

## APPLICATION

### Study field "Health Care" for assessment

Study field	<i>Health Care</i>
Title of the higher education institution	<i>Daugavpils Universitāte</i>
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# **Self-evaluation report**

Study field "Health Care"

Daugavpils University

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# 1. Information on the Higher Education Institution/College

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

### Brief characteristics of Daugavpils University

Daugavpils University (henceforth – DU) is a significant centre of science and education in Daugavpils and East Latvia. DU is a modern science-based university that offers high quality education, prepares highly qualified specialists and professionals, greatly contributes to science innovation and transfer of scientific ideas to broader public and national economy. DU is the only university in Latgale that performs the functions of the driving force for the development of the region of East Latvia and its adjacent territories, it concentrates major intellectual and technical resources in the region. DU has gained international recognition by joining the European University Association, European International Studies Association, European Union Universities of Small States Association, and European Science Events Association.

### Daugavpils University mission and vision

**DU mission:** to contribute to the development of sustainable future society by implementing scientific research on an international level and ensuring high quality education in the fields of natural, engineering, education, health, humanities and social sciences, thus promoting the sustainable development of Latgale region and the whole country.

**DU vision:** In 2030 DU is a modern scientific university that offers high quality education and conducts important scientific work. The quality of the University work and its reputation in Latvia and all over the world has provided the basis for its growth and stability. DU has become a driving force of the educational, scientific, innovation and business development in Eastern Latvia. DU functions as an excellence centre in the fields of mathematics, physics, nano-materials, material engineering, biology, regional studies, literature, art, and education science. DU accumulates, preserves, and maintains regional knowledge and contributes greatly to the regional development.

### Main objectives of DU activity:

1. to act as a regional university in the spheres of natural sciences, humanities, education and social sciences creating opportunities for diversified high quality studies and research;
2. to provide high quality study programmes and conduct research in compliance with the dynamics of labour market demands and needs of the community;
3. to create opportunities for enhancing the professional mobility of the population by developing further education;
4. to develop personality capable of analytical thinking, critical perception, and creative processing of information, who can, due to the acquired education, contribute to the development of the state and region of Latvia and the welfare of the population;
5. to preserve and develop Latvian national identity and culture legacy, simultaneously entering international integration;
6. to implement interior quality provision systems that build policy and procedures for the provision of the higher education quality.

### Implemented study directions and the number of study programmes within them

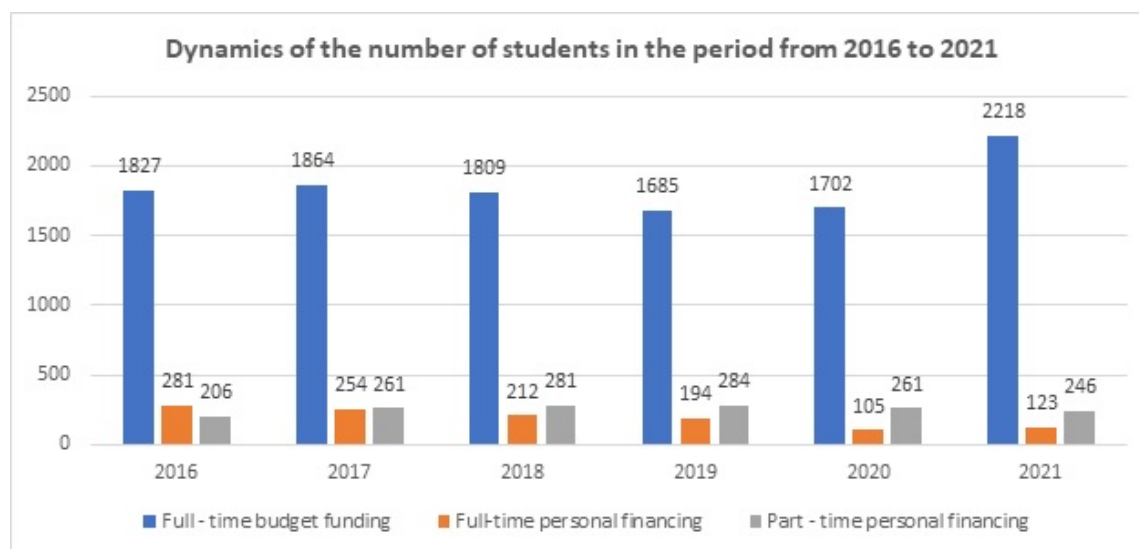
**Study process at DU is implemented in 16 study directions:** "Education, pedagogy, and

sports" (10 study programmes), "Art" (6 study programmes), "History and philosophy " (4 study programmes), "Language and culture studies, native language studies and language programmes " (9 study programmes), "Translation" (1 study programme), "Psychology" (3 study programmes), "Economics" (3 study programmes), "Management, administration, and real estate management" (3 study programmes), "Law" (3 study programmes), "Life sciences" (5 study programmes), "Chemistry, Chemical Technologies and Biotechnologies" (2 study programmes), "Physics, material science, mathematics, and statistics" (6 study programmes), "Information technologies, computer technology, electronics, telecommunications, computer management, and computer science" (3 study programmes), "Health Care" (2 study programme), "Environment protection" (2 study programmes); " Internal Security and Civil Protection " (2 study programmes).

### The dynamics of student number at Daugavpils University in the period of assessment

In accordance with the Ministry of Education and Science "Survey of higher education in Latvia in 2020" (<https://www.izm.gov.lv/lv/media/12842/download> - Latvian only), DU occupies 7th place among Latvian higher education institutions as to the number of students. DU provides higher education not only to East Latvia region represented by the majority of DU students but to other regions of Latvia and labour market of foreign countries.

Assessment of the dynamics of the student number in the time period from 2016 to 2021 (Figure 1) leads to a conclusion that the number of students at DU has remained steady and even increased in 2021, despite the long-term decline and emigration of the population in Latgale and Latvia. According to the informative material "Summary: Economic and labor market trends", in the following years the number of the population of Latvia will keep diminishing (<https://prognozes.em.gov.lv/lv> - Latvian online). The main reasons of this process include aging of the society, durably low birth rate and emigration of the population (<https://www.em.gov.lv/lv/media/598/download> - Latvian online). Due to economic reasons, more and more secondary school leavers choose to study or get employed outside Latvia, therefore state funded budget places are not filled and the fall of the number of students concerns almost all higher education institutions ([https://dspace.lu.lv/dspace/bitstream/handle/7/5241/42418-Daina\\_Vasilevska\\_2014.pdf?sequence=%20%201](https://dspace.lu.lv/dspace/bitstream/handle/7/5241/42418-Daina_Vasilevska_2014.pdf?sequence=%20%201) - Latvian only).



**Figure 1.** Dynamics of the number of students in the period from 2016 to 2021. Displayed data for October 1 of the respective year.

In order to attract students in the current conditions, Daugavpils University is developing new competitive study programmes, for example, in 2021, one of such study programmes was the

professional Bachelor's study programme "Nursing".

Enlarging of the number of foreign students is one of the priority goals of DU. For the purpose of internationalization of studies, 26 study programmes are offered in English. In the time period from 2016 to 2021, there were 519 students from abroad at DU. Most of foreign students at DU are citizens of Russia, Uzbekistan, Kazakhstan, Tajikistan, Belarus, China, USA, Israel, Finland, Italy, Ukraine, Philippines and Indonesia. 3 – 4 times a year DU representative participate in higher education exhibitions in Belarus, Uzbekistan, Kazakhstan, as well as cooperate with higher education institutions and education institutions in foreign countries to inform of the current offer of study programmes, establish contacts with foreign universities for elaboration of joint programmes, to facilitate the attracting of foreign students and the academic staff.

### **Daugavpils University development strategy major goals and activity directions**

DU development goals are envisaged by "Daugavpils University development strategy for 2015-2020" (henceforth – Strategy). *Strategy summary in English see in "Other Annexes"*.

Based on letter No. 4-10e/21/99 "On Development Strategies of Institutions" issued by the Ministry of Education and Science on 11.01.2021, for the implementation of nationally mutually harmonized education and science policy and successful implementation of the ongoing reforms, by the decision of the DU Senate (Protocol No.1 of the DU Senate meeting of January 25, 2021) the period of "Daugavpils University Development Strategy 2015-2020" has been extended until the start of a new approved strategy (indicative 2023).

**Strategy general goal is** developing Daugavpils University as academic traditions based, modern, and competitive study, scientific, and innovation centre.

### **Strategy determines the medium-term goals:**

1. To provide high quality education that corresponds with future challenges and is based on theoretical knowledge and acquiring of research skills, preparing internationally competitive specialists, developing their abilities and encouraging life-long learning.
2. To develop scientific and creative work on an international level, deepening integration of scientific research in the study process, facilitating technology transfer and development of innovations and contributing to public understanding of the science.
3. To increase the role of Daugavpils University as a consolidator of scientific educational institutions in Eastern Latvia and a driving force of the development, as well as to promote the reputation of the University in Latvia and all over the world.
4. To ensure united and efficient work of organisational structure and to introduce a quality management system.
5. To develop a modern, environmentally friendly infrastructure, safe and supporting working environment.

### **1.2. Description of the management structure of the higher education institution/ college, the main institutions involved in the decision-making process, their composition (percentage depending on the position, for instance, the academic staff, administrative staff members, students), and the powers of these institutions.**

DU is a derived public person. DU is state founded and acts as an autonomous self-governing institution. Decision about reorganization or liquidation of DU is made by the Cabinet of Ministers on

the proposal of the Minister of education and science.

DU self-governing is based on the rights and opportunities of the staff to engage in academic and scientific, administrative, and economic decision-making. DU acts on the basis of the Constitution of the Republic of Latvia, Law on Education, Law on Scientific Activity, Law on Higher Education Institutions, DU Constitution, and other laws and regulations.

**DU major decision-making institutions are: Constitutional Assembly, Senate, rector, Academic Court of Arbitration.**

DU staff top representation and administration institution and decision-making institution in academic and scientific issues is the **Constitutional Assembly** – an authorized top collegiate representation, administration, and decision-making institution that is elected for three years by secret ballot: from professors and other academic staff – 70 representatives (70%), from students – 20 representatives (20%), and from general staff – 10 representatives (10%). Constitutional Assembly decides on passing, amending, or repealing the Constitution; Constitutional Assembly passes and makes amendments in Senate Regulation, elects Senate, revokes Senate members; elects and dismisses rector, hears rector's report; approves the Regulation on the Academic Court of Arbitration, elects the Academic Court of Arbitration; passes the Regulation on DU Constitutional Assembly. Constitutional Assembly is entitled to accept for consideration and deciding other conceptual issues concerning the activity and development of Daugavpils University.

**Senate** is a collegiate administrative and decision-making institution of DU staff. Senate approves the order and rules for all the spheres of academic activity, participates in the implementation of strategic goals of DU activity approved by the Constitutional Assembly and performs other functions. Senate is elected by the Constitutional Assembly for three years: 21 representatives from DU academic staff (including 5 representatives from deans, heads of departments and scientific institutes), 6 representatives from students, and 1 representative from the administrative staff upon the rector's recommendation. Representatives of the academic staff are delegated to Senate by meetings of the representatives of the academic staff. Representatives of students are delegated to Senate by Student Council. Students represented at DU Senate have veto rights in issues concerning students' interests. Senate activity is governed by Regulation approved by the Constitutional Assembly.

The highest official of DU is **rector**. Rector bears responsibility for the general administrative management of DU and without special authorization represents DU. Rector is elected by the Constitutional Assembly and approved by the Cabinet of Ministers. Rector facilitates the development of DU, bears responsibility for the implementation of DU strategy, secures the observance of the academic liberty of the academic staff and students, bears responsibility for the compliance of the activity of DU with the legislation of the Republic of Latvia, other laws and regulations and DU Constitution, bears responsibility for the quality of education, scientific research, and artistic creative activity executed at DU, secures lawful, economical, and purposeful use of state budget funds allotted to DU and DU property.

**Academic Court of Arbitration** maintains disputes between DU officials, structural unit administrative institutions that are in relations of subordination as well as applications of students and academic staff concerning the limitations and violations of their academic liberties and rights stated in the Constitution. Constitutional Assembly elects four representatives of the academic staff to the Academic Court of Arbitration by secret ballot for three years. No representatives of the administrative staff may be among them. Three representatives of students are elected by Student Council.

**Council of Studies** is a management authority that supervises issues of study planning,

organizing, and coordinating, provides the necessary conditions for the academic work at faculties and departments. Council of Studies includes vice rector for studies, faculty deans, and the head of the Department of Studies. Main duties of the Council of Studies are coordinating the elaboration and execution of bachelor, master, and professional study programmes, elaboration of the scheme of studies, its analysis and determining the main directions of its improvement and development, organizing the investigation and implementation of foreign countries' experience.

**Council of Science** is an institution of representation of branches and sub-branches of science that coordinates the scientific work at the university. Main functions of DU Council of Science are supervising the elaboration and implementation of DU strategy, science development process, allocation of funds for science, execution of promotion, and the work of professor councils. DU Council of Science consists of vice rector for science, head of the Department of Science, representatives delegated from each scientific institute council, a representative from professors delegated by faculty in case the faculty has no institute or no institute council, DU Young Scientist Association representative.

**Faculty council** supervises the study, scientific and/or artistic work and economic activity of the faculty. The configuration of council corresponds to the requirements of the promotion council in the respective branch or sub-branch of science and no less than a half of its members must be professors, associate professors, senior researchers, and experts approved by Latvian Council of Science. The council is formed of the chairperson of the council, deputy chairperson of the council, and council members. The council includes the dean; deputy dean/s and/or education methodologist; heads of departments, institutes, centres and other faculty structural units; it may include study programme directors, representatives of the academic staff from the structural units; student representatives that are delegated by the faculty student self-governance (20% of the council members).

**Study direction council** is formed upon the recommendation of DU Council of Studies and approved by DU Senate. The members of the Study direction council are approved by DU Council of Studies. Study direction council includes study direction programme directors, the academic staff, students (at least one representative from 1st level professional education programme, bachelor, master, and doctoral study programmes) and representatives of employers. Functions of the council are: to elaborate the study programme/s of the study direction; execute the direction study programme self-assessment and implementation analysis; analyze students' academic performance; analyze the academic work of the academic staff involved in the study direction; facilitate the integration of scientific work in the study programme.

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

Quality ensuring policy is part of Daugavpils University development strategy for 2015-2020.

DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of



studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

The envisaged outcomes of DU implemented ESF project “Daugavpils University governance and management competence improvement” (No. 8.2.3.0/18/A/010) are – adjust DU study and governance quality systems and receive ISO 9001 certificate that is an internationally recognized organization quality mark.

DU Council of Studies and DU Centre of Study Quality Assessment (henceforth – CSQA) introduces quality provision systems on the basis of “DU study internal quality assurance policy” (available in Latvian). The policy has been elaborated in accordance with *The Standards and guidelines for quality assurance in the European Higher Education Area* (ESG) and observing legal acts of the Republic of Latvia (Law on Higher Education Institutions, Higher education standards, etc.), DU normative acts and “Daugavpils University development strategy for 2015 – 2020”.

To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project “Daugavpils University governance and management competence improvement” (No. 8.2.3.0/18/A/010). Within the framework of the project, in 2021, the new normative acts for the internal study quality assurance were drawn up, which were approved by rector's ordinance, for example, “DU Study Internal Quality Assurance Policy”, “DU Study Quality Policy and Study Quality Monitoring Strategies”, “Procedures for Ensuring the Effectiveness of DU Study Internal Quality Assurance System”, etc., which are aligned with the content of the newly developed “DU Quality Policy” and “Quality Management System Manual”. All these documents are available from the DU internal network in Latvian. *List of Regulations for internal quality assurance in English see in “Other Annexes”.*

### **Mechanisms of the study process quality provision**

Study quality maintaining aims at monitoring and improving the study programme implementation and facilitating prerequisites for reaching study programme outcomes. Quality monitoring is constant: during enrolment, recruiting the academic staff, improving the study programmes, reviewing the activity of structural units and their heads according to the academic and research work outcomes.

Higher education internal and external quality provision proceeds in cooperation between DU and the Ministry of Education and Science (in distribution of State budget funded places, execution of conceptual decisions), Higher Education Council (dealing with strategic issues, drawing statements), and Academic Information Centre (study programme licensing, study direction assessment, recognition of students’ prior education).

### **The main forms of quality assessment are as follows:**

External assessment – licencing, accreditation, and assessment of independent experts. It is ensured by the quality ensuring agency listed in the European higher education quality ensuring register (in Latvia – Higher Education Quality Agency). It is coordinated by heads of study directions along with CSQA and vice-rector for studies.

Internal assessment – constantly performed by DU study direction councils elaborating self-assessment reports. Internal assessment is implemented and coordinated by DU CSQA approved by the Senate. In accordance with DU study internal quality ensuring policy there is systematic assessment of study directions and programmes in order to make sure how the programme objectives and study outcomes are reached, the compliance of the programme with the current

developments of national economy and labour market demands.

**The internal quality of studies is ensured by the following measures:**

<b>Quality ensuring instrument</b>	<b>Implementation procedure</b>
<b><i>Strategic planning of the process of studies</i></b>	Implemented by the study programme director in cooperation with the academic staff and members of the study direction council; Analyzing the shortcomings, risks, development opportunities of the study direction and study programmes wherein.
<b><i>Examining the issues related to the process of studies</i></b>	Study direction councils assess the process of studies within a programme, its outcomes, and proposes to the head of the study direction and study programme directors measures for the programme improvement and integration of recent ideas in the study content and process. The respective structural units discuss the submitted proposals and initiate changes in the study course amount, their content and calendar arrangements in semesters. Each semester, departments, taking into consideration the results of student surveys, formal indicators of students' academic performance as well as the professional indicators of the academic staff members in respective spheres (participation in conferences, research and other projects, applied projects, publications, etc.), analyze in detail the content of each course and the quality of its delivery. After that proposals as to changes in the study courses or study programme are discussed in faculty councils and after their support are addressed to DU Council of Studies that examines the justification of changes proposed. In case of a positive decision taken by the Council of Studies, the changes are implemented.
<b><i>Surveys</i></b>	At the end of each academic year surveys of students ( <a href="https://aptaujas.du.lv/index.php/651637">https://aptaujas.du.lv/index.php/651637</a> - available in Latvian), employers ( <a href="https://aptaujas.du.lv/index.php/544412">https://aptaujas.du.lv/index.php/544412</a> - available in Latvian), and alumni ( <a href="https://aptaujas.du.lv/index.php/764263/lang-lv">https://aptaujas.du.lv/index.php/764263/lang-lv</a> - available in Latvian) are carried out. Based on the survey results, the study programme content is reviewed and improved within study direction councils executed by study programme directors. All justified opinions, proposals, and reprimands are examined by the study programme director, in case of necessity discussing the issues in study direction councils. CSQA upon necessity carry out express surveys in order to clarify students' opinion on current issues concerning the process of studies.

