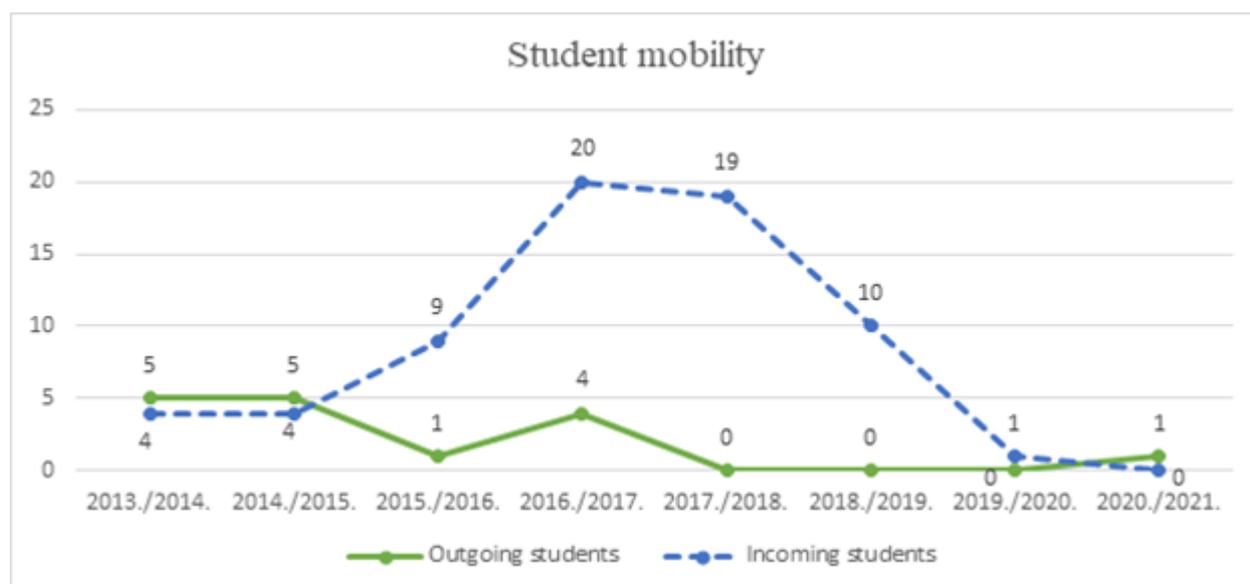

Figure 2.1. **Dynamics of outgoing and incoming ERASMUS + programme participants of the *Social Care* study programme**

Based on the goal of the LU PSK internationalization plan to ensure a wider transfer of knowledge and competencies, ERASMUS + practice mobility abroad is implemented within the *Social Care* study programme. Student mobility in the *Social Care* ERASMUS + study programme implemented by the LU PSK in the reporting period has been variable, in dynamics from the highest point in study year 2016/2017, arching downward. In study years 2016/2017 and 2017/2018 the relatively large number of incoming students can be explained by repeated mobilities. Students from Šiauliai State College, Lithuania and Lääne-Viru College, Estonia participated in ERASMUS + mobility twice, which is allowed. The positive experience of practicing in Latvian social welfare institutions facilitated their decision to return. During these study years, the desire of AWO Bildungszentrum Trettenhof, Germany, students to implement an internship in Latvia increased. LU PSK admitted Lithuanian study mobility students in accordance to individual study plans within the ERASMUS + programme, enabling them to spend one semester in Latvia. In turn, decline among outgoing students is due to the small number of applications for internships abroad. Restrictive criteria are families, secured jobs, not enough confidence in one's foreign language skills. To implement the principles of the Erasmus University Charter qualitatively, internship tasks must be coordinated with the host institution before start of mobility. In the case of internship, the host institution must not definitely be a higher education institution but can be an institution consistent with the field.

Mobility of the study year 2020/2021 is associated with restrictions caused by the Covid-19 pandemic, therefore no inbound mobility has been implemented, however, study mobility to Lithuania has been organized.

Partner universities that send students on internship mobility to Latvia are AWO Bildungszentrum Trettenhof, Germany, Lääne-Viru College, Estonia, IES No. 1 de Gijon, Spain, Šiauliai State College, Lithuania.

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

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. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

The main source of funding for the *Social Care* study programme is state budget funding. Implementation of the study process takes place in Jūrmala and Rēzekne branch.

The study process in Jūrmala is realized in three buildings with 10 well-equipped lecture-rooms. The *Social Care* study programme mostly uses 3 lecture-rooms, equipped with computer technologies and specialized teaching aids in accordance with the purpose of the lecture-room. According to the study programme, practical cabinets are used for practical classes - health care cabinet, child-care cabinet, ergonomics and first aid cabinet, Snoezelen room.