<b><i>Self-assessment of the study direction and preparation of the self-assessment report</i></b>	<p>The head of the study direction organizes meetings of the study direction council in order to discuss the main trends of programme development and management. For examining debatable issues (assessment of examinations, ignoring the regulations of DU by students and/or academic staff members, etc.) student representatives are invited.</p> <p>Once a year the head of the study direction along with programme directors prepare the self-assessment report of the study direction on the previous academic year that is examined by CSQA and approved by the Council of Studies and the Senate.</p>
<b><i>E-study environment improvement</i></b>	<p>DU e-study environment Moodle is used to provide information on the courses acquired during the semester. For each course students have access to the following information: study course description, criteria of assessment, materials for student independent work, etc.</p>

**Characteristics of the parties involved in the elaboration and improvement of quality ensuring system and their role.**

Efficient results are reached by means of understanding and support of the administration, purposeful DU strategy and policy implemented by successful participation of the academic staff as well as full partnership, resource saving approach, and process governance.

<b>Party involved</b>	<b>Characteristics of the role</b>
<b><i>DU administration</i></b>	<ul style="list-style-type: none"> <li>- elaborates DU development strategy and implements its objectives;</li> <li>- facilitates the development and professional growth of the staff, elaborates and implements various motivation and support mechanisms (e.g. research activity facilitation, involvement in ERASMUS+ programmes for experience exchange and good practice);</li> <li>- cooperates with deans, heads of study directions, provides support for the solution of governance and financial issues.</li> </ul>
<b><i>Academic and research staff</i></b>	<ul style="list-style-type: none"> <li>- ensures high quality studies;</li> <li>- performs scientific research and integrates it into the study content;</li> <li>- participates in professional updating events, international mobility and experience exchange activities;</li> <li>- cooperates with external experts, employers, alumni, facilitates their involvement in the study direction improvement.</li> </ul>
<b><i>Administrative staff</i></b>	<ul style="list-style-type: none"> <li>- ensures high quality study programme governance;</li> <li>- provides support for students and the academic staff involved in study programmes;</li> <li>- tends to the updating of the material and technical base for studies.</li> </ul>
<b><i>Employers, social partners, and external experts</i></b>	<ul style="list-style-type: none"> <li>- provide the expertise for the study programme content and proposals for the improvement of the study content and methods;</li> <li>- provide opportunities for practical placement and internship, facilitating working environment-based study principles in professional study programmes.</li> </ul>

<b>Alumni</b>	<ul style="list-style-type: none"> <li>- use the acquired knowledge, skills, and competences in their professional activity;</li> <li>- provide proposals for the improvement of the study content.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>- provide feedback for the study quality improvement.</li> </ul>

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>DU is being implemented "DU study internal quality ensuring policy" that facilitate and ensure the quality of higher education.</p> <p>To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project "Daugavpils University governance and management competence improvement" (No. 8.2.3.0/18/A/010) (see section 1.3).</p>
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>Complies</p> <p>In accordance with the "Regulation on Studies at Daugavpils University" (<a href="https://du.lv/en/about-us/documents/">https://du.lv/en/about-us/documents/</a>) and "Regulations on Opening and Managing Daugavpils University Study Directions and Study Programmes" (<a href="https://du.lv/wp-content/uploads/2021/12/3_DU_Studiju-virzienu-un-studiju-programmu-atveršanas-un-parv-nolikums.pdf">https://du.lv/wp-content/uploads/2021/12/3_DU_Studiju-virzienu-un-studiju-programmu-atveršanas-un-parv-nolikums.pdf</a> - available in Latvian) there are established mechanisms for the development, internal approving of study programmes, their monitoring and periodic examination.</p>
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>"Regulation on Studies at Daugavpils University" and study course descriptions of each study programme state the criteria, conditions, and procedures of the assessment of students' academic performance that attests to reaching the envisaged outcomes of studies. The Regulation and study course descriptions are freely available to students. Students have an opportunity of giving proposals for the criteria, conditions, and procedures of the assessment of students' academic performance in surveys.</p>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies DU has elaborated internal normative acts and mechanisms that regulate the ensuring of the qualification and work quality of the academic staff: "Regulation on elections to academic positions in Daugavpils University" and "Procedure of assessing the scientific activity of Daugavpils University academic staff". Self-assessment reports include the results of surveys and measures of implementing students' proposals and averting criticism.
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 Surveys of students, alumni, and employers are organized every year. CSQA carries out express surveys to learn students' opinion on current issues related to the process of studies. There is regular cooperation with the Student Council, exchange of opinions, examination of proposals.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	Complies DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

## 2.1. Management of the Study Field

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

The aim of the DU study field “Health Care” is to provide professional studies in health care rooted in the theoretical foundations of the health care industry in accordance with the professional standards, in order to prepare qualified, internationally competitive health care professionals who are able to work independently and competently in health care, social and educational institutions and to carry out research in the relevant sectors.

Two professional bachelor’s study programmes are implemented at DU in the study direction “Health Care”: PBSP “Physiotherapy” and PBSP “Nursing”.

The implementation of PBSP “Physiotherapy” was started on the basis of a cooperation agreement (1998) between DU, Daugavpils City Council, Rīga Stradiņš University and the National Rehabilitation Centre “Vaivari” on the launch of a physiotherapy study programme at Daugavpils University in compliance with the requirements of the European Association of Physiotherapists to provide Latgale region with qualified specialists – physiotherapists (*II\_2.1.1\_Agreement\_1999*).

Based on the Order of the Ministry of Education and Science of the Republic of Latvia No. 4-6e / 21/483 on admission to the study programme “Nursing” in autumn 2021 and the conceptual report of the Ministry of Health of the Republic of Latvia (hereinafter – RL) “On further development of nursing profession”, DU started implementation of PBSP “Nursing” in the academic year 2021/2022. The inclusion of PBSP “Nursing” in the DU study programme development and consolidation plan was approved by the Study Programme Development and Consolidation Plan Evaluation Commission of the Ministry of Education and Science on November 24, 2020. PBSP “Nursing” is implemented within the framework of cooperation between DU, Daugavpils University Agency “Daugavpils University Daugavpils Medical College” (hereinafter – DU DMC) and Daugavpils Regional Hospital (hereinafter – DRH), envisaging sharing of academic, professional and material resources of cooperation partners in the implementation of the programme. DU also received the support of the Ministry of Health in the implementation of a second level professional higher education programme for obtaining the qualification of a nurse (general care nurse) in cooperation of Daugavpils University with Daugavpils University Agency “Daugavpils University Daugavpils Medical College”.

Considering the favourable geographical location of DU, the students study at the university mainly for the counties of Latgale planning region. This means that the implementation of PBSP “Physiotherapy” and PBSP “Nursing” is very important from the point of view of national and regional development interests, as it ensures the development of the local human resources and training of qualified specialists for the state and the municipal health care, social and educational institutions, as well as the private sector.

DU study field “Health Care” is being implemented and its development is planned based on the Development Strategy for 2015-2020 developed by DU ([https://du.lv/wp-content/uploads/2021/12/DU\\_attistibas\\_strategija\\_25.01.2021.-converted.pdf](https://du.lv/wp-content/uploads/2021/12/DU_attistibas_strategija_25.01.2021.-converted.pdf) - available in Latvian, see *Appendix II\_2.1.1\_DU\_Strategy\_summary* in English). The duration of “Daugavpils University Development Strategy 2015 - 2020” has been extended until the start of a newly approved strategy (the indicative year 2023) based on the Ministry of Education and Science letter No. 4-10e/21/99 dated 11.01.2021 “On Institutional Development Strategies”, aimed at the Implementation of a Nationally Coordinated Education and Science Policy and the Successful Implementation of the Current Reforms, and following the Decision of the DU Senate (Minutes No. 1 of the DU Senate Meeting of January 25, 2021).

The implementation of the DU study field “Health Care” promotes the implementation of the medium-term aims included in the DU strategy: “To provide quality education that meets the

challenges of the future and is based on theoretical knowledge and acquisition of research skills, by preparing specialists competitive in the international labour market, developing their skills and motivating for lifelong learning”, increasing access to health-related services and improving the health of the population.

The DU Development Strategy envisages that DU strengthens the leading positions of its higher education institution and research centre in Eastern Latvia and develops into one of the most important education and science centres in Latvia. In this context, by effectively using the scientific potential of the academic staff of the study field “Health Care”, the accumulated experience and the technical support of research laboratories, there are provided opportunities in cooperation with health care institutions to conduct qualitative research in human health assessment and care process.

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

In order to analyse the development perspectives of the study field and to determine the directions of the activity to be set in the planning cycle strategy, based on the existing DU PBSP “Physiotherapy” and PBSP “Nursing” implementation experience, a SWOT analysis of the study field “Health Care” has been performed.

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**Strengths of the study field**

**Weaknesses of the study field**

<ul style="list-style-type: none"> <li>· DU is the largest and only educational institution in the region of Eastern Latvia that prepares professional bachelors in health care;</li> <li>· DU has a stable and positive reputation in society;</li> <li>· DU has a positive international reputation;</li> <li>· study programmes of the study field comply with the Latvian and the EU normative documents;</li> <li>· clearly defined aim and implementation strategy of the study field;</li> <li>· compliance of the programmes with the standards for professional education and the occupational standards for General Care Nurse/Physiotherapist;</li> <li>· appropriate academic staff is involved in the programmes;</li> <li>· DU has previous experience in implementing programmes based on work environment;</li> <li>· there has been developed a plan for training the lecturers and guest lecturers of the programme in the successful use of the form of clinical training;</li> <li>· compliance of the content of the programmes with the current tendencies in the professional field is ensured by attracting practicing medical staff for teaching medical subjects, conducting professional practice, clinical training, work in state examination commissions;</li> <li>· competitiveness of the graduates in the Latvian and the international labour market is ensured due to the study results of the programmes subordinated to the professional standards (general care nurse/physiotherapist);</li> <li>· the implementers of the programmes have a clearly defined direction of the programme development – satisfying the needs of the labour market (insufficient number of health care specialists, especially nurses in Latvian hospitals), thus solving the acute economic problems of the country;</li> <li>· an extensive network of health and social care institutions with which there is a contractual relationship for the provision of traineeships;</li> <li>· modern study, medical and ICT equipment;</li> <li>· feedback from the students, graduates and employers is provided;</li> <li>· opportunities to use Internet resources, electronic library databases, international databases;</li> <li>· wide opportunities for the students and lecturers to participate in Erasmus+ activities.</li> </ul>	<ul style="list-style-type: none"> <li>· weak competitiveness of the level of remuneration of health care and social welfare system professionals with an impact on the motivation of professionals involved in the field;</li> <li>· insufficient funding for the health sector with an impact on the sustainability and development of the programme;</li> <li>· lack of funds for research;</li> <li>· lack of funds to attend international conferences and congresses (for lecturers and students);</li> <li>· no partnerships have been established with foreign universities that have already been implementing programmes for the training of nurses (general care nurses) using the philosophical principles of this professional standard;</li> <li>· an association with PBSP “Nursing” has not yet been formed in the public image of DU.</li> </ul>
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Possibilities of the study field	Threats of the study field
<ul style="list-style-type: none"> <li>· agreement on cooperation with the Latvian Nurses Association;</li> <li>· cooperation with the Latvian Association of Physiotherapists;</li> <li>· alignment of the programme implementation and further development with national, regional and DU development guidelines documents (NDP, DU strategic development plan) and attraction of necessary resources;</li> <li>· sustainability and competitiveness in the context of the European Common Learning Area and the labour market;</li> <li>· state funding for study places;</li> <li>· involvement in educational and investment projects, using the EU funds for the development of the programme's activities and the material and technical base;</li> <li>· regular improvement of the content of the study programmes in accordance with the DU procedures following the topicalities of the work, the requirements of study quality and the challenges of innovative study forms;</li> <li>· synergy of the DU administration and academic staff with employers, social institutions and associations, practicing specialists;</li> <li>· partnerships with foreign universities that are already implementing programmes to train nurses (general care nurses) and physiotherapists;</li> <li>· to develop a methodology for organizing workshops for the academic staff involved in the implementation of the programme in order to explain the aims, tasks, philosophy of standards, clinical training and simulation methodology; to organize seminars for the exchange of good practice;</li> <li>· to work out and implement programmes in professional development education for further qualification improvement of the graduates.</li> </ul>	<ul style="list-style-type: none"> <li>· the risk of reduction in the number of students due to the declining demographic situation;</li> <li>· unpredictability of the situation due to the financial consequences of the Covid-19 pandemic and restrictions on mobility;</li> <li>· risks of falling living standards and deteriorating material situation in the country as a whole and in the region, declining solvency of the population and inability of students to cover study-related costs;</li> <li>· differences in the level of wages in the Latvian and European health and social care and education systems in the conditions of an open labour market;</li> <li>· continuous reorganization of health care and social welfare systems.</li> </ul>

According to SWOT analysis, it can be concluded that DU has created preconditions to ensure high-quality implementation of PBSP "Physiotherapy" and PBSP "Nursing" and further development and improvement of the study field "Health Care".

Taking into account the prospective evaluation of PBSP "Physiotherapy" and PBSP "Nursing" in the context of the implementation of the common strategies of the European Union and the DU Study Programme Development and Consolidation Plan (available in Latvian) strategy, the further development of the study field must be based on the following principles:

- implementing PBSP "Physiotherapy" and PBSP "Nursing", emphasis should be placed on the acquisition of students' professional competencies, taking into account the demand of the Latvian, EU and global labour market for qualified specialists in health care;

- DU PBSP “Physiotherapy” and PBSP “Nursing” graduates have the opportunity to study in master’s level study programmes in the field of health care at RSU and LU, as well as in corresponding master’s study programmes in other Latvian and foreign universities;
- taking into account the implementation of the requirements of the Bologna Declaration (1999), it is necessary to continue the approximation of the DU field of study to the health care study programs of the EU countries, at the same time maintaining the differences that correspond to the priorities of the Latvian state;
- international cooperation should be expanded by intensifying student exchange within the framework of international programs (ERASMUS+, etc.), promoting academic and scientific international cooperation of the academic staff, postgraduate and postdoctoral education in foreign universities and research institutions;
- PBSP “Physiotherapy” and PBSP “Nursing” should be developed as a basis for the creation and development of new health care programmes at DU;
- co-operation with the research units of the university and other co-operation partners in conducting scientific research, which is coordinated with “Public Health Guidelines for 2021-2027” (<http://tap.mk.gov.lv/lv/mk/tap/?pid=40498718> – available in Latvian) should be promoted in the following directions:
  - the role of physical activity in improving the quality of life;
  - the common understanding of the population and the employers about healthy and safe living and working environment;
  - the impact of environmental factors on health;
  - the role of local governments, educational institutions and employers in promoting a healthy and active lifestyle;
  - research of the lifestyle habits of the population, ensuring the analysis of the prevalence and tendencies of health risk factors, evaluating the potential impact on the health of the population of Latvia;
  - development and implementation of modern methods and interactive solutions in the implementation of health promotion and disease prevention measures for various target audiences.

The development plan of the study field is closely related to the DU development strategy, health care field policy documents. The most important directions of the plan are continuous improvement of the quality in all aspects of studies, strengthening and expanding the existing international relations, raising the scientific capacity of the teaching staff by becoming more actively involved in international relations, promoting cooperation with university research units and other partners in scientific research, and improving material and technical base. Activities within the study process are still relevant: promotion of the renewal of the academic staff; strengthening the possibilities of e-learning, which became especially relevant during the COVID-19 pandemic, etc.

A summary of the development plan of the study field is available in the *Appendix II\_2.1.2\_Study field development plan summary*.

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

The management of the study field "Health Care" takes place in accordance with the "Regulations for Opening and Managing the Study Fields and Study Programmes of Daugavpils University" ([https://du.lv/wp-content/uploads/2021/12/3\\_DU\\_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf](https://du.lv/wp-content/uploads/2021/12/3_DU_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf) – available in Latvian). The study process is organized in accordance with the DU Constitution (<https://likumi.lv/ta/id/54642-par-daugavpils-universitates-satversmi> – available in Latvian), Law on Higher Education Institutions (<https://likumi.lv/ta/id/37967-augstskolu-likums> – available in Latvian), the Cabinet of Ministers Regulations No. 512 "Regulations on the state standard of second level professional higher education" (26.08.2014) (<https://likumi.lv/ta/id/268761-noteikumi-par-otra-limena-profesionalas-augstakas-izglibas-valsts-standardu> – available in Latvian) and others regulatory documents.

The general management of the study field is provided by the DU Study Council, the solution of specific issues is under the responsibility of the Council of the Faculty of Natural Sciences and Mathematics, the Department of Anatomy and Physiology, the Department of Nursing and the Council of the study field "Health Care" (*II\_2.1.3\_DU governance structure*). The Council of the study field evaluates the education process and its outcomes and recommends measures for the improvement of the programmes and integration of the latest findings in the study content and process. The Council approves the proposals of the Department of Anatomy and Physiology, the Department of Nursing and the programme directors for changes in the volume, content and calendar planning of the study courses by semesters, taking into account the results of the students' surveys, the indicators of the students' progress and professional practice, and the professional performance indicators of the lecturers. Proposals for changes in the study courses or study programmes are discussed by the Council of the Faculty of Natural Sciences and Mathematics and directed to the DU Study Council.

The Department of Anatomy and Physiology at the Faculty of Natural Sciences and Mathematics is a specialized unit of PBSP "Physiotherapy", the Department of Nursing at the Faculty of Natural Sciences and Mathematics is a specialized unit of PBSP "Nursing". Both departments implement study programmes in the field in cooperation with the structural units of DU – the Institute of Life Sciences and Technology, the Faculty of Natural Sciences and Mathematics, the Faculty of Humanities, the Faculty of Social Sciences, DU DMC and DRH.