The study process in Rēzekne branch is realized in well-equipped lecture-rooms, furnished with computer technologies and health-care cabinets to ensure the process of practical classes.

To ensure success of the study process, medical supplies, disinfectants, care accessories, body care products, technical aids and other necessary work materials and accessories are regularly purchased. *(table 2.7)*.

Table 2.7

Equipment supplied for realization of study process

Year	Supplemented equipment in practical rooms
2013.	Skeleton model, sliding sheet *WendyLett*, canes for visually impaired (foldable and telescopic), chair for transporting of clients, belt for lifting of clients, caliper
2014.	3 sets of care beds
2015.	2 portative massage beds, patient transfer board, patient care mannequin
2016.	*EasySlide* moving sheet, tactile footpath, bubble tube
2017.	Elderly simulator set, transfer platform *Re Turn 7500*, transfer stretcher, changing sheet *Easy Slide*, lifting rod and handle *Linet*, backrest, changing / transfer sheet *Ready Sheet*, changing sheet with handles *WedyLett*, transfer sheet, transfer strap, transfer seat /strap LiftSeat, positioning roller
2018.	5 *Listen Talk* transceivers Z-LK-1E0, active training vest for choking instances (training for beginners), active training vest for choking instances(training for professionals), ultraviolet light lamp *Derma LiteChek*, stop strap, transfer strap, transfer disc, transfer weight cover
2019.	Slider for moving of customers

Continuous renewal and supplementation of study equipment and material and technical base for the specifics of study programmes corresponding to the field of study, provides students with procedure rooms, well-equipped auditoriums and conference halls with modern professional equipment, which is as close as possible to the daily work environment of a specialist in the field and promotes qualitative development of care skills in students.

Conformity and improvement of the infrastructure, informative and technical provision necessary for implementation of the study programmes corresponding to the study field takes place in

accordance with procedures approved by the management of the study field.

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

III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

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

Table 4.1.

Number of teaching staff involved in realization of *Social Care* study programme

Post	2013./ 2014.	2014./ 2105.	2015./ 2016.	2016./ 2017.	2017./ 2018.	2018./ 2019.	2019./ 2020.	2020./ 2021.
Associate professor	1	1	1	1	1	1	1	1
Full - time lecturers	13	14	13	12	12	13	13	13
Assistants	-	-	-	-	-	-	-	-
Part-time lecturers	7	5	6	10	7	6	6	7
Altogether	**21**	**20**	**20**	**23**	**20**	**21**	**20**	**21**

During the reporting period, significant changes were observed in the composition of the teaching staff implementing study courses in the *Social Care* programme (*table 4.1*). Main changes that affect the quality of the study process:

- The number of elected associate professors in the academic staff has remained unchanged - 1. Teachers with a doctoral degree in pedagogy, for example, I. Kokle - Narbuta, have been attracted to the implementation of the programme. The lecturer has the necessary knowledge and skills in research, which allows students to develop research skills within study courses.
- The number of lecturers has remained almost unchanged during the reporting period - 13. Invariance of the number of elected lecturers forms the stability of the programme, which, along with the pedagogical experience of lecturers, is an important factor in the joint improvement, development and planning of the programme.
- In the reporting period, the number of invited lecturers has remained almost unchanged - on average 7. Percentage of the teaching staff involved in the study programme (academic staff vs invited lecturers) in academic year 2020/2021 is - 67% vs 33%.
- Involvement of specialists working in the field in the implementation of the study programme,

for example, the study course "Basics of Psychiatry and Client Care" is an important factor - a psychiatrist who provides specific knowledge, skills and competencies in working with target groups in various social service providers.

- The criteria for attracting teaching staff in the implementation of the study programme are analyzed:
- requirements for attracting specialists - pedagogical education and experience in working with students;
- risks - gradual involvement in the study process; uncompetitive remuneration.

Table 4.2.

Number of teaching staff involved in realization of *Social Care* study programme, Rēzekne branch

Post	2013./ 2014.	2014./ 2105.	2015./ 2016.	2016./ 2017.	2017./ 2018.	2018./ 2019.	2019./ 2020.	2020./ 2021.
Associate professor	-	-	-	-	-	-	1	1
Full-time lecturers	-	-	-	-	-	-	13	13
Assistants	-	-	-	-	-	-	-	-
Part-time lecturers	-	-	-	-	-	-	8	8
Altogether	-	-	-	-	-	-	**22**	**22**

4.2. 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.