The Department of Anatomy and Physiology at the Faculty of Natural Sciences and Mathematics and the Department of Nursing coordinate the work related to the studies, promote feedback between the lecturers and the students, ensure the integration of studies and science.

The head of the study field in cooperation with the programme directors organizes and coordinates the study process of the study programmes included in the field, constantly monitoring the quality of the studies. The head of the study field is responsible for conceptual changes in the study field, if necessary, convenes the meetings of the Study Field Council, in cooperation with the directors of the study programmes prepares the annual self-assessment report of the study field, summarizes and analyses the information to be included.

The director of the study programme cooperates with the directors of other programmes and the academic staff to ensure the continuity and interconnection of the study process. At the end of each academic year, the programme directors plan the workload for the next academic year and send requests to the structural units. The heads of the departments are responsible for appointing a lecturer to teach the respective study course. The directors of the study programmes communicate with the students, introduce improvements to the study programmes coordinating them with the head of the study field. If necessary, topical issues are considered by the Study Field Council and

the Faculty Council.

The secretaries of the Faculty of Natural Sciences and Mathematics, the laboratory assistants of the Department of Anatomy and Physiology and the Department of Nursing are responsible for the completion and circulation of the documents related to the study programme; they participate in the final examinations and draw up their minutes. The administrative staff of the department and the faculty provide information about the students, the progress, the study programmes, the lecturers at DUIS, prepare diplomas and diploma supplements. The secretaries provide informative support to the students, the lecturers and the study programme directors. The computer network administrators and the technical specialists of the Information and Communication Technology Centre provide support to the lecturers, ensuring the use of IT in the study process and organizing conferences and scientific communication events. The DU academic publishing house "Saule" provides printing and binding of Bachelor Theses. The administrative and technical staff also perform other duties within their competence.

The support provided within the study direction of the DU administrative and technical staff is to be assessed positively. The Faculty ensures effective communication and systematic flow of information. The students are informed about where to address if they have questions or need help.

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

Admission to PBSP "Physiotherapy" and PBSP "Nursing" of DU study field "Health Care" is provided in accordance with the "Admission Regulations for Full-Time and Part-Time Basic Studies" ([https://du.lv/wp-content/uploads/2021/12/uznem\\_not\\_pilna\\_nep\\_laika\\_pamatstudijam\\_2022.pdf](https://du.lv/wp-content/uploads/2021/12/uznem_not_pilna_nep_laika_pamatstudijam_2022.pdf) - available in Latvian) annually approved by the DU Senate. The admission regulations are updated every year in accordance with the Law on Higher Education Institutions, the Cabinet of Ministers Regulations No. 846 "Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes" and the decision of the DU Study Council. The admission rules at DU have been developed in accordance with different levels of study, "Admission Rules for Full-Time Studies For Foreigners" are available separately. Detailed information about the admission is available on the DU website (<https://du.lv/en/studies/admission/>).

The admission process is additionally regulated and before it begins, the DU Senate decides upon "Full and Part-Time Study Opportunities", "DU Admission Process", registration fee, tuition fee in the programs, number of study places for admission. The Senate approves the terms of the competition and announces admission.

"DU Admission Regulations" and "Study Opportunities" set requirements for the person wishing to study at DU, the mutual rights and obligations the university and the person in the admission process, contain information on the study programmes and study forms of a particular academic year, additional requirements for applicants' previous education and training or special suitability for the specific studies, inform about the competition evaluation criteria. Admission to DU study programmes includes registration of applicants for the studies, competition for the study places, announcement of the results of the competition, conclusion of a study contract and registration in

the list of students (matriculation).

Admission to DU study programmes is provided by the secretariat of the DU Admission Commission. The admission commission determines and approves the results of the competition. The Admissions Committee may also approve Admissions and redistribute them.

The responsibilities of the Admission Commission and the Secretariat of the Admission Commission are set out in the document “Mutual Duties and Rights of Persons and DU in the Admission Process”.

The decision of the DU Admission Commission on the results of the competition may be challenged in accordance with the “Procedure by which a person may challenge and appeal decisions related to admission to the study program at Daugavpils University” developed by DU. The DU admission procedure and information about it is implemented efficiently and transparently. During the admission, information stands are placed in the DU lobby on the 1<sup>st</sup> floor, consultations are provided in person, by telephone and by e-mail; it should be noted that most potential students communicate about admission issues using DU accounts on social networks.

Students of PBSP “Physiotherapy” and PBSP “Nursing” of the study field “Health Care” are also matriculated in the later stages of the studies (Procedure for starting studies in later stages of studies at Daugavpils University [https://du.lv/wp-content/uploads/2021/12/KARTIBA\\_STUDIJU\\_UZSAKSANAI\\_VELAKOS\\_POSMOS.pdf](https://du.lv/wp-content/uploads/2021/12/KARTIBA_STUDIJU_UZSAKSANAI_VELAKOS_POSMOS.pdf) - available in Latvian) taking into account the recognition capabilities of the applicants’ professional experience, previously acquired formal and non-formal education (Regulations on the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education at Daugavpils University (<https://du.lv/en/about-us/documents/>)). The Appendix II\_2.1.4\_ *Recognition of previously acquired formal and informal education* presents specific examples of the application of the procedures within the DU study field “Health Care” in the period from 2018 to 2021.

DU has concluded two agreements (PBSP “Physiotherapy”, PBSP “Nursing”) with RSU, which confirms that RSU students will be provided with opportunities to continue their education at DU if the implementation of the study program is terminated (II\_2.1.4\_Agreement\_RSU\_Physiotherapy, II\_2.1.4\_Agreement\_RSU\_Nursing). A standard sample of the study agreement is available in Appendix II\_2.1.4\_Agreement\_studies\_DU\_sample.

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

In accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area adopted in 2015 (Standard 1.3), higher education institutions must ensure that study programmes are implemented in such a way as to encourage students to take an active part in the learning process. Evaluation in the study programmes of the field “Health Care” is performed on the basis of the following principles:

- the assessment criteria are clear and comprehensible, being made public in advance and are available;
- the assessors are familiar with testing and examination methods;

- the assessment gives the students the opportunity to show the extent to which they have achieved the expected learning outcomes; students receive feedback, which, if necessary, provides advice in connection with the learning process;
- the assessment is consistent, fair, appropriate for all the students and is carried out in accordance with legislation and approved procedures;
- there is a procedure for reviewing student appeals.

The knowledge, skills and competencies acquired in the basic theoretical courses and information technology courses of the field are tested with test, colloquium, report, presentation, etc. evaluation methods. Simulations, practical classes, clinical studies are dominant forms of the implementation of the study courses on professional specialization in the field; students' knowledge and practical skills are assessed in these study courses.

Depending on the form and methods of study, the lecturer chooses the forms and criteria of assessment. A large part of the learning outcomes requires the student not only to demonstrate knowledge but also to analyse the acquired subject in practice, linking it with everyday life and existing experience. Therefore, seminars and workshops play an important role. In practical classes during individual or group work presentations, the students improve their analytical skills by expressing their opinion. By working in this way, a constant dialogue is maintained with the surrounding partners – the students are aware of the diversity of opinions that exist and enrich each other's experience. The study courses for the acquisition of practical skills and competencies pay special attention to the development of integrative recovery. Rehabilitation promotes the stabilization of the students' acquisition of professional skills, as well as promotes self-knowledge and self-actualization. Therefore, in these cases, the formative evaluation of learning outcomes is of special motivating importance in the study process. It is within the framework of formative assessment that the students understand the mistakes made and improve the acquired competence because formative assessment provides the students with feedback on the acquisition of knowledge.

In addition to formative assessment, the lecturers also use summative assessment. Summative assessment is formed in the case of mid-term examination marks. At the end of the study course, there is a graded test or an examination. The final examination takes place orally, in writing or in the form of an achievement test.

The students can get acquainted with the criteria, conditions and related procedures for the assessment of their progress in the course descriptions of the study programme.

The assessment principles and criteria are described in the description of each study course, which is available in the DU e-environment. When starting to work with the students in the classroom, the lecturers acquaint the students with the requirements of the study course and the system for the knowledge and skills assessment.

In order to analyse the adequacy of assessment methods and procedures for achieving the aims of the study programmes and the needs of the students, the results of students' surveys, formal student progress indicators are described, the content of each study course and the quality of its teaching are examined in detail. If discrepancies in the assessment methods are established, then it is decided on the necessary changes in the content of the study courses or in the organization of the study process, if necessary, considering the issues in the Study Field Council. After that, the proposals for changes in the study courses or study programme are discussed in the Council of the Faculty of Natural Sciences and Mathematics, and after its acceptance, they are forwarded to the DU Study Council, which evaluates the appropriateness and necessity of the changes. In case of a positive decision of the Study Council, the changes are approved.

The assessment of learning outcomes is described in detail in “Regulations on Studies at Daugavpils University” (<https://du.lv/en/about-us/documents/>).

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

“Code of Ethics for Daugavpils University Employees and Students” (<https://du.lv/wp-content/uploads/2021/12/Etikas-kodekss.pdf> - available in Latvian) sets out guidelines for the ethical conduct of DU employees and students. The Code stipulates that the students support and maintain academic and professional integrity, prevent plagiarism, cribbing, fraudulent use or fraud of other intellectual property; in turn, the academic staff assess the students’ work in a timely, honest and fair manner, support and maintain academic and professional integrity without creating conditions for academic dishonesty, follow the development of the students’ work, prevent plagiarism, cribbing, fraudulent use of other intellectual property or other fraud.

In implementing the principles of academic integrity, DU adheres to “General Guidelines for Academic Integrity” ([https://www.academicintegrity.eu/wp/wp-content/uploads/2019/10/RED\\_Guidelines\\_RTU\\_VS\\_amended\\_v2.pdf](https://www.academicintegrity.eu/wp/wp-content/uploads/2019/10/RED_Guidelines_RTU_VS_amended_v2.pdf) - available in Latvian), which help to develop a common understanding of honesty issues in science and entrepreneurship.

The study programmes of the study field follow the principles of academic honesty in accordance with the Regulations on studies at Daugavpils University (<https://du.lv/en/about-us/documents/>). For example, if the students use unauthorized aids during the test or show signs of plagiarism in their final examination paper, they are removed from the test as the ones that have failed it and an appropriate entry is made in the test minutes.

On October 28, 2019, within the framework of the ESF SAM 8.2.3.0/18/A/010 project “Improvement of Daugavpils University Management and Management Competences”, a training course “Academic Integrity” was organized for DU employees in the amount of 6 hours.

DU has developed and follows the “Procedure for Submission of Final Thesis for Plagiarism Control at Daugavpils University” ([https://du.lv/wp-content/uploads/2021/12/plagiata\\_kontrole.pdf](https://du.lv/wp-content/uploads/2021/12/plagiata_kontrole.pdf) - available in Latvian), which provides for the submission of mandatory electronic versions of final theses and storage in the Information System of Daugavpils University and provides an opportunity to compare the final theses of the students with a set of theses defended during the previous years. All DU final theses, incl. Bachelor Theses of the students of the study field “Health Care” are examined using the plagiarism control system before the defence. If signs of plagiarism are found in the process of comparing the final theses, the Expert Commission established by the dean of the faculty and approved by the order assesses the thesis and decides on the detection of plagiarism in it. Within three working days, the expert commission reviews the report and submits proposals on the student’s responsibility to the dean of the faculty.

Within the framework of several study courses of the study programme “Health Care”, the basic principles of academic honesty are updated and the students are informed about the possible consequences of violating them.

## **2.2. Efficiency of the Internal Quality Assurance System**

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

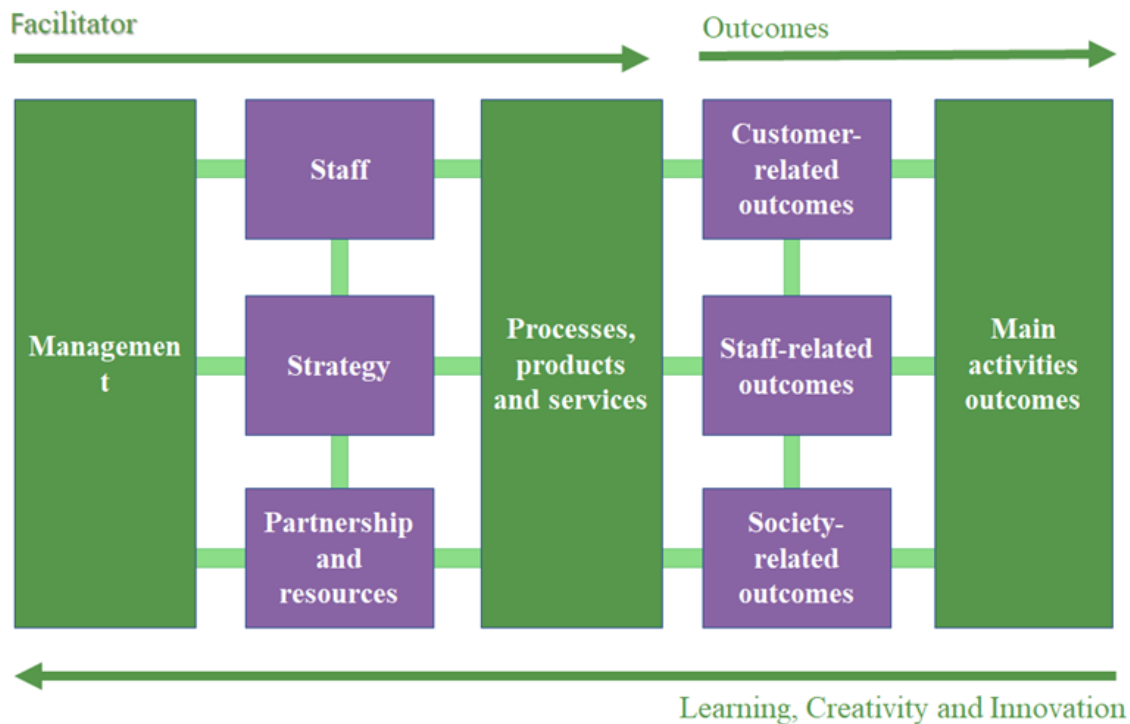
### **Evaluation of effectiveness of inner quality assurance system within study direction**

One of the essential aspects of the study functioning is the development of the direction management and its quality assurance system, which is coordinated by the DU Study Council and the DU Study Quality Assessment Centre. The aim of ensuring the quality and management system of the study process is to guarantee the compliance of the content of the programme with the requirements of higher education and economics, as well as the requirements of the labour market of Latvia and the European Union.

Study quality assessment is performed with the aim to control the implementation of the study programme and to plan its development in order to fully achieve the goals set in the programme and fulfil the set tasks. Quality control takes place continuously: when admitting students, hiring academic staff, assessing and improving study programmes, evaluating the activities of structural units and their heads according to the results of research and study work.

DU has developed a structured quality management system model that sets out guidelines for achieving excellence. This model of excellence is binding on every DU employee. It includes nine criteria (see Figure 2). Five of them cover contributing factors, the other four - results. Facilitator criteria reflect what the DU does and how it does it, while outcome criteria reflect achievements. Results are achieved through facilitators, while facilitators are refined based on the results achieved. Effective results are achieved through the understanding and support of management, a purposeful DU strategy and policies implemented through successful staff participation, as well as through full-fledged partnerships, resource-efficient approaches and effective process management. The arrows show the dynamic nature of the model of excellence - the importance of creativity, innovation and education in the development of facilitators, which in turn ensures better results. The model of excellence makes it possible to understand the causes and effects between the activities that DU implements and the results it achieves (DU development strategy).





**Figure 2.** A model of a quality management system that sets out guidelines for achieving excellence at DU

The study quality assurance center carries out interconnected control and improvement measures, thus creating trust in the activities of DU and higher education in general.

To implement inner quality assurance system of studies effectively within the study direction "Health Care" the following activities are performed:

- Inner quality control of the study direction "Health Care" is carried out by the Council of study directions and academic staff of the department of Anatomy and Physiology. Improvement actions for direction development plan and study quality are discussed and assessed at the end of each academic year at the council meeting of the study direction "Health Care".
- Once during an academic year the head of the study direction "Health Care" in cooperation with the programme directors prepare a study direction self-evaluation report on the previous academic year.
- Lecturers regularly review the descriptions of study courses, update the content of the course, supplement it with the latest literature, as well as with the forms of practical classes.
- During the implementation of the study programmes of the field, the opinions of the lecturers involved in the programmes – industry professionals, as well as employers and graduates of the programme are regularly surveyed (surveys, analysis of some separate components of the programme, involvement of employers and university graduates in the study council), which allows closer coordination of the programme content with the labour market needs. The quality of study work is promoted by the intensive participation of the graduates in the study process of the university, both by conducting guest lectures and by providing internships and jobs. The exchange of views between the academic environment and employers also takes place regularly within the framework of scientific and practical conferences and professional seminars.
- There is a regular comparison of the content of the study program, academic and scientific work with the study programs of Physiotherapy and Nursing implemented in other Latvian higher education institutions.
- In order to improve the skills of remote work, the academic staff of the study field "Health

Care” regularly participates in training courses, e.g., to ensure an effective use of the possibilities of the e-learning environment Moodle. Within the framework of the ESF project “Reduction of Fragmentation of Study Programmes of Strengthening of Shared Use of Resources at Daugavpils University”, Nr. 8.2.1.0/18/A/019, for lecturers there were organized seminars for the development and integration of the study course materials necessary to support a study process.

- There is a regular strengthening of the integration of the study process and research work, considering it an essential part of the quality assurance system.
- Strategic planning of the study process is constantly performed, analyzing the weaknesses of the study program, risks, development opportunities and other related aspects.
- The personal profiles of DUIS contain information about the courses to be acquired during the semester. In each course the student has access to the descriptions of the study course, etc.
- Academic staff of the study direction “Health Care” participates in academic and methodological conferences, seminars and qualification training courses as lecturers or listeners, regularly improving study courses with innovative study forms and modern methods.

Teaching staff activities	Motivation
Lecturers are given the opportunity to improve and increase their knowledge and professionalism with ERASMUS + etc. mobility programs	Gains experience abroad by doing internships and giving lectures at foreign universities / organizations.
Participation in conferences, development of scientific publications, organization of scientific communication activities, work on artistic creation projects, etc.	Lecturers are allocated funding for the scientific activities of the next period for the scientific achievement of the previous period. At the end of each calendar year, DU lecturers in the Science Department submit a report on achievements in scientific work, work projects, participation in scientific seminars and conferences, publications in accordance with The procedure for evaluating the scientific activity of Daugavpils University academic staff.
Preparation and publication of scientific articles included in the Web of Science and SCOPUS indexed editions.	Lecturers are reimbursed for expenses related to the preparation of the publication (editing of scientific texts in English (proofreading) and publication fees).
Hirsch index increase.	The DU academic staff receives remuneration for the citation Hirsch index in the SCOPUS and / or Web of Science databases within the funding available in the DU budget.
Reimbursement of expenses for scientific business trips	DU pays for business trips related to participation in scientific events and scientific research.

DU organizes <i>Daugavpils University research project competition</i>	As a result of the DU research project competition, funding is provided for topical and high-quality projects to promote the research growth of DU academic, scientific staff and students.
Within the ESF project <i>“Daugavpils University strategic specialization academic staff professional Competence Strengthening”</i> (No.8.2.2.0/18/A/022) and the project <i>“Daugavpils University study direction “Education, Pedagogy and Sports” capacity building of the academic staff in the fields of strategic specialization”</i> (No.8.2.2.0/18/I/005) DU academic staff, including lecturers of the study field <i>“Health Care”</i> , have the opportunity to improve their language skills in English language training programmes at B2 and C1 levels.	Lecturers improve their knowledge of foreign languages free of charge, learn current issues in teaching methodologies and participate in training in the use of e-resources.

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

The development of a new study programme is started at least one study year before the beginning of the study programme implementation in accordance with the “Daugavpils University Study Programme Development and Consolidation Plan” and in accordance with other documents regulating the study process: in accordance with Cabinet Regulation No. 795 “Regulations Regarding Licensing of Study Programmes” (*Accessible in Latvian*) of 11 December 2018, Cabinet of Ministers Regulations No 512 “Regulations on the State Standard for Second-Level Professional Higher Education” of 26 August 2014 (*Accessible in Latvian*), “Daugavpils University Regulations on Study Directions and Study Programmes Opening and Management” ([https://du.lv/wp-content/uploads/2021/12/3\\_DU\\_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf](https://du.lv/wp-content/uploads/2021/12/3_DU_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf) - *available in Latvian*) and the “Guidelines for the Development of the Description of the Study Program” approved on January 31, 2019 by the Foundation “Academic Information Center” (*Accessible in Latvian*). A similar PBSP “Nursing” was created and licensed.

### **Process of elaborating new study programmes**

<b>Parties involved</b>	<b>Activity</b>
<i>Structural units of faculties, Faculty council, the person Responsible for the study programme development</i>	Structural units of faculties submit a proposal to the faculty council about the formation of a study programme. The proposal is supplemented by an extract from the minutes of the structural unit meeting indicating the information on the programme (title of the study programme, the person responsible for the study programme development, justification of the need for the study programme, amount, duration of the study programme, type and form of studies, language of instruction, requirements for enrolment, degree to acquire, professional qualification or degree and professional qualification to acquire).
<i>Study direction council, the person responsible for the study programme development</i>	Study direction council monitors the proceeding of the new study programme elaboration, upon necessity announcing meetings of the study direction council to discuss the content, provision of the study programme, and other issues. The person responsible for the study programme development elaborates the characteristics of the study programme and all its appendices.
<i>The person responsible for the study programme development, CSQA, Faculty council, Council of Studies, Senate, Vice rector for studies, Academic Information Centre</i>	The person responsible for the study programme development submits the completed characteristics of the study programme along with all appendices to examination at CSQA. CSQA estimates the quality of the study programme and its compliance with the legal documentation. After that the programme is examined by the faculty council and DU Council of Studies. Decision on submitting the study programme for licencing is made by the Senate. After the approval of the study programme within 1 month it is submitted for licencing at the Academic Information Centre. The person responsible for the study programme development in cooperation with the CSQA and vice rector for studies organize the visit of licencing expert commission to DU.

In order to ensure the compliance of the study programmes with the national economy needs, current legal documentation, or to improve them, procedures of study programme improvement and reviewing are organized on regular basis. Their regularity depends on the necessity for the changes and the degree of their significance.

### **Study programme reviewing process**

<b>Parties involved</b>	<b>Activity</b>
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<i>Programme director, Profile department, Faculty council, Council of Studies.</i>	Study programme director proposes changes in a study programme (provision of courses, changes in CP, introduction of new study courses, and other changes that do not exceed 20% of the total amount of the programme in accordance with regulation of the Cabinet of Ministers No. 793 "Terms of opening and accreditation of study directions" (Accessible in Latvian). Changes are examined at the department meeting, faculty council, and the decision is made by the Council of Studies. Regularity – upon necessity or at least once in an academic year.
<i>Programme director, CSQA, Profile department, Faculty council, Council of Studies, Senate, Vice rector for studies, Academic Information Centre</i>	The necessary changes in the study programme are to be made in accordance with Cabinet Regulations No. 793 "Regulations Regarding Opening and Accreditation of Study Directions". Study programme director in cooperation with the CSQA elaborate the proposal for the changes necessary. The proposal is examined at the department meeting, faculty council, Council of Studies, it is approved by the Senate. After approving, the proposal of changes is submitted to the Academic Information Centre. Study programme director in cooperation with the CSQA and vice rector for studies organize the visit of expert to DU Regularity – upon necessity.

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

Submitting and considering the complaints and proposals from students is an essential component of the study quality system. To ensure the improvement of the quality of studies, it is necessary to analyze the processes, collect clear survey of the causes for the complaints submitted and provide feedback to the person who submitted the complaint or proposal.

**The procedures and systems of submitting complaints and proposals from students**

Students have the right to submit complaints and proposals to the study programme director, the head of the major department, dean, vice-rectors, and rector. Complaints and proposals, depending on their degree of significance, are accepted orally, in writing, and electronically.

Complaints and proposals are accepted from individuals or collectively, openly (with identified submitter) and anonymously. Drafting the submissions and their acceptance at DU is executed in accordance with the procedures set in "The Law on Submissions". Submissions concerning possible violations of the norms of "DU Code of Ethics" (<https://du.lv/wp-content/uploads/2021/12/Etikas-kodekss.pdf> - available in Latvian), including action or conduct outside DU, if that affected the prestige of DU, may be made by DU academic,

administrative, and general staff, students. On behalf of students submission may be made by the Student Council that may represent the student in the course of examining the complaint.

Submissions from students and the academic staff concerning the infringements and violations of the academic freedom and rights that are stated in the Constitution are examined by DU Academic Court or Arbitration.

### **Submitting open complaints and proposals**

DU students may submit open complaints and proposals in a free form or in accordance with the procedures stated in DU interior normative acts.

### **Submitting anonymous complaints and proposals**

The following tools for submitting complaints are available at DU:

- CSQA section available on the DU website, where anyone can submit a complaint / proposal to CSQA anonymously – <https://us02web.zoom.us/j/83233720275?pwd=dXNBTFVMWjJ6T1EvTTNteEdhbTRScz09> (accessible in Latvian)
- Questionnaire of trust designed by the Student Council – <https://ej.uz/1jgg> (accessible in Latvian).

Anonymous complaints are received electronically, after examination and content analysis of the complaint CSQA leads negotiations with the involved parties and in case of necessity conducts the monitoring of the study quality. In the prior practice, in examination of anonymous complaints CSQA closely cooperated with the Student Council, examining the situation and taking steps for the improvement of the study quality, because, in accordance with “The Regulation of Daugavpils University Student Council” (accessible in Latvian), the Student Council has the right to request and receive information from any structural unit of DU concerning all matters in its competence that concern students’ interests.

In order to examine complaints related to enrolment, “Order whereby a person may dispute and appeal decisions related to enrolment to a study programme at Daugavpils University” is in force at DU, in accordance with which a person may dispute the decision of the Enrolment commission on the results of the competition by submitting an application to DU rector in seven working days’ time after the publication of the competition results.

In accordance with “The Regulation on Studies at Daugavpils University” (<https://du.lv/en/about-us/documents/>), students have the right to submit to the faculty dean a motivated appellation about the results of examination within one working day after their announcement. Appellation is examined in three working days’ time by a commission formed on the dean’s decision by the participation of the examiner and the head of the respective department.

### **Information accessibility**

All interior administrative acts, in accordance with which students may submit complaints and proposals are publicly available from DU website. Students may receive information by addressing the study programme director, dean, CSQA, and the Student Council.

### **Feedback in examining complaints and proposals**

CSQA coordinates the examination of students’ complaints and proposals and, if needed, organizes express surveys, executes study quality monitoring by attending classes and talking with students and the academic staff in order to ensure full bodied analysis of the conflict or problem. During the

implementation of the remote study process in 2019/2020 spring semester, there was organized a survey of DU students on the quality of the implementation of the remote learning process, as a result of which the offer of the library services was improved, as well as the methods and tools for organizing remote learning were diversified for all the university students including the students of the study direction “Health Care”. During the implementation of the remote study process in the academic years 2019/2020, 2020/2021 and 2021/2022, the head of the study direction and the directors of the study programmes regularly communicate with the students of all levels, monitoring the study process of the study programmes of the direction.

Since 2013, CSQA has received oral and written complaints about the study quality (e.g. discrepancy between the requirements for crediting indicated in the study course description and the forms of examination of students’ knowledge and skills in the study process, proposals for the timetable, communication problems, etc.). All complaints and proposals are always discussed with the involved parties. In the examination of complaints and proposals there participates study programme director and, if needed, also the head of the study direction and vice-rector for studies. After the situation analysis, possible solutions are found, students are always informed about the implementation of the complaints and/or proposals, CSQA provides consultations in the matters of study quality.

It is worth noting that the University regularly (once a month) holds meetings of the management and the head of the CSQA with the Student Council, where students' problems, complaints and recommendations for improving the quality of studies are identified and discussed.

### **Preceding practice in examining complaints and improvement implementation**

In the period of time from 2013 to 2021, students of the study direction “Health Care” submitted various proposals and complaints in oral and written form. For example,

<b>Proposal or complaint</b>	<b>Improvements made</b>
<i>Students' proposal to provide more information about Erasmus + mobility opportunities in the field of study "Health Care"</i>	In 2022, an agreement was signed between DU and the Medical University (Sofia) in Bulgaria for a volunteer internship in the summer, about which students in the field of study were informed and have started to apply for mobility. In addition, DU, in cooperation with the program coordinator, decided to organize two annual meetings with the project coordinator (in addition to Erasmus + information days once a year and for up-to-date information available on the DU website) to inform students about the current events in the Erasmus + program existing.

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*In the situation of the COVID-19 pandemic, students raised the issue of paying for accommodation in dormitories because the classes took place remotely and the students did not live in dormitories.*

The head of the department addressed the DU management with a question and received a recommendation to encourage students to give up dormitories for the distance study period, thus getting rid of the obligation to pay for the unused service.

DU management confirmed that upon resumption of the full-time study process, students will be provided with a place in dormitories.

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

When collecting physical person data, DU collects and processes person data for concrete, clear, and lawful reasons and exclusively according to the procedure and amount stated in the normative acts.

DU operates informative system DUIS, that holds statistical data and information on study programmes, students, and academic staff members. The system is accessible from DU inner network. Data are entered into DUIS by study programme directors, faculty records managers; they are summarized and verified by the Department of Studies. At the end of each month the data from DUIS system are exported to State Education Information System (SEIS). Data export is executed in accordance with the regulations of the Cabinet of Ministers No. 276 of 25 June 2019 "Terms of State Education Information System" (<https://likumi.lv/ta/id/307796> – available in Latvian). SEIS data export entails person data of DU students, information of students' status (matriculated and ex-matriculated student number, their status changes, e.g. semester of studies, students being in an academic withdraw, etc.) and other binding information.

One of the main instruments contributing to the improvement of the study directions is student survey that is announced by the Centre of Study Quality Assessment 3 times a year – for the first year students 2 months after beginning the studies, after the winter graduation, and after summer graduation. In particular study programmes student surveys are organized at the end of each semester. Based on the data and information provided in the surveys, in case of need CSQA carries out lecture auditing and individual student group surveys as well as organizes interviews with the academic staff concerning the measures of the study quality improvement.

The data gained in surveys are collected in DU survey system (Open Source Project LimeSurvey), data are analyzed and their results are reflected in the study direction self-assessment reports.

DU organizes also alumni and employer surveys. Alumni survey (<https://aptaujas.du.lv/index.php/764263/lang-lv> – available in Latvian) data contain the information on the trends of alumni's employment, assessment of the acquired study programmes and proposals for their improvement. Employer surveys (<https://aptaujas.du.lv/index.php/544412> – available in Latvian) are executed and their data are summarized by the study programme



directors. Their aim is obtaining proposals for the improvement and development of DU study content.

The analysis and interpretation of the data systematically obtained are used for the improvement of the study direction. The data of students and employers' surveys ensure the compliance of the aims and tasks of the study direction programmes with the requirements of the market and society, allowing for tracking and evaluating the quality of each study course, its compliance with the aims and tasks of the programme.

Great attention is paid to students' satisfaction with the quality of delivery of the study programmes and study courses. The results of the surveys are discussed at the meetings of the council of the study direction. The information obtained is passed on to the director and the teaching staff implementing the study programme. Evaluating the quality of the programmes of the study direction and certain study courses provides for taking a decision regarding necessary changes in the content of the study courses or in the organisation of the study process.

### **Mechanism of receiving and providing feedback (working with students, alumni, employers)**

For the study programme elaboration to be compatible with the labour market demands, special significance is attributed to the feedback received from students and alumni. Students and alumni assess the proceeding of the study programme as well as the applicability of the acquired knowledge, skills, and competences in professional activity, thus the feedback becomes a valuable element of the study process improvement.

The CSQA at the end of each academic year organizes a student survey the results whereof provide information on the assessment of the study quality and related aspects. Student survey is available in e-environment. Alumni and employer survey questionnaires are elaborated as well. The results of student surveys are taken into account when planning the next academic year, assessing the pedagogical and professional competences of the lecturers, the availability of the study materials and sources, the involvement of foreign teaching staff, and other related issues.

Graduate student and employer surveys are conducted by representative sampling. Employers are surveyed after internships, the survey of employers not involved in internship provision takes place every two years on average. Questionnaires or interviews of graduates are organized both immediately after graduation and several times after graduation (after six months, a year, three years). After processing the obtained data and reviewing the results, changes are introduced into the content of the study programme. The director of the study programme informs all involved parties (students, teaching staff, employers, graduates) about the changes introduced, thus providing feedback. The recommendations or reprimands mentioned in the surveys and the prevention mechanisms are discussed in meetings with both the teaching staff and the students of the study direction, as well as in consultations with the representatives of the sector. Student representatives participate in the direction councils and in the development of solutions to the comments provided in the surveys.

Student, alumni, and employer survey results are used to review and improve the study programme content. The study programme director reacts to all justified opinions, proposals, and reprimands expressed in the survey questionnaires, and upon necessity they are discussed by the study direction council. After introducing the changes in the study programme content, the study programme director informs all the parties involved (students, academic staff members, employers, alumni), thus providing a feedback.

As an example, a summary of the results of surveys of students, graduates and employers in 2021/2022 academic year is attached (*II\_2.2.4\_summary of survey results*).

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

All necessary information about studies, faculty, study field and study programs are published and updated on the DU website and is available to students. On the DU website you can find information about the Faculty of Natural Sciences and Mathematics (<https://du.lv/en/studies/> - under construction) (dean's office, council, structural units, study materials, etc.), study programs "Physiotherapy" and "Nursing", where information on admission requirements, results, opportunities and study course is available as well as descriptions of study courses in Latvian and English (in the study program "Physiotherapy" and "Nursing"). It is important to add that at the time of submitting the self-assessment report, a new DU website (in LV and ENG) is under development.

The International and Public Relations Department is responsible for the compliance of the information on the DU study fields available on the DU website with the information available in the official registers. In turn, the Study Department is responsible for regular and timely provision of information about students.

## **2.3. Resources and Provision of the Study Field**

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

The source of funding for the study field "Health Care" is the state budget funding for studies (grant) and tuition fees. The calculation of costs for one student in the study field programmes is performed in the DU Finance and Accounting Department, including the salary fund and the employer's state compulsory social security contributions, business trips, material, energy and inventory costs, purchase of books, equipment and investment costs, as well as social security costs.

Students have the opportunity to apply for tuition fee discounts. More information about tuition fees and discounts – <https://du.lv/gribu-studet/studiju-maksa-un-atlaides/> (available in Latvian).

For the development of science in the DU study field "Health Care", funds for the development of the science base are allocated from the Ministry of Education and Science. The study field obtains the funds intended for the development of science on the basis of the scientific achievements and indicators of the lecturers for the previous year, which are evaluated by the DU Department of Science. Lecturers of the study field can apply for payment for publications indexed in Web of

Science or SCOPUS databases, as well as receive a fee for the Hirsch index. In addition, for several years now it has been possible to participate in the Daugavpils University research project competition and receive funding (<https://old.du.lv/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2022-gadam/>).

The lecturers of the study field “Health Care” are actively involved in the creation and management of municipal development projects (*Piel\_II\_2.3.1\_health\_promotion\_project\_specialists*), thus improving their skills and sharing their experience with project partners.

The students can apply for student research project competition or together with the lecturers participate in research project competition and receive funding for the implementation of their research activities.

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

For the implementation of the study field “Health Care” programmes, the material and technical base of DU is used in three DU buildings located at 1 Parādes Street, 1a Parādes Street, 13 Vienības Street and DU Faculty of Natural Sciences and Mathematics building at 26a Varšavas Street, as well as Daugavpils Regional Hospital premises and the ones of other cooperation partners (e.g., SIA Fiziofit, Dr. Požarska private practice). The implementation of the study field “Health Care” is related to the close integration of studies, professional and scientific research work. It follows a number of specific requirements for the necessary material and technical provision and premises where the study process is carried out. To ensure the study process and conduct scientific research for the implementation of the study field “Health Care”, the students have access to 6 specialized study rooms at DU Faculty of Natural Sciences and Mathematics, 4 research laboratories at DU Institute of Life Sciences and Technology, 3 lecture halls (50, 80, 107 seats) , as well as DU DMC newly equipped study rooms: patient care process simulation centre (procedure room and manipulation room), innovative technology laboratory, where research is carried out and innovations are introduced in the study process, emergency medical aid simulation centre. For more detailed information on the infrastructure and material and technical provision required for the implementation of the study field and the corresponding study programs, see Annex II\_2.3.2\_Infrastructure.