Qualification of the teaching staff involved in implementation of the *Social Care* study programme study courses complies with the requirements of regulatory enactments and the strategic goals set by the college. 21 lecturers are involved in implementation of the study programme, 14 of which are academic staff, 7 invited lecturers. 1 lecturer with a doctor's degree in pedagogy, 17 lecturers with a master's degree and 2 lecturers with a bachelor's degree and 1 with a secondary professional education participate in the implementation of the study program.

In realization of the *Social Care* study programme basic courses 45 CP (67.5 ECTS) or 80% are implemented by the academic staff of the college and 11 CP (16.5 ECTS) or 20% by invited lecturers (excluding free choice study courses, qualification work management).

The qualification acquired by the lecturers staff plays a very important role so that the students can acquire a wide range of knowledge and versatile skills, and develop professional competencies under the guidance of the lecturers. Lecturers are professionals in the field of social welfare who specialize in their respective professional field and have worked for a long time or work in related professions, thus ensuring the quality of the study results to be achieved. In addition, the teaching

staff involved in the implementation of the study program has a higher pedagogical education, a master's or doctoral degree in educational science, allowing to ensure the link between practice and science, and the involvement of students in research.

LU PSK Rēzekne branch

Qualification of the teaching staff involved in implementation of the *Social Care* study programme study courses complies with the requirements of regulatory enactments and the strategic goals set by the college. 22 lecturers are involved in implementation of the study programme, 13 of which are academic staff, 8 invited lecturers. 1 lecturer with a doctor's degree in pedagogy, 17 lecturers with a master's degree and 2 lecturers with a bachelor's degree and 1 with a secondary professional education participate in the implementation of the study program.

In realization of the *Social Care* study programme basic courses 45 CP (67.5 ECTS) or 80% are implemented by the academic staff of the college and 11 CP (16.5 ECTS) or 20% by invited lecturers (excluding free choice study courses, qualification work management).

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).

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).

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

Within the framework of *Social Care* study programme, academic staff is involved in scientific research (creativity) both at a national and international level.

Part in scientific research projects at a national level: *For example: Nr. 07 – 1 "Health of young people studying at the Medical College and habits influencing it", Nr. 07 – 2 "Opinion of different population groups and its comparison on the availability of public transport services in Jūrmala city"; Nr. 07 – 4 "Changes in health of medical college students during their studies", Nr. 07 – 7*

"Work environment risks for social work specialists in social care and social rehabilitation institutions", Nr.07 – 9 "Assessment of need for medical foot care in social care institutions".

Results provide an innovative vision inside the social work sector, promote scientific research, help discover new training methods for students and existing social care professionals, ensure quality cooperation with employers in the sector.

Participation at an international level: Erasmus+ Key Action 2 *"Cooperation for Innovation and Exchange of Good Practices"* project *"Approaching Multiethnicity and Dementia in Education and Work"*. Project Nr.# 2019-1-DK01-KA2020-060294, period - 01.11.2019. – 31.10.2021. Coordinator – SOSU Ostjylland (Denmark), collaboration partners - Aarhus Kommune – Sundhed og Omsorg (Denmark), Arbeitswohlfahrt Landesverband Schleswig-Holstein e.V. (Germany), Haus am Klostergarten (Germany), Giovani Valdarno Società cooperative sociale (Italy), ASP Martelli (Italy), LU PSK (Latvia), Ozolnieku novada pašvaldības SAC Zemgale (Latvia).

Goals – creation of a training programme for social work specialists working with people with dementia of multinational origin; preparation of a video to raise awareness of people with dementia and in a multicultural environment.

NORDPLUS project *"Network Empowering Puppetry".* Project Nr. NPHE-2019/10244, period - 2019 – 2022. Coordinator – Kauno University of Applied Sciences (Lithuania), collaboration partners – Tartu Health Care College (Estonia), LU PSK (Latvia), HAMK University of Applied Sciences (Finland), New Generation of Women's Initiatives (Lithuania)

Achieved results – online seminars have been conducted for students, providing a theoretical basis and practical training on the meaning and production of therapy dolls. A study has been carried out in partner countries on each country's experience in use of puppets. At the end of the Intensive Course of the project, videos with a puppet story were prepared, in which students used their own dolls. The material and technical base of study programmes has been supplemented with visual materials, which are used in diversification of the study process.