Within the last 10 years, DU has purposefully invested in the modernization of the study and research infrastructure, as a result of which students have access to modern teaching and research laboratories equipped with the necessary laboratory and field research equipment to ensure the study and the research process. Infrastructure modernization projects implemented by DU, within the framework of which the study and research opportunities for the students of the study field “Health Care” have been improved, are the following ones:

- ERDF project “Modernization of STEM, health care and art study programmes at Daugavpils University” (agreement No. 8.1.1.0/17/I/005, project implementation time: 2017 – 2020, DU total costs: 1 425 138.00 EUR). Within the framework of the project, the material and the technical base of study programmes has been developed, equipment, laboratory materials, inventory and tools have been purchased, as well as library collections have been

supplemented and information technology equipment has been developed to offer high-quality education that meets international standards and is competitive.

- ERDF project “Development of research infrastructure in the fields of smart specialization and strengthening of institutional capacity at Daugavpils University” (agreement No. 1.1.1.4/17/I/008”, project implementation time: 2017 – 2020, DU total costs: 3,069,684, 21 EUR). Within the framework of the project, infrastructure has been developed by purchasing new equipment in the priority development areas defined in the internationally recognized research programmes: mathematics, physics, nanomaterials, materials engineering, biology.
- ERDF project “Improvement of the quality of Daugavpils University study programmes and ensuring the environment accessibility” (agreement No. 2010/0115/3DP/3.1.2.1.1/09/IPIA/VIAA/021, project implementation time: 2010 – 2015, DU total cost: EUR 16 715 991). Within the framework of the project, the auditoriums of the study building at 1 Parādes Street were renovated and adapted for people with functional disorders, their energy efficiency was increased, as well as the equipment, tools, facilities and information technologies were modernized. The building of the DU Life Sciences and Technology was attached to the existing building of DU; it has study and scientific laboratories that are fitted up with modern equipment within the project. In the DU Study and Research Centre “Ilgas”, the building of Ilgas manor was renovated; the building has study and scientific laboratories, study auditoriums and collection storage rooms. The DU library, equipped with new equipment and furniture, was also modernized. Within the project, in all the modernized premises, access to people with various functional disorders is provided.

All DU students are provided not only with modern study environment, but also with modern living infrastructure – renovated dormitories, a sports complex with a swimming pool, etc.

The study and the research processes are provided in sufficient quantities with the necessary photocopying equipment, visual presentation equipment, video filming and video reproduction equipment, modern photo equipment and audio equipment. The students and the lecturers have constant access to the Internet and the Internet connection of the local DU network, e-learning environment Moodle, as well as the opportunity to use e-mail and teleconferencing, various online platforms, such as ZOOM.

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

Replenishment of the library collection and subscription of databases take place at the request of the lecturers of the faculties. Applications for the purchase of books are regularly (every academic year) reviewed and approved by the DU Budget Commission, thus implementing a mechanism for purchasing the latest publications for the DU library. The library does not digitize the collection, but the final theses of the DU students are uploaded to the library's information system. The library

regularly informs the faculties about the latest literature, database trials and subscription options, so that the faculty lecturers and students can get acquainted with new offers.

The lecturers and the students have access to the services offered by the DU Library – the library's electronic catalogue, ordering, reserving and renewing books on the Internet, automated service provide to the user, as well as access to electronic databases. The library users have the opportunity to use the open access reading room with 60 workstations, incl. 15 Computerized, Subscription, Bibliography and Information Sectors. The total area of the library is 1,000 m<sup>2</sup>, including premises to service the users – 400 m<sup>2</sup>. The library collection consists of 267,655 items, incl. books – 233,868, periodicals – 20,322, other editions – 13,465. Number of books in the field of biological sciences – 3,487, in the field of environmental sciences – 1,995. The DU network provides access to the following electronic databases:

EBSCO Publishing (it includes 8 databases: Academic Search Elite, Business Source Premier, MasterFILE Priemer, Newspaper Source, ERIC, Business Wire News, MEDLINE, Health Source - Consumer Edition, Agrikola); there are around 10,000 scientific journals in a number of disciplines.

- Cambridge Journals online: 100 scientific journals in several disciplines.
- Westlaw International: database in the field of law.
- HeinOnline: database in the field of law.
- NAIS: legal framework of Latvian regulatory enactments.
- EastView Information Service: database in the humanitarian and social sector. Full texts of Russian social and humanitarian journals.
- LETA archive: resources of the National News Agency.
- Science Direct: multidisciplinary database with full texts of around 380 journals.
- Web of Science: multidisciplinary database.
- Iv: up-to-date information in the 30 most important business sectors of Latvia.
- World Bank e-library: World Bank documents and publications.
- Lid.lv: normative documents of the Republic of Latvia and the European Union in the field of environmental and nature protection.
- Letonika: Letonika is a Latvian reference and translation system on the Internet. Currently, these resources include the Latvian Encyclopaedic Dictionary, Glossary of Terms, computer dictionaries for translation and interpretation, and more.
- Students also have access to DU laboratory scientific libraries with more than 50 regularly updated foreign scientific journals.

Computers of the faculty equipped with the relevant software (Cubasis, Sibelius, Sound Forge, Sonor, etc.) are offered for the development of term papers and bachelor theses.

The DU library contains open access Internet resources, e-books and e-journals (Medicine/Medical Sciences), which are used by both lecturers and students (<https://old.du.lv/zinatne-un-petnieciba/biblioteka/interneta-resursi/> - available in Latvian).

The opening hours of the library are suitable for the needs of students. After the students' complaints about the short working hours of the library on working days and unavailability on Saturdays, the working hours of the DU library have been changed since the autumn semester of 2018 (on working days: from 9.00 am to 8.00 pm, on Saturdays: from 10.00 am to 4.00 pm). Students gave a positive evaluation.

In the premises of DU DMC, the students and the lecturers have access to a well-maintained library, which consists of a subscription sector, a modern reading room with the possibility for students to work in it, and a book storage. The library has 6 new computers with widescreen monitors, the Internet and Wi-Fi access. The reading room has 20 user workstations. The library fully provides

students with relevant study literature and periodicals in Latvian, English and Russian, regularly informs about new arrivals using the e-environment, introduces the latest technologies, develops information search and use skills, supports and promotes the study process in general, performs electronic publishing and the collection, systematization, cataloguing, bibliographic classification and storage of other documents, as well as ensures the public access to and use of the information contained therein.

DU students can also use the DU DMC library. The collection of the DU DMC library consists of books, periodicals and audio-visual documents; the total number of physical units is 8,984. In order to make the learning process more modern and of higher quality, the library is getting supplemented with a significant amount of new information sources every year, but outdated copies are excluded from the collection. Thus, the collection of the college library is constantly updated. The library users have access to a subscription sector (with textbooks, industry literature and fiction) as well as to a modern reading room. The reading room has 20 user workstations, 5 new computers with widescreen monitors, 2 printers, the Internet and Wi-Fi connection, which allows the users to make full use of electronic resources – both electronic catalogues and databases. In the reading room, library users have the opportunity to work with reference literature, other valuable printed materials, as well as to search for information in electronic resources. The library compiles thematic information materials, provides consultations for working with computers, trains for working with electronic catalogues and databases. Selecting information sources, students are prepared to work with the Library Information System “Alise”, the electronic library catalogue of the college library, databases created by the National Library of Latvia, including the National Bibliography database, which is used for operational selection of information in medical journals, library users are consulted on the possibilities of using PubMed, EBSCO and other electronic resources in the medical industry. The library users are offered to work with e-book and e-journal databases, online periodicals, online dictionaries and encyclopaedias. For the convenience of the students and the lecturers, the electronic catalogue website of the college library contains useful links for obtaining information more quickly. These are: the website of the Ministry of Health of the Republic of Latvia, E-veselība.lv, Medicine.lv, the database PubMed, the National Encyclopaedia, the database Likumi.lv, as well as the database Ivportals.lv – help for understanding legal acts.

The total number of printed works for 01.01.2021: there are 8,984 units, of which 8,018 are books, 24 audio-visual documents and 8 periodicals (e.g., Ārsts.lv, Doctus, Latvijas Ārsts, etc.).

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

The study process is partly based on several principles of the e-learning environment. Forms and methods of study organization suitable for e-learning environment are used.

DU has developed an e-learning environment (Moodle), as a result of providing direct communication (e-mail, consultations) information is available in each study course. DU lecturers systematically use the e-learning environment Moodle (<https://estudijas.du.lv/> - available in Latvian) and place various study materials in it: materials for lectures, seminars and practical classes, which support students' independent work. At the same time, e-learning reduces the risk of students

dropping out in cases where it is not possible to attend all study courses in full due to their work or health conditions. Activation of the e-learning environment is an important step in promoting the possibility to keep the critical mass of students, thus ensuring the training of specialists not only for the region of Eastern Latvia, which is represented by the majority of the DU students but also for other regions of Latvia and abroad.

The study courses also include sending homework and tests via e-mail or adding them to the e-learning environment Moodle, receiving work evaluations and reviews by e-mail, consultations in the e-environment, the opportunity to use library and Internet resources. Thus, by integrating a variety of modern IT solutions (e-mail, Moodle, ZOOM, Skype, Facebook), the programme offers more flexible conditions for e-learning. The e-learning environment Moodle is synchronized with the DU information system DUIS, which facilitates students' access to study courses created in the e-learning environment without additional registration.

DU regularly organizes professional development courses for the lecturers, for example, development of study courses in the e-learning environment Moodle, use of the e-learning environment MOODLE in the distance learning process, assessment in the e-learning environment MOODLE. If necessary, the lecturers are provided with individual consultations. The students can receive technical support at the Student Service Centre and the Dean's Offices of the faculties.

In the e-learning environment Moodle, lecturers can also post their lectures in video format. The filming process of video lectures is carried out by the Multimedia Centre of the Department of Informatics and the Information and Communication Technologies Department. In the auditorium at DU, 1a Parādes Street, DU, modern equipment is available, which allows to create educational, informative and advertising video materials, as well as provides live webcasts of conferences. Video lectures are stored on the DU server and are available in the Moodle environment for each corresponding study course.

DU has an information system DUIS that contains descriptions of all study courses, a timetable of classes, and a student can see his/her progress and individual orders related to the study process in his/her profile.

The methodological support necessary for the implementation of the study field "Health Care" is available at the DU the Faculty of Natural Sciences and Mathematics: methodological materials for the development of studies, bachelor theses and regulations for professional internship.

The study and the research processes are sufficiently provided with the necessary photocopying equipment, visual presentation equipment, video filming and video reproduction equipment, modern photo equipment and audio equipment. Students and lecturers have constant access to the Internet and the Internet connection of the local DU network, e-learning environment Moodle, as well as the opportunity to use e-mail and teleconferencing, various online platforms, such as ZOOM.

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

Election to an academic position takes place in accordance with the requirements of "Regulations on elections to academic positions at Daugavpils University" ([https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU\\_APS\\_TIPRINATAIS.pdf](https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU_APS_TIPRINATAIS.pdf) - available in Latvian).

Information on vacancies for academic positions and competition announcements are published on the DU website or in the official publication of the Republic of Latvia "Latvijas Vēstnesis", thus giving any interested person the opportunity to apply for a job at DU within one month after the announcement of the competition.

Both the citizens of the Republic of Latvia and foreign citizens whose academic education and professional qualifications meet the requirements of the fields of science or art, the study and the research at DU and who speak the state language and professional English may be elected to academic positions at DU.

After the announcement of the competition and receipt of the documents of the candidates for academic positions, the Faculty Council (Senate) or the Scientific Council of the scientific institute shall make a list of candidates for the respective academic position, indicating the number of positions and vacancies, length of scientific and pedagogical work.

At the meeting of the Faculty Council (Senate) or the Scientific Council of a scientific institute, the attendees are introduced to the documents of the applicants and motivated opinions of the structural units about each applicant for the academic position. After discussions with all the candidates for the respective position, the Council (Senate) or the Scientific Council shall decide on election or non-election to the relevant position by open voting.

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

DU developed internal regulatory enactments and mechanisms that regulate the qualification and quality assurance of academic staff:

- Regulations on elections to academic positions at Daugavpils University (<https://du.lv/wp-content/uploads/2021/12/Nolikums-par-velesanam-akademiskajos-amatos-DU-APSTIPRINATAIS.pdf> - available in Latvian);
- Procedure for evaluation of the scientific activity of the Daugavpils University academic staff ([https://old.du.lv/wp-content/uploads/2016/01/zinatniskas-aktivitates\\_vertesanas\\_kartiba.pdf](https://old.du.lv/wp-content/uploads/2016/01/zinatniskas-aktivitates_vertesanas_kartiba.pdf) - available in Latvian);
- Student's surveys (<https://old.du.lv/daugavpils-universitates-2020-2021-studiju-gada-studejoso-aptauja/>).

In order to ensure the implementation of high-quality and innovative study programmes of the study field "Health Care", it is important to attract highly qualified academic staff – recognized specialists with innovative capacity, incl. the ability to use modern working methods, and leadership competence. Several criteria have been used to select the academic staff to be involved in PBSP "Physiotherapy" and PBSP "Nursing". Those are:

- compliance of the qualification of the academic staff with the requirements specified in the regulatory enactments;



- adequate knowledge of the state language and foreign languages.

The following basic criteria are set in the evaluation system of the academic staff:

- Excellence – sustainable and continuous development, ensuring process and resource management;
- ability to effectively use academic freedom – to freely choose the directions and methods of academic activity, to create and publish new knowledge, to openly discuss its content, to look for opportunities to implement it in practice;
- academic culture – collegial cooperation with students and other academic staff based on the principles of academic ethics, mutual respect, demandingness, interest and support;
- responsibility for one's work in front of the public and the state in accordance with the DU quality management system and quality culture.

The qualification of the academic staff complies with the requirements of the Law on Higher Education Institutions, as all the lecturers have a Master's/Medical Doctor's degree or a Doctor's degree, or a physiotherapist's/nurse's qualification (according to the study course to be profiled). It was decided at DU that (in accordance with Section 39 of the Law on Higher Education Institutions, taking into account the need to acquire practical skills and knowledge in the subjects of the professional study programme profile) a person with a Medical Doctor's degree may hold a position of a guest lecturer if he or she has an appropriate medical certificate and at least seven years of practical work experience in the field corresponding to the subject to be taught. Study courses can be delivered only by lecturers that hold a Master's degree – both the elected lectures and guest lecturers.

Most of the lecturers of the professional study courses are specialists practicing in the field (physiotherapists/nurses with a Master's degree and medical doctors).

Specific criteria for the physiotherapy/nursing study programmes are also applicable for the selection of the academic staff:

- practical work experience in health care institutions;
- participation in internationally or nationally significant health care or research projects during the last six years;
- scientific publications in the field of health care and related fields;
- contribution to the development of various methodological materials, including e-learning tools;
- professional development in the field relevant to the industry.

An important criterion for the involvement of the DU academic staff is the experience in the implementation of the ESF Project No. 8.2.2.0/18/A/022 "Strengthening the professional competence of the academic staff in the fields of strategic specialization of Daugavpils University". The project envisages the improvement of the competence of the academic staff of Daugavpils University, promoting renewal and international competitiveness. The aim of the project is to strengthen the capacity of the academic staff of Daugavpils University by involving foreign academic staff, doctoral students and applicants for scientific degrees and by improving the competence of the DU academic staff. The main activities of the project in the field of "Health Care":

- Involvement of doctoral students or applicants for a scientific degree in academic work in the DU study field "Health Care", envisaging employment conditions for elected academic staff.
- Employment of foreign academic staff as teaching staff in the field of DU studies "Health Care".
- Measures for the improvement of the academic staff of the study field "Health Care".

- Competence improvement measures for DU elected academic staff were implemented:
- Internship with a commercial employee (Daugavpils Regional Hospital, Children's Health Centre, Rehabilitation Centre Rāzna, SIA Fiziofit, Physiotherapy Cabinet Vale) in the amount of at least 100 hours in accordance with the development plan of elected academic staff.
- Professional English language training.
- Specialized training that develops the leadership of the academic staff, cooperation competence with the industry.

Detailed information on the implementation of ESF Project No. 8.2.2.0/18/A/022 "Strengthening the professional competence of the academic staff in the fields of strategic specialization of Daugavpils University" in the study field "Health Care" is presented in the appendix (*Piel\_II\_2.3.6\_ESF\_Project\_Nr.8.2.2.0/18/A/022*).

In order to ensure the implementation of the recommendation, several professional development programs were offered in DU in 2020-2022 to improve the professional qualification of lecturers in the framework of the ESF project "Strengthening the professional competence of the academic staff of Daugavpils University strategic specialization areas" (No. 8.2.2.0/18/A/022), for example, "Communication and Communication Skills", "Leadership ABC", "Leadership in the style of coaching", "Communication", "Emotional intelligence in education", "Basics of developing e-learning materials and virtual learning platforms", "Trends in the use of educational technologies 21. century". Within the framework of the mentioned project, self-growth lectures on the commercialization of inventions, nutrition, body health, personality charisma and prevention of burnout risks, anti-stress days, 24-hour professional efficiency promotion camps, experience-based training and company visits in Latvia will be organized for academic staff. By participating in seminars, academic staff have the opportunity to improve their professional competence and develop learning skills.

"ERASMUS+" programme supports staff development – the DU lecturers go to one of the foreign cooperation universities or participate in staff training, improving professional competencies, ensuring participation in training, observing work at a foreign cooperation university or branch organization. Foreign mobility gives the DU lecturers and staff the opportunity to gain knowledge and specific skills by learning from the experience and good practice of foreign partners, as well as to improve the practical skills required for the work at DU and professional development, encourages the academic staff to expand and improve the range and content of the study courses offered, and enables the students who do not have the opportunity to participate in the mobility programme to benefit from the knowledge and experience provided by academic staff and foreign guest lecturers from other European universities, and facilitates the exchange of knowledge and teaching experience between European higher education institutions.

The academic staff of the study field "Health Care" participates in academic and methodological conferences, seminars and in-service training courses as lecturers or listeners, regularly improving study courses with innovative study forms and modern methods.

In order to improve their skills to work remotely, the lecturers of the study field "Health Care" regularly participate in trainings, for example, to ensure full use of the possibilities of the e-learning environment Moodle. Within the framework of ESF project "Reduction of fragmentation of study programs and strengthening of resource sharing at Daugavpils University", Nr. 8.2.1.0/18/A/019, seminars were organized for the development and integration of study course support materials necessary for lecturers in the study process.

### **2.3.7. Provide information on the number of the teaching staff members involved in the**

**implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.**

One of the most important quality assurance factors in the implementation of the study programmes of the study field "Health Care" is the teaching staff. PBSP "Physiotherapy" and PBSP "Nursing" are provided by 85 lecturer. DU is the main place of election for 37 lecturers, 48 are guest lecturers. 51 lecturers represent the professional environment of health care in Latvia – 19 have a Medical Doctor's degree, 14 are certified physiotherapists with a Master's degree and 13 nurses with a Master's degree, ergotherapist, internist, doctor's assistant. 28 lecturers (24%) have a Doctor's degree and 3 are candidates for a Doctor's degree.

The knowledge of the state language of the academic staff employed in the study field "Health Care" complies with the regulations on the amount of knowledge of the state language and the procedure for testing the state language proficiency for professional and official duties, respectively, they allow full teaching in the state language.

In the future, it is planned to implement PBSP "Nursing" in English, which will attract potential foreign students. It is therefore important to note that the English language proficiency of most teaching staff involved in PBSP "Nursing" is at least B2 according to the Europass Language Proficiency Assessment levels (*II\_2.3.7\_basic information on teaching staff*). In the near future (until the start of the implementation of the program in English) it is planned to increase the level of English language skills of other teaching staff within the ESF project No. 8.2.2.0 / 18 / A / 022 "Strengthening the professional competence of Daugavpils University academic staff".

The workload of lecturers is determined in accordance with the "Procedure for Accounting the Workload of the Academic Staff at Daugavpils University". If the lecturer's study work is more than 1000 hours per academic year, then in accordance with the procedure prescribed by law, the work overload is calculated only for the study work for which the company's contract for the performance of academic work is concluded.

The formation of the teaching staff considers the stability of the number of academic positions and persons, equal distribution of workload; the involvement of industry professionals in the study process is promoted in order to ensure the quality implementation of professional programs. Attracting lecturers with a doctoral degree is being intensified in order to implement high-quality study programs in accordance with regulatory enactments.

The results of the scientific activity of the academic staff are summarized once a year, in accordance with the "Procedure for Evaluating the Efficiency of the Scientific Work of the DU Academic Staff". Based on the evaluation of the efficiency of scientific work, the Science Department may decide to recommend to the DU Scientific Council and Senate to evaluate the amount of scientific activities of DU structural units and/or remuneration of academic staff and suitability for the position.

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

DU infrastructure has been modernized and adapted to improve the accessibility of the environment for people with disabilities (movement, vision, hearing impairment), as well as there have been opened children's rooms for students, who are young parents, so that they could to change and feed their babies and a playroom to entertain the students' children while they are at their classes (<https://old.du.lv/vides-pieejamiba-du/> - available in Latvian).

In 2016, the Latvian Association of Disabled People and their Friends "APEIRONs" awarded Daugavpils University a prize in the nomination "Education for All" on the grounds that "Daugavpils University, as a higher education institution, had done the most in ensuring accessibility of the environment. DU became accessible to people with special needs – the students have ideal conditions to attend full-time studies". DU modernized its premises and buildings not only for people with disabilities, but also for the visually impaired people, which is especially noted by the evaluators of the environmental accessibility competition, noting that "the building is easy to navigate and move around for everyone" – <https://www.la.lv/ne-tikai-ieklut-eka-bet-ari-parvietoties-invalidu-apvieniba-apbalvo-labakos-vides-pieejamibas-veicinatajus> - available in Latvian).

The students can use DU in various ways: computer classes and auditoriums – for consultations, meetings, library premises – for literature analysis, preparation of independent and research work, as well as specially equipped premises – for conferences, study and extracurricular activities (DU Sports Complex).

The lecturers and the students can receive medical support in a certified health office, where first aid in case of various illnesses is provided by a doctor's assistant (feldsher).

## **2.4. Scientific Research and Artistic Creation**

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

According to the collected data, the DU lecturers and the guest lecturers purposefully and regularly participate in various professional development activities in the fields corresponding to their scientific interests both in DU and in foreign universities. In addition to academic work at the university, lecturers have practical experience in health care projects. These types of activities promote a comprehensive understanding of the specifics of nursing education, thus ensuring a direct unity of theory and practice in the study process.

The research directions of the academic staff involved in the programme are oriented towards the successful implementation of the study programme and in most cases are related to the specialization of the lecturers within the programme. Lecturers prepare scientific articles, including the ones in international peer-reviewed journals, participate in conferences and workshops, training, internships and various scientific events, publish textbooks and develop methodological materials, participate in international and national research projects.

Scientific and/or applied research in the field of study "Health Care" could be conditionally divided into three groups: 1) research related to student research (physical health, physical activity; musculoskeletal disorders and their prevention; efficiency of rehabilitation of patients with various diseases and medical rehabilitation opportunities in Latgale region); 2) clinical research of the academic staff (doc. D. Vasiljevs, doc. I. Skrinda, associate professor N. Kakurina, associate professor A. Požarskis); 3) research carried out in cooperation with DZTI (A. Rubika, R. Krams, I. Krams, etc.).

The research carried out by the academic staff is a significant contribution both to the development of the field they represent, as well as to the development of the study programme, the improvement and updating of the study content. The research covers both the theoretical aspects and the topicalities and novelties of the fields, which are used in the study courses of the lecturers, thus promoting the interaction of the research and study process and significantly improving the quality of the study process. Student's participation in scientific and practical conferences and seminars as listener is also constantly stimulated.

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

Within the framework of the study process, the latest current events in the field are constantly followed – the academic staff participates in projects, the results are used to update the content of the study courses. Lecturers actively participate in the approbation and dissemination of the research results by speaking at scientific and practical conferences and seminars. The information obtained in scientific events is used in the management of study courses and works, as well as in the preparation of teaching aids. The research and creative activity of the academic staff is closely related to the study process, promoting students' understanding of the relationship between the innovation sector and the needs of the real organization. The staff of the programme consists of lecturers who regularly cooperate in the improvement of study processes, thus achieving interdisciplinarity in the development of students' knowledge and skills.

It is very important that the staff involved in the field provide an innovative study environment and professional experience for the students in the study programmes of the field. It should be noted that currently a great deal of emphasis in knowledge transfer is placed on the interaction of study work with research and training of students based on scientific achievements. The interdisciplinary aspect of the given aspect and the inclusion of different study programmes and students of different levels (including PBSP "Physiotherapy" and "Nursing") in solving current problems of science and thus society as a whole are significant.

Scientific communication plays an important role in the development of society. Scientists of the field are very active in this area, participating in the events of Daugavpils Science Festival, Scientists' Night, DU School of Science, providing training, lectures, interactive events for different age groups, as well as participating in consulting and evaluation of scientific research. DU is a member of the international associations active in the field of scientific communication (EUSEA). (DU Strategy)

#### **2.4.3. Description and assessment of the international cooperation in the field of scientific**

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

The competence of DU academic staff is developed by participating in mobility within the framework of the European Union support program in the field of education, training, youth and sports "ERASMUS +". Cooperation agreements have been concluded with more than 90 higher education institutions in 22 countries.

"ERASMUS +" program supports teaching - DU lecturers go to one of the foreign co-operation universities or participate in staff training, improving professional competencies, ensuring participation in training, observing work at a foreign co-operation university or other appropriate organization. The goals of learning mobility enable DU lecturers and staff to gain knowledge and specific skills by learning from the experience and good practice of foreign partners, as well as to improve the practical skills required for work at DU and professional development, to encourage academic staff to expand and improve the range and content of courses, enables students who do not have the opportunity to participate in a mobility program to benefit from the knowledge and experience provided by academic staff and foreign guest lecturers from other European universities, and promotes the exchange of knowledge and teaching experience between European higher education institutions.

In recent years, the lecturers of the study field "Health Care" have been cooperating with the Rehabilitation Department of Kaunas University of Applied Sciences and Medical University of Sofia, which will contribute to the development of PBSP Physiotherapy and PBSP Nursing.

The following plans for the development of co-operation in scientific research should be noted: increasing the scientific capacity of the teaching staff of the study field by becoming more actively involved in the international movement (international projects, conferences, publications in SCOPUS/WoS); conclusion of cooperation agreements and implementation of joint projects with foreign educational and research institutions.

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

DU promotes the development and improvement of the academic staff by moving towards a competent staff. Most lecturers have experience in the field, which confirms their suitability for work in the program. The scientific capacity of the teaching staff is confirmed by the final work supervised by the publications indexed in the Web of Science and SCOPUS databases, incl. doctoral theses) and research in the implementation of which the lecturers of the study program participate. DU evaluates the scientific activity of the teaching staff every year, within the framework of which the results of research work, activity in projects, as well as pedagogical and organizational work are evaluated. Within the framework of the study process, the latest current events in the field are

constantly followed - the academic staff participates in projects, the results are used to update the content of study courses. Lecturers actively participate in the approbation and dissemination of research results by speaking at scientific and practical conferences and seminars (*II\_2.4.4\_conferences\_seminars\_massage\_chemp\_Physiotherapy*). The information obtained in scientific events is used in the management of study courses and works, as well as in the preparation of teaching aids. The research and creative activity of the academic staff is closely related to the study process, promoting students' understanding of the relationship between the innovation sector and the needs of the real organization. The staff of the program consists of lecturers who regularly cooperate in the improvement of study processes, thus achieving interdisciplinarity in the development of students' knowledge and skills.

It is important to note that each lecturer involved in the implementation of the study program is an active scientist, providing science-based studies. DU has a motivation system for academic staff, cascading science performance indicators to the level of a researcher, i.e. see setting the following criteria: Number of WoS / SCOPUS publications (at least 1 year); participation in research projects; participation in international scientific events (at least 1 participation per year); research mobility (at least 1 participation in 2 years), etc. In cases when the lecturer does not meet the set requirements, DU may make a decision to terminate the contract.

Information on the publications of the academic staff and participation in the conference is available in the Appendix *II\_2.4.4\_Publications\_Conferences\_last\_6\_years*.

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

The main directions of research of students related to the study field "Health Care" related to PBSP "Physiotherapy" are:

- physical health, parameters of physical development, physical activity;
- musculoskeletal disorders and their prevention;
- efficiency of rehabilitation of patients with various diseases and possibilities of medical rehabilitation in Latgale region.

The main directions of the research of the students related to the study field "Health Care" related to PBSP Nursing are:

- organization of the care process for patients with various diseases;
- measures to prevent various diseases;
- overcoming stress for nurses during the Covid 19 pandemic;
- dietary habits of the population, quality of life;
- awareness of the population about the causes of various diseases, diagnostic possibilities.

When developing study and bachelor's theses, students carry out research both in the laboratory of the department and in health care institutions, using modern equipment purchased in recent years. In recent years, there have been several presentations at international conferences and publications with student participation. Every year, within the framework of the DU International Scientific Conference, the work of the "Science of Health" section of the branch of science is

organized, in which students report on the results achieved in their studies and bachelor's theses.

The topics of the study papers and bachelor's theses in health care are coordinated with the supervisors and approved at the department meeting, evaluating the topicality of the proposed topic for today and the chosen study program. At the end of the last study semester, the pre-defense of the bachelor's thesis is organized, in which the quality of the practical research carried out during the elaboration of the bachelor's thesis and the compliance of the bachelor's thesis with the requirements is assessed, as well as admission.

When developing study and bachelor's theses, students carry out a variety of research activities in the field of health care. The results are reported not only during the State examinations, but also at conferences. Daiga Alika-Skrupska, a student of PBSP "Physiotherapy" IV study year, and Anastasia Vlasova, a master's student of Biology Biology, spoke at the 58th International Scientific Conference of DU. At the conference "Rehabilitation Opportunities and Challenges III" PBSP Physiotherapy IV academic year student Daiga Alika-Skrupska reported on the study "Prevalence of Cardiovascular Risk Factors for DU Employees" (supervisor Anna Mihailova), and student Ieva Kozlovskā on "Sling" therapy in Latgale region lecturer Svetlana Stalidzāne).

The conference "Rehabilitation Opportunities and Challenges IV" on June 17, 2017 included presentations of two students' research: Ligita Liepiņa's "Role of Proprioception in Trauma Prevention for Seniors" and Jean Makarov's "Locomotor Training for Patients with C-6-C-7 Spinal Cord Injury" .

On June 16, 2018, at the conference "Rehabilitation Opportunities and Challenges V", two results of the IV year students' bachelor's thesis were presented, developed under the guidance of lecturer Anna Rubika - "Physiotherapy opportunities in the late postoperative period "(Santa Anna Lutinska) and" Comparison of Hamstring muscle group length improvement methods for 11-12 year old children "(Olga Ponomarenko).

In the 2020/2021 academic year, it was not possible to conduct practical research due to the limitations of Covid-19.

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

Different forms of innovation (product innovations, process innovations, marketing innovations, organizational innovations) are applied in the study direction "Health Care" and DU.

**Product innovation.** The following may be used for the involvement of students in research, bachelor's, study and independent work: Laboratory of Physiology (DU, P 1), Laboratory of Organic Chemistry and Biochemistry (DU, P 1a), Laboratory of Analytical Chemistry (DU, P 1a), Laboratory of Genomics and Biotechnology (DU, P 1a), Laboratory of Parasitology and Histology (DU, P 1a), Emergency Medical Simulation Center (DU DMK) and Laboratory of Innovative Technologies (DU DMK). They include the study process, as well as research and implementation of innovations in the study process. These are modern, comfortable laboratories that meet the requirements of work safety and ergonomics, the aim of which is to promote students' competitiveness and ability to use new technologies and information sources. Laboratories promote the updating of the content of study programs, increasing the quality of research work development by introducing innovative



technological, methodological and IT solutions. An innovative product is also the virtual anatomage table Alpha (DU, P 1), which gives the opportunity to imitate real situations in the digital world, helping to train and develop skills in a safe environment.

**Process innovation.** Over the last two years, the organization of e-learning has been developed very rapidly using Zoom for conducting online classes; video recordings are recorded; The DU e-learning website (MOODLE) provides descriptions of study courses, necessary study materials, links to certain information for the study course, colloquia and exams. Lecturers have the opportunity to create a student assessment book and students (individually) can follow the progress of the study course. The administration of the DU e-study website is well organized, the administrator's consultations are available (in person, online or by correspondence), the DU e-study website provides instructions and tips on the use of e-studies ([https://estudijas.du.lv/pluginfile.php/1498729/mod\\_resource/content/2/E-studiju\\_vides\\_kursu\\_satura\\_izveides\\_rokasgramata\\_v1.pdf](https://estudijas.du.lv/pluginfile.php/1498729/mod_resource/content/2/E-studiju_vides_kursu_satura_izveides_rokasgramata_v1.pdf) - available in Latvian).

**Marketing innovations.** DU uses certain marketing tools (Open Doors Online, Researchers 'Night Online, Defending Students' Research Online, Information on DFU on Social Networks, etc.). In 2022, the DU website was renewed and improved.

**Organizational innovation.** DU uses several digitized systems: DUIS (allows to digitize many processes and document processing: certificate, order, study contract, their amendment, preparation of diplomas, input of statistics, collection of statistical data), Namejs (document management system that provides correspondence, order, contract, reference, management of procurement documents, efficiency of the document circulation process), HoP (employee self-service portal, which provides the employee with the opportunity to view information about himself / herself, absences of his / her colleagues, apply for leave, check his / her accrued leave days, etc.)

## 2.5. Cooperation and Internationalisation

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

Within the framework of the study field, co-operation is implemented with various Latvian institutions in order to promote the achievement of the goals of the study field and study results. RSU support plays an important role in the development of programs.

For instance. The implementation of PBSP "Physiotherapy" was started on the basis of a cooperation agreement (1998) between DU, Daugavpils City Council, RSU and National Rehabilitation Center (NRC) "Vaivari" on launching a physiotherapy study program at Daugavpils University in accordance with the requirements of the European Association of Physiotherapists. The establishment, implementation and development of the PBSP "Nursing" Program is implemented within the framework of cooperation between DU, DU DMC and Daugavpils Regional

Hospital (DRH), envisaging the sharing of academic, professional and material resources of cooperation partners in the implementation of the program. During the development of the program, consultations with the Latvian Nurses' Association were carried out and an oral opinion was received from PBSP for the implementation of Nursing at DU. Consultations with the Ministry of Health were carried out and an opinion was received in the field of health care on the compliance of the developed study program with the requirements set for the regulated profession.

Several external experts are involved in the implementation and implementation of PBSP "Physiotherapy" and PBSP "Nursing" - industry professionals from LFA, LMA, RSU, DU DMK, NRC "Vaivari", SIA "Daugavpils Psychoneurological Hospital", SIA "Daugavpils Regional Hospital", "Center polyclinic", SIA "Daugavpils Children's Health Center", SIA "Kraslava Hospital", SIA "Jēkabpils regional hospital", SIA "Preili Hospital" etc. employers, incl. heads of local government and private medical institutions. The views of all stakeholders are heard, aligning the content of the programs with economic developments and labor market needs.

A cooperation agreement has been concluded with the DRH on the implementation of professional study courses in the clinical environment in order to provide studies based on the clinical environment. There is close cooperation with NRC "Vaivari", where not only clinical practice in physiotherapy takes place, but also practical classes in the study course "Physiotherapy in Neurology" are conducted.