Participation in conferences and seminars at a national and international level: *For example:* 2020. Brazauska, A., Vīksniņa, I., *"Social entrepreneurship as a resource in social rehabilitation",* Section of the 78th International Scientific Conference of the University of Latvia, Interdisciplinary Research in Medical Colleges, Conference Abstracts, page 13, ISBN 978-9934-18-520-5, E-ISBN 978-9934-18-521-2.; 2019. Vīksniņa I., Konference *"International Occupational Risks and Employee Safety Workshop",* Cappadocia University, Turkey, 29-30.08.2019. Certificate of Attendance, (referent). Notification (presentation), RISKS OF WORK ENVIRONMENT FOR SOCIAL WORK SPECIALISTS.

Professional development of academic staff is supported; for example: *"Development of Digital Skills of Academic Staff", "Scientific Publishing Skills of Academic Staff", "English for Academic and Administrative Staff" and "Development of Academic Staff Competences in the Field of Leadership"*.

Research work (creativity) of academic staff is in most cases related to the lecturers' specialization programme, with the courses he/she teaches. Academic staff and students cooperate within the framework of scientific research projects, students use collections of scientific articles available in the library in the study process. Through research, lecturers bring to their study courses the most relevant industry novelties.

4.6. 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 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 teaching staff involved in implementation of the *Social Care* study programme cooperates with each other to analyze and improve the content, connection and succession of study courses. Cooperation in the study process takes place in lecturing, practice management, development and management of students' qualification papers.

In cooperation with specialists in the field, guest lectures are organized for students to take an in-depth look at some of the topics acquired in the study courses. At the end of the study year, a meeting is organized for the head of the study programme, lecturers, practice supervisors, where improvement and updating of the content of the study courses is discussed to prevent duplication of the study courses. Thus, improving the quality of the study program, both in development and implementation stages.

In general, evaluation of cooperation of the teaching staff of the *Social Care* study programme corresponds to the strategic goals of the *Social Welfare* direction. The ratio of the number of students and lecturers in the study programme at the time of submitting the report is reflected in table 4.3.

Table 4.3

Ratio of the number of students and lecturers in the *Social Care* study programme and *Social Care* study programme – in the branch office

	Number of students Academic year 2020/2021	Number of lecturers Academic year 2020/2021	Ratio of numbers
Social Care	68	24	2,5
Social Care – branch office	16	22	3,2

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	ANNEX 15. Statistics on students in the reporting period.pdf	15_P_Statistika_Par_Studējošajiem_Studiju_Programmā_Sociālā_Aprūpe .pdf
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	16_ANNEX_Social_Care_Content_And_Implementation_Of_Studies.pdf	16_P_Studiju_Programmas_Sociālā_Aprūpe_Atbilstība_Valsts_Izglītības_Standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	ANNEX 15. Statistics on students in the reporting period.pdf	15_P_Statistika_Par_Studējošajiem_Studiju_Programmā_Sociālā_Aprūpe .pdf
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	18_ANNEX_Study_Course_Mapping_Of_Social_Care_Study_Programme.pdf	18_P_Studiju_Programmas_Sociālā_Aprūpe_Studiju_Kursu_Kartējums.pdf
Curriculum of the study programme (for each type and form of the implementation of the study programme)	19_ANNEX_Study_Plan_Study_Programme_Social_Care.pdf	19_P_Studiju_Programmas_Sociālā_Aprūpe_Studiju_Plāns.pdf
Descriptions of the study courses/ modules	20_ANNEX_Study_Programme_Social_Care_Study_Course_Description.pdf	20_P_Studiju_Programmas_Sociālā_Aprūpe_Studiju_Kursu_Apraksti.pdf
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	27_ANNEX_Sample_Of_The_Diploma_Study_Programme_Social_Care.pdf	27_P_Studiju_Programmas_Sociālā_Aprūpe_Izsniedzamā_Diploma_Paraugs.pdf
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	ANNEX 29. Documents_Certifying_Students_Opportunities_Continue_Education.pdf	29. P_Dokumenti_Iespējas_Turpināt_Izglītības _Ieguvi_Ja_Studiju_Programma_Pārtraukta.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	30_ANNEX_Document_Students _Guaranteed_Compensation_For_Losses_In_Case_A_Study_Programme.pdf	30_P_Dokumenti_Apliecina_Studējošajiem_Garantē_Zaudējumu_Kompensāciju_Programmas_Pārtraukšanas_Gadījumā.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	31_ANNEX_Statement_Signed_By_The_Director_That_Knowledge_Of_The_Official_Language_Of_Teaching.pdf	31_P_Koledžas_Direktora_Apliecinājums_Par_Mācībspēku_Valsts_Valodas_Zināšanām.pdf
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	32_ANNEX_Study_Agreement_Sample.pdf	32_P_Studiju_Līguma_Paraugs.pdf
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		