Employers are involved in the development and improvement of study programs and the provision of clinical practice. According to the statistics compiled on a regular basis so far, the following institutions form a particularly important group among them:

- NRC "Vaivari"
- Children Clinical University Hospital
- State Ltd. "Daugavpils Psychoneurological Hospital"
- SIA "Daugavpils Regional Hospital", "Center Polyclinic",
- SIA LUC MEDICAL
- SIA "Daugavpils Children's Health Center"
- Kraslava Hospital Ltd.
- Jēkabpils Regional Hospital Ltd.
- SIA "Preili hospital"
- Vidzeme Hospital
- SIA Fiziofit
- Latgale region family doctor practices.

Cooperation partners in Latvia are selected according to the following criteria:

- higher education institutions implement similar study programs in the field of health care (bachelor's programs in physiotherapy and nursing);
- implementation of the study process with the support of employers - studies based on students' clinical practice and work environment;
- implementation of the study process with the support of specialists in the field - as guest lecturers, specialists in the field are invited both in the provision of study courses and in the final/state examination commissions;
- evaluation of the content of the study program - professional associations of the field (Latvian Association of Nurses, Latvian Association of Physiotherapists), Ministry of Health (in the development process of PBSP Nursing).

Cooperation partners are selected according to the profile of health care study programs - physiotherapy, rehabilitation and nursing.

Information on the concluded cooperation agreements on the provision of internships is available in the Appendix II\_2.5.1\_Agreements on internships.

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

Foreign cooperation partners of the study direction "Health Care" are selected ERASMUS project and European Social Fund (ESF project No. 8.2.2.0/18/A/022 "Strengthening the professional competence of the academic staff of Daugavpils University strategic specialization" direction "Health Care"), implemented by DU, within the framework of projects.

The Erasmus BIP project (Erasmus BIP "Soft Skills and Professional Development in Rehabilitation Team") was launched in February 2022. The project coordinator is Kaunas University of Applied Sciences (Lithuania), partners - Daugavpils University (Latvia), Medical University of Lodz (Poland), Tartu Health Care College (Estonia).

2009/2010 academic year - co-operation was started with the teaching staff of the Warsaw Medical University of the Republic of Poland in conducting joint scientific research on the quality of physiotherapist training, there are joint publications (I.Kunicka, I.Kaminska).

2019/2020 st. g. - co-operation was initiated with the teaching staff of Sofia University of Medicine in conducting joint scientific research on the training of physiotherapists, topical problems of physiotherapy; there are joint publications (I.Kaminska, I.B. Koļeva).

Lecturers of the field actively use the Erasmus + program and have exchanged experiences at J. Kochanowska University of Kielce (Poland), Kaunas College in Lithuania, University of Health Sciences (Kaunas, Lithuania), Bialystok Medical University (Poland), Health and Wellness Center "Energy" (Sventoji, Poland). Lithuania), Diakonian University of Applied Sciences (Helsinki, Finland), University of Kaunas (Lithuania) and Pomeranian Academy (Slupska, Poland), Państwowa Wyższa Szkoła Zawodowa w Koszalinie (State University of Applied Sciences in Koszalin, Poland), Sofia Medical University (Bulgaria), Polytechnic Institute of Lisbon (Lisbon, Portugal), Kaunas College / University of Applied Sciences (Kaunas, Lithuania), Panevėžys University of Applied Sciences (Panevezys, Lithuania), Karkonosze College (Jelenia Gora, Poland), Spruce Sanatorium Kinesiotherapy, Department of Occupational Therapy and Physiotherapy (Lithuania). During the visits, classes were conducted, opportunities for further cooperation in the field of research and provision of student internships were discussed (incoming and outgoing mobility of teaching staff).

Six times PBSP Physiotherapy students participated in the International Student Massage Championship in Lithuania (Kaunas), and DU AFK lecturer S.Stalidzāne prepared the students and was a member of the international jury (II\_2.4.4\_conferences\_seminars\_massage\_chemp).

Foreign cooperation partners are selected according to the following criteria:

- higher education institutions implement similar study programs in the field of health care

(bachelor's programs in physiotherapy and nursing);

- lecturers have common scientific interests and research projects (development of scientific research publications).

The following mechanisms are used to attract foreign cooperation partners:

- ERASMUS Mobility - DU Erasmus+ coordinator sends an Erasmus + information letter to all partners at the beginning of the year about how foreign students and teachers can apply for study, traineeships or professional development. DU Erasmus+ coordinator participates in international Staff Week several times a year, where it is possible to establish new contacts and conclude inter-university agreements for the exchange of students and teachers within the framework of the Erasmus + program.
- Employment of foreign teaching staff in the study field "Health Care" of the ESF Project No.8.2.2.0/18/A/022 "Strengthening the Professional Competence of the Academic Staff in the Fields of Strategic Specialization of Daugavpils University".

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

ERASMUS funding and the European Social Fund (ESF project No. 8.2.2.0/18/A/022 "Strengthening the professional competence of the academic staff in the field of strategic specialization of Daugavpils University" study direction "Health Care") implemented by DU is used to attract foreign lecturers in the study direction "Health Care". ESF project no. 8.2.2.0/18/A/022 PBSP "Physiotherapy" attracted 5 foreign lecturers who led classes and prepared lecture and independent work materials for study courses: Normal Physiology, Human Anatomy, Pathological Physiology, Physiotherapy in Neurology and Physiotherapy in Orthopedics and Traumatology (*II\_2.5.3\_incoming and outgoing mobility of teaching staff*).

To attract foreign students, DU provides information about its offer, which can be found on websites (eg. <https://www.studyabroad101.com/universities/daugavpils-university>, <https://du.lv/en/studies/admission/>, <https://www.learnrussianineu.com/semester-abroad-programs/study-abroad-daugavpils-university>). DU also implements marketing activities: contracts are concluded with recruitment agents, as well as: e-marketing, participation in international education fairs and agent forums, etc.

For short-term mobility, foreign students actively use the Erasmus + program for studies and internships

(<https://du.lv/en/news/apply-for-erasmus-studies-and-traineeship-scholarship/>) (*II\_2.5.3\_DU incoming and outgoing mobility of students*).

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

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

The recommendations provided by the experts in the accreditation of the previous study field “Health Care” (PBSP Physiotherapy) (24.03.2012) (*II\_2.6.1\_Ekspertu atzinums\_veselības aprūpe\_2012 - available in Latvian only*) were carefully analyzed and a plan for the implementation of the recommendations was drawn up, which was implemented as far as possible in the following years. The implementation of the recommendations improved the quality of studies and attracted a large number of students (both Latvian and foreign) (*II\_2.6.1\_report on the implementation of recommendations*).

Only one study program was evaluated in the previous accreditation of DU study field “Health care” - PBSP Physiotherapy; therefore, the recommendations of the experts for the study field and the study program have been merged (*II\_2.6.1\_Ekspertu atzinums\_veselības aprūpe\_2012 - available in Latvian only*).

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

During the reporting period, PBSP “Nursing” was licensed in the study direction “Health Care” at DU. The joint opinion of the experts for the licensing of the study program (29.07.2021) was carefully analyzed and a plan for the implementation of the recommendations was drawn up.

**Short-term recommendations until the meeting of the Study Quality Commission**

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clarify admission requirements	29.07.2021.	Fulfilled. Admission requirements have been clarified.
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to submit an updated plan of study courses, indicating the exact practical, theoretical and clinical amount of training in terms of credit points and hours, so that overall clinical training and clinical practice would be realized at least 80 CP, to specify the descriptions of the study courses according to necessities	29.07.2021.	Fulfilled. The study course plan was specified according to the instructions.
to improve the study course "Basics of Radiology, Patient Preparation for Radiology procedures" in accordance with the professional standard "Nurse (General Care Nurse)", and indicate the latest literature in the field (J. Nemiro, A. Amoliņš "Medical X-Ray", Riga, Zvaigzne, 1983.), to list the results of the study course, to describe the student organization and tasks of independent work, describe the course of clinical training	29.07.2021.	Fulfilled. The study course "Basics of Radiology, Patient Preparation for Radiological Procedures" was improved.
to submit a description of the study program implementation process to the students who will start later study stages PBSP "Nursing"	29.07.2021.	Fulfilled. A description of the study program implementation process was submitted.

#### **Short-term recommendations until the start of the study program**

to provide a list of study literature of all study courses according to the topics of the study course, checking the correctness and topicality of bibliographies by supplementing the bibliographies with more recent editions, especially in study courses that will use the new international guidelines adopted in recent years	01.09.2021.	Fulfilled. The list of study literature was supplemented.
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to supplement the list of literature with sources on theories of the care process and nursing	01.09.2021.	Fulfilled. The bibliography was updated.
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### Long - term recommendations

consider purchasing more medical-related databases - AccessMedicine, ClinicalKey, UpToDate et al.	2021/2022	In process. Databases such as PubMed, Scopus, Web of science, etc. are currently subscribed. We also plan to purchase other medical-related databases.
it is recommended to expand the range of cooperation partners of clinical practices by concluding cooperation agreements with clinical university hospitals	2022/2023	In process. In March / April 2022, new co-operation agreements were concluded on the provision of internships with "Riga East Clinical University Hospital" Ltd., "Kraslava Hospital" Ltd., "Balvi and Gulbene hospital" Ltd. PBSP "Nursing" students actively undergo practices in the mentioned hospitals. Work on the expansion of collaborative partners in clinical practice continues. A cooperation agreement is planned with Riga Stradins University, "Children's Clinical University Hospital:: Ltd., etc.
to involve more nurses in the implementation and improvement of the study program, specifying the composition of the teaching staff involved in the field of specialization	2021/2022	In process. As of May 2022, 36 lecturers representing the health care professional environment in Latvia have been attracted in the field of specialization in the field of PBSP "Nursing", of which 21 are doctors and 12 are nurses with a master's degree. Work on the implementation and improvement of the nursing program continues. There is a communication with the Association of Nurses on the issue of nursing.
to promote the growth of guest lecturers and their election to DU academic positions in order to promote a larger share of academic staff in the involvement of the study program	2021/2022	The Department of Nursing was established at DU, where there are 5 lecturers working in the hospital - 1 associate prof. (doctor), 3 docents (2 doctors, 1 nurse) and 2 lecturers (nurses)

# Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	I_1.2_List of the main internal laws and regulations.pdf	I_1.2_ļeksejo normatīvo aktu un regulējumu saraksts.pdf
The management structure of the higher education institution/ college	Governance structure.pdf	Parvaldības struktūra.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	II_2.1.2_Study field development plan summary.pdf	II_2.1.2_Studiju_virziena_attīstības_plāna_kopsavilkums.pdf
The management structure of the study field	II_2.1.3_Management structure of study field Health care.pdf	II_2.1.3_Studiju_virziena_Veselības_aprūpe_parvaldības_struktūra.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	II_2.1.4_Agreements with RSU.zip	II_2.1.4_Līgumi_ar_RSU.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	II_2.1.4_GUARANTEE_compensation.pdf	II_2.1.4_APLIECINĀJUMS_Zaudejumu_kompensācijai_studejosajiem.edoc
Standard sample of study agreement	II_2.1.4_Agreement_studies_DU_samples.zip	II_2.1.4_Līgumi_par_studijām_DU_paraugi.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	II_2.2.4_summary of survey results.zip	II_2.2.4_aptaujū rezultātu kopsavilkums.zip
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	II_2.3.7_basic information on teaching staff.xlsx	II_2.3.7_pamatinformācija_par_macibspekiem.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	II_2.3.7_CV_ENG.zip	II_2.3.7_CV_LV.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	STATEMENT_native_language.docx	APLIECINĀJUMS_Par_iesaistīto_docetāju_valsts_valodas_prasmi.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	STATEMENT_PBSP_nursing_foreign_language_B2.docx	APLIECINĀJUMS_PBSP_maszinības_svesvaloda_B2.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	Annexes II_2.4.4_summary of quantitative data.zip	Pielikumi_II_2.4.4_kvantitatīvo_datu_apkopojums.zip
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	II_2.4.4_Summary of the scientific activity of the teaching staff.docx	II_2.4.4_Macibspeku_zinatniskās_darības_apkopojums.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	II_2.5.1_Agreements.pdf	II_2.5.1_Līgumi.pdf
Statistical data on the teaching staff and the students from abroad	Annexes II_2.5.3.zip	Pielikumi_II_2.5.3.zip
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	II_2.5.3_DU_incoming_and_outgoing_mobility_for_students.xlsx	II_2.5.3_DU_studejoso_ienākosa_izejosa_mobilītatē.xlsx
Statistical data on the incoming and outgoing mobility of the teaching staff	II_2.5.3_incoming_and_outgoing_mobility_of_teaching_staff.pdf	II_2.5.3_mācībspēku_ienākoša_un_izejoša_mobilītatē.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	II_2.6.1_report on the implementation of recommendations.pdf	II_2.6.1_rekomendāciju_izpildes_pārskats.pdf
An application for the evaluation of the study field signed with a secure electronic signature	APPLICATION for evaluation of the study direction Health Care.docx	IESNĒGUMS_studiju_virziena_Veselības_aprūpe_novērtēšanai.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		



Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

# Other annexes

Name of document	Document
Strategy summary	I_1.1_Strategy summary.pdf
DU iekšējās kvalitātes nodrošināšanas politika (pieejama no DU iekšējā tīkla)	I_1.3_DU-STUDIJU-IEKŠĒJĀS-KVALITĀTES-NODROŠINĀŠANAS-POLITIKA.pdf
DU kvalitātes politikas un studiju kvalitātes pārraudzības stratēģija (pieejama no DU iekšējā tīkla)	I_1.3_DU-STUDIJU-KVALITĀTES-POLITIKAS-UN-STUDIJU-KVALITĀTES-PĀRRAUDZĪBAS-STRATĒĢIJA.pdf
DU studiju kvalitātes sistēmas efektivitātes nodrošināšanas kārtība (pieejama no DU iekšējā tīkla)	I_1.3_DU-STUDIJU-IEKŠĒJĀS-KVALITĀTES-SISTĒMAS-EFEKTIVITĀTES-NODROŠINĀŠANAS-KĀRTĪBA.pdf
List of Regulations for internal quality assurance (available from DU internal network)	I_1.3_List of Regulations for internal quality assurance.pdf
Normatīvie akti iekšējās kvalitātes nodrošināšanai (pieejami no DU iekšējā tīkla)	I_1.3_Normatīvie akti iekšējās kvalitātes nodrošināšanai.pdf
Agreement 1999	II_2.1.1_Agreement_1999.pdf
Līgums 1999	II_2.1.1_Līgums_1999.pdf
DU strategy summary	II_2.1.1_DU_Strategy_summary.pdf
Vēstule no IZM par studiju vietām	II_2.1.1_IZMvest_Par studiju vietam.pdf
Vēstule no IZM par atbalstu SP "Māsinības"	II_2.1.1_VMvest_par atbalstu Maszinibas DU.pdf
DU Studiju programmu attīstības un konsolidācijas plāns	II_2.1.2_DU_Studiju_programmu_attistibas_un_konsolidācijas plans.pdf
Iepriekš iegūtās izglītības atzīšana	II_2.1.4_ieprieks_iegutas_izglitibas_atzisana.pdf
Recognition of previously acquired education	II_2.1.4_Recognition of previously acquired education.pdf
Līgums ar RSU par SP "Māsinības"	II_2.1.4_Līgums_RSU_Maszinibas.pdf
Agreement with RSU about SP "Nursing"	II_2.1.4_Agreement_RSU_Nursing.pdf
Veselības veicināšanas projekta speciālisti	II_2.3.1_veselibas_veicinasanas_projekts_specialisti.pdf
Health promotion project specialists	II_2.3.1_health_promotion_project_specialists.pdf
Studiju virziena infrastruktūra	II_2.3.2_Infrastruktura.pdf
Infrastructure of the study field	II_2.3.2_Infrastructure.pdf
ESF projekta īss raksturojums	II_2.3.6_ESF_Projekts_SAM_822_823.pdf
Brief description of the ESF project	II_2.3.6_ESF_Project_SAM_822_823.pdf
Ekspertu atzinums "Veselības aprūpe"	II_2.6.1_Ekspertu atzinums_veselibas_aprūpe_2012.PDF
4. Regulations for the recognition of study results_eng.pdf	4. Regulations for the recognition of study results_eng.pdf
7. Distribution of students PBSP Nursing.pdf	7. Distribution of students PBSP Nursing.pdf
7.1.Studentu sadalījums PBSP Māsinības.pdf	7.1.Studentu sadalījums PBSP Māsinības.pdf
DU_studiju_rezultatu_atzinasanas_nolikums_LV.pdf	DU_studiju_rezultatu_atzinasanas_nolikums_LV.pdf
LV_Kārtība_studiju_uzsākšanai_vēlākos_posmos.pdf	LV_Kārtība_studiju_uzsākšanai_vēlākos_posmos.pdf
1. Guidelines for the development and defence of bachelor thesis in the study field health care.pdf	1. Guidelines for the development and defence of bachelor thesis in the study field health care.pdf
1.1. Bakalaura darba izstrādes vadlīnijas studiju virzienā Veselības aprūpe.pdf	1.1. Bakalaura darba izstrādes vadlīnijas studiju virzienā Veselības aprūpe.pdf
2. II_2.2.4_summary of survey results.zip	2. II_2.2.4_summary of survey results.zip
5.1.Composition of the Study Council.pdf	5.1.Composition of the Study Council.pdf
16.pielikums_Recenzenta veidlapa.pdf	16.pielikums_Recenzenta veidlapa.pdf
Annex 1_Summary of the scientific activity of the teaching staff.pdf	Annex 1_Summary of the scientific activity of the teaching staff.pdf
ENG_Regulations for the recognition of study results.pdf	ENG_Regulations for the recognition of study results.pdf
Additional information to II_2.4.4_summary of the scientific activity of the teaching staff.pdf	Additional information to II_2.4.4_summary of the scientific activity of the teaching staff.pdf
clarified_II_2.3.7_basic information on teaching staff.xlsx	clarified_II_2.3.7_basic information on teaching staff.xlsx
for additional information on PBSP Nursing.pdf	for additional information on PBSP Nursing.pdf
Nurses_new CV.zip	Nurses_new CV.zip
6. library resources.pdf	6. library resources.pdf
6.1.resources_.pdf	6.1.resources_.pdf
5.3.Composition of the council of the study field Health care_updated.pdf	5.3.Composition of the council of the study field Health care_updated.pdf
DU_Annex 2_Study plan Nursing_updated.xlsx	DU_Annex 2_Study plan Nursing_updated.xlsx

# Physiotherapy (42722)

Study field	<i>Health Care</i>
ProcedureStudyProgram.Name	<i>Physiotherapy</i>
Education classification code	<i>42722</i>
Type of the study programme	<i>Professional bachelor study programme</i>
Name of the study programme director	<i>Jelena</i>
Surname of the study programme director	<i>Buiko</i>
E-mail of the study programme director	<i>jelena.buiko@du.lv</i>
Title of the study programme director	<i>Mg.biol., lektore</i>
Phone of the study programme director	<i>+371 29728751</i>
Goal of the study programme	<i>to provide professional studies in physiotherapy that are applicable in practice, based on theoretical foundation of health care science and in correspondence with the economic and social needs of the state.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <li><i>- to prepare specialists of level 5 professional qualification in physiotherapy with a bachelor's degree in health care;</i></li> <li><i>- to promote the competitiveness of physiotherapists in changing socio-economic circumstances and in the international labour market;</i></li> <li><i>- to implement in-depth acquiring of knowledge in physiotherapy, which provides an opportunity to develop new or improve existing work skills and prepare students for creative, research and pedagogical work in the field.</i></li> </ul>

Results of the study programme	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- is able to demonstrate the basic and specialized knowledge of the profession of physiotherapist and a critical understanding of this knowledge; in addition, part of the knowledge corresponds to the highest level of achievement in the profession of physiotherapist;</li> <li>- is able to show an understanding of the most important concepts in the professional field and evidence-based regularities.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- is able to perform examination, evaluation and analysis of the functional condition of patients of any age, to prepare a physiotherapy treatment plan and to implement a patient-centred treatment process;</li> <li>- is able to purposefully select and use evidence-based medical technologies of physiotherapy; is able to prepare a conclusion regarding the functional condition of the patient;</li> <li>- is able to independently structure their learning and professional development, show a scientific approach to problem solving, performing work individually, in a team or leading the work of other people.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>- is able to independently acquire, critically evaluate, select and analyse information and use it, make decisions and solve problems, working individually or collaborating with other health care professionals in a multi-professional team;</li> <li>- understands professional ethics, is responsible for the results of his/her professional activity, is able to assess the impact of his/her professional activity on the environment and society and participates in the development of the relevant professional field.</li> </ul>
Final examination upon the completion of the study programme	State examination - defense of bachelor's thesis and exam in physiotherapy

## Study programme forms

### Full time studies - 4 years - latvian

Study type and form	Full time studies
Duration in full years	4
Duration in month	0
Language	latvian
Amount (CP)	160
Admission requirements (in English)	secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Bachelor in Health Care
Qualification to be obtained (in english)	Physiotherapist

### Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

## 3.1. Indicators Describing the Study Programme

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

Since the issuance of the previous accreditation for PBSP “Physiotherapy”, Daugavpils University’s PBSP “Physiotherapy” has been improved in accordance with the standard of the Physiotherapist profession, as agreed at the meeting of the Tripartite Cooperation Council for Vocational Education and Employment on October 13, 2021, protocol No.6 (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-187.pdf> - available in English), and Cabinet Regulation No. 268.

In accordance with the standard of the profession of physiotherapist, new study courses were introduced such as Physiotherapy and mental health, mental disorders, Rehabilitation multi-professional team, Health promotion and prevention in physiotherapy, Physiotherapy in gynaecology and obstetrics, Emergency medicine, Disaster medicine. The content of study courses was improved to include current requirements. A larger number of industry specialists is involved in the implementation of the program.

The predominant forms of program implementation in the acquisition of professional specialization courses in the field are practical classes, there are significantly fewer lectures and seminars. Practical classes in many study courses take place in the clinical environment and/or in the practice of a physiotherapist (e.g., Propaedeutics of internal medicine and internal diseases - in the practice of General Practitioner prof. A. Požarskis, Physiotherapy in orthopaedics and traumatology – Fiziofit Ltd., Physiotherapy in neurology - NRC Physiotherapy in paediatrics - BVC, Physical medicine - DRH, etc.).

During the clinical practice, students improve their theoretical knowledge in physiotherapy, as well as acquire and strengthen the practical skills required by a physiotherapist in accordance with the professional standard. Students get acquainted with the organization of physiotherapist's work in various health care and other institutions, apply the theoretical knowledge acquired in practice, acquire high-level professional skills, as well as skills to work in a rehabilitation team. Taking into account the importance of clinical practice in the mastering of the profession of physiotherapist, the number of credit points is 25 CP instead of 20 CP, which is specified in the Cabinet Regulation No. 512 (Regulations on the state standard of second level professional higher education) as the minimum practice volume.

The changes planned within the evaluation procedure of study field are the requirements for starting studies: requirements for starting studies - secondary education.

### 3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the

**admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.**

PBSP “Physiotherapy” in the form of full-time studies is implemented in person, in 4 study years (160 CP) divided in 8 semesters (20 CP in each semester). At the end of each semester, students' knowledge, skills and competence are tested during the examination period. During the mastering of the study program, students must obtain the required amount of credit points, develop and defend a bachelor's thesis in health care and pass state examination in physiotherapy.

PBSP “Physiotherapy” with an integrated bachelor's degree in health care is a second-level professional higher education program, the mastering of which results in the award of a bachelor's degree in health care and the qualification of a physiotherapist (fifth professional qualification level (5 PQL) corresponds to the sixth level of the Latvian Qualifications Framework (6th LQF)).

PBSP Physiotherapy Republic of Latvia education classification code 42722 confirms that the study program code complies with the Cabinet Regulation No. 322 of 13 June 2017 “Regulations on the Latvian Education Classification” for second level professional higher education (fifth level professional qualification and professional bachelor's degree), 6th level of Latvian introductory structure qualifications, the health and social welfare education group, the health care field and the medical services program group.

The content of PBSP “Physiotherapy” and the knowledge acquired during its mastering, the skills of independent study work and scientific research allow to continue studies in the corresponding master's study programs.

The objective of the program is to provide professional studies in physiotherapy that are rooted in the theoretical foundations of the health care science, meet the standards of the profession of physiotherapist, and are applicable in clinical practice in accordance with the economic and social needs of the state.

Main tasks of the program:

- to prepare specialists of the fifth level of professional qualification in physiotherapy with a bachelor's degree in health care;
- to promote the competitiveness of physiotherapists in changing socio-economic conditions and in the international labour market;
- to implement in-depth obtaining of knowledge in physiotherapy, which provides an opportunity to develop new or improve existing work skills and prepare students for creative, research and pedagogical work in the field.

The goal of PBSP Physiotherapy complies with Regulations of the Cabinet of Ministers of August 26, 2014 No. 512 “Regulations on the state standard of second level professional higher education” (<https://likumi.lv/ta/id/268761-noteikumi-par-otra-limena-profesionalas-augstakas-izglitiba-valsts-standardu> - available in Latvian only).

Admission regulations at Daugavpils University are issued in accordance with the Law on Higher Education Institutions, Cabinet of Ministers Regulations No. 846 “Regulations on the Requirements, Criteria and Procedure for the Admission to the Study Programs” (10 October, 2006) and the DU Constitution. Citizens of the Republic of Latvia and persons who have a non-citizen passport issued by the Republic of Latvia, as well as persons who have been issued permanent residence permits in Latvia have the right to study at Daugavpils University. The right to study at DU for foreigners who

have not been issued a permanent residence permit is determined by Section 83 of the Law on Higher Education Institutions and the DU Admission Regulations for full-time studies for foreigners.

Daugavpils University organizes full-time studies at PBSP "Physiotherapy" at the expense of the state budget, but above the planned state order - at the expense of the applicants themselves or other legal or natural persons.

The admission process is additionally regulated and before its commencement the following components of the Regulations are approved by the decision of the DU Senate: admission requirements and criteria, admission procedure for the academic year, registration fee, tuition fee, number of study places for admission.

In the professional bachelor's study program "Physiotherapy", applicants are matriculated in accordance with the results of the competition, which consists of central examination (CE) grades in Latvian, the first foreign language and mathematics. Additional points are awarded for centralized examinations in the fields of natural sciences: biology and chemistry, as well as for holders of the DU School of Science certificate. Additional 5 points in any bachelor's study program are awarded to DU School of Science certificate holders.

Outside the competition for a state-funded place in full-time studies the following applicants are matriculated if the admission requirements for the respective study program are met: participants of the Olympic Games, youth and junior competitions of World and European Championships and Latvian Championships (in the last five years) winners of 1st-3rd places in the adult group (only in the Olympic sports), if DU confirmation has been received, winners of 1st-3rd places of the Republic of Latvia and International Olympiads, winners of the competition of students scientific and creative works in the secondary school class group, DU students' open scientific and creative works competition (A.Valtners's Latvian students' competition "Know your organism", DU research competition for students "On the way to science") 1st-3rd place winners from 2010 to 2012, if participating in the competition in the profiling study program and others, read more: (<https://du.lv/gribu-studet/uznemsana/>).

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

The implementation of the study program has been started on the basis of a cooperation agreement between DU, Daugavpils City Council, Riga Stradins University and the National Rehabilitation Center "Vaivari" on launching a physiotherapy study program at Daugavpils University in accordance with the requirements of the European Physiotherapists' Association to provide Latgale region with qualified specialists-physiotherapists. Similar programs are implemented at Riga Stradins University and the Latvian Academy of Sports Pedagogy, however, the majority of students at these universities are from Riga region.

DU students are mostly from Daugavpils city, Daugavpils region and other regions of Latgale region. This means that the implementation of PBSP "Physiotherapy" is very important from the point of view of national and regional development interests, as it ensures the development of local human resources and the training of qualified specialists for state and municipal health care, social and educational institutions, as well as the private sector. At the same time, DU PBSP "Physiotherapy" has also students from Riga, Ventspils, Jelgava, Liepaja, Ogre, Valmiera and other regions of Latvia, which indicate the popularity of the program also outside Latgale region.

Graduates of PBSP “Physiotherapy” work in hospitals, health centres, rehabilitation centres, private practices, social care and educational institutions and elsewhere, satisfying the current and prospective demand for physiotherapists in Latvia and especially in Latgale. In order to gradually introduce potential employers to future employees, employers are involved in the training process (employers provide clinical practice places and participate in final examinations) and in the evaluation of the quality of the program. In turn, the Board and members of the Physiotherapy Association get acquainted with the students in the seminars and conferences of the Association of Physiotherapists. Many students start working as physiotherapist assistants already during their studies, which promotes employment after graduation.

The last survey of graduates of the program was organized in February 2021 and 145 respondents in the age group of 23 to 52 participated having graduated from DU PBSP “Physiotherapy” from 2003 to 2020. The study found that 134 or 92.4% of respondents work as physiotherapists or in a physiotherapy-related industry. DU PBSP “Physiotherapy” graduates work in hospitals, polyclinics, health centres, medical centres, rehabilitation centres, health promotion centre, social rehabilitation centres, State social care centres, social services centre, State Agency for Social Integration, pre-school educational institutions, special pre-school educational institution, primary school, in individual companies and private practices in various cities and counties of Latvia, as well as outside the territory of Latvia ([https://dukonference.lv/files/2021\\_978-9984-14-942-4\\_DU%2063%20k%F0%20zinatn%20konf%20tezes.pdf](https://dukonference.lv/files/2021_978-9984-14-942-4_DU%2063%20k%F0%20zinatn%20konf%20tezes.pdf), p. 80).

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

The number of students at DU PBSP “Physiotherapy” in the reporting period (2013–2021) was largely influenced by external factors:

- the demographic situation of the country (the large drop in birth rates in the 1990s, resulting in a small number of school leavers in the last 6 years);
- financial problems, as the economic situation in the Eastern Latvia is still at a relatively low level, the relocation of many families to other European countries;
- small offer of state-funded study places in the program (30 places). Due to the difficult economic situation in the region, paid studies are not available to a large number of school graduates, but taking a study loan is frightening for the same reasons.

The total number of students in DU PBSP “Physiotherapy” in the reporting period (2013–2021) varied from 35 (2014/2015 academic year) to 60 (2021/2022 academic year) students. At the same time, it should be noted that based on the analysis of the number of students in the program from 2013/2014 to 2018/2019 it has been at the same level (on average 40 students). In addition, in the last three years (from 2019/2020 to 2021/2022) an increase in the number of students has been observed, which was largely influenced by the number of available state-funded study places, as well as the desire of young people to learn a profession in health care.

It should be noted that all applicants who want to apply for DU PBSP “Physiotherapy” with the aim to continue studies in the later stages were subject to the recognition procedure of the acquired study courses, setting an individual study plan, which was developed on the basis of course



recognition (Piel\_II\_6\_ ieprieks\_iegutas\_izglitibas\_atzisana).

Dropout in the spring semester of 2019/2020 academic year and in 2020/2021 academic year was related to the distance learning process and the limited opportunities for students to fit in it. The reasons for terminating the study process are mainly personal. The largest drop-out is made up of students who have experienced financial problems (economic situation in the Eastern Latvia, relocation of many families to other European countries), family circumstances, health problems, inability to combine studies with work, as well as lack of motivation to continue studies.

Information on the dynamics of the number of students is available in Appendix III\_3.1.4\_ *Statistical data on students Health Care*.

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

## **3.2. The Content of Studies and Implementation Thereof**

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

The content and plan of the study program are designed in such a way that the theoretical basic courses of the field (Part A) form the basic workload of the 1st and 2nd semester, but Part B, or the professional specialization courses of the field, are the basic courses of the 3rd-6th semester. The theoretical courses included in Part C and bachelor program's optional courses of the Part D are mastered in the 1st-6th semesters.

The clinical practice (25 weeks) is divided as follows: 7 weeks in the 6th semester (Clinical practice in physiotherapy I), 6 weeks in the 7th semester (Clinical practice in physiotherapy II) and 12 weeks in the 8th semester (Clinical practice in physiotherapy III).

Study papers are defended in the 2nd, 4th and 6th semesters, but the 7th and 8th semesters are planned for writing a bachelor's thesis.

The compulsory content of the professional bachelor study program "Physiotherapy" consists of:

- **general education study courses in the amount of 20 CP**

The section consists of a module in the humanities and social sciences, a study module on work

organization and management, and a module on civil, environmental, labour protection and fire safety. Within the framework of these modules, students gain an idea of the physiotherapist's profession, its legal and organizational aspects.

- **basic theoretical courses of the field in the amount of 37 CP**

Mastering of modules provides the theoretical basis of medicine, obtaining of basic knowledge in the field of health care, regularities of scientific development, as well as allows to learn about the development trends of science.

- **professional specialization courses in the amount of 60 CP**

The courses of the module provide in-depth theoretical knowledge and practical skills based in the clinical environment in the profession of physiotherapist in various clinical cases.

- **clinical practice - in the amount of 25 CP;**
- **state examination**, which consists of the development and defence of a bachelor's thesis and exam in physiotherapy - **in the amount of 12 CP;**
- **elective courses - in the amount of 6 CP.**

The study plan of PBSP "Physiotherapy" has been improved in accordance with the latest requirements as defined in the PROFESSIONAL STANDARD FOR PHYSIOTHERAPIST (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-187.pdf>) (Appendix III\_3.2.1\_Compliance of nursing qualification with the professional standard) and Cabinet Regulation No. 268 of 24 March 2009 "Regulations on the Competence of Medical Practitioners and Students Acquiring First or Second Level Professional Higher Medical Education Programs in Medical Practice and the Amount of Theoretical and Practical Knowledge of These Persons" (<https://likumi.lv/ta/id/190610-noteikumi-par-arstniecibas-personu-un-studejoso-kuri-apgust-pirma-vai-otra-limena-profesionalas-augstakas-mediciniskas-izglitiba>). Emphasis is placed on evidence-based studies provided in a clinical setting. Professional study courses are provided by academic staff with the qualification of a physiotherapist or a doctor's degree.

PBSP "Physiotherapy" objective: to provide professional studies in physiotherapy that are rooted in the theoretical foundations of the health care science, meet the standards of the profession of physiotherapist, and are applicable in clinical practice in accordance with the economic and social needs of the state.

The main tasks of the program:

- to prepare specialists of the fifth level of professional qualification in physiotherapy with a bachelor's degree in health care;
- to promote the competitiveness of physiotherapists in changing socio-economic conditions and in the international labour market;
- to implement in-depth obtaining of knowledge in physiotherapy, which provides an opportunity to develop new or improve existing work skills and prepare students for creative, research and pedagogical work in the field.

PBSP "Physiotherapy" study results (knowledge, skills, competence) are in compliance with the PHYSIOTHERAPIST PROFESSIONAL STANDARD (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-187.pdf>) and Cabinet Regulation No. 322 of 13 June 2017 "Regulations on the Classification of Education in Latvia" (<https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglibas-klasifikaciju>).

Knowledge:

- is able to demonstrate the basic and specialized knowledge of the profession of

physiotherapist and a critical understanding of this knowledge; in addition, part of the knowledge corresponds to the highest level of achievement in the profession of physiotherapist;

- is able to show an understanding of the most important concepts in the professional field and evidence-based regularities.

**Skills:**

- is able to perform examination, evaluation and analysis of the functional condition of patients at any age, prepares a physiotherapy treatment plan and implements a person-centred treatment process;
- is able to purposefully select and use evidence-based physiotherapy medical technologies; prepare a conclusion regarding the functional condition of the patient;
- is able to independently structure his/her learning and professional development, show a scientific approach to problem solving, performing work individually, in a team or leading the work of other people.

**Competence:**

- is able to independently acquire, critically evaluate, select and analyse information, make decisions and solve problems, working individually or collaborating with other health care professionals in a multi-professional team;
- understands professional ethics, is responsible for the results of his/her professional activity, is able to assess the impact of his/her professional activity on the environment and society and participates in the development of the relevant professional field.

The content of study courses is updated in accordance with the innovation in the labour market and amendments to regulatory enactments. By updating the standard of the Physiotherapy profession, the descriptions of the existing study courses were improved, new study courses were introduced, thus attracting a wider profile of specialists in the existing field. The information included in the study courses and the goal of the program, tasks and results to be achieved are directly related, because the obtained knowledge, skills and competencies within the study courses are fully applied in the clinical environment.

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

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

## process.

The main study forms used for the implementation of the study program are lectures, seminars, practical classes in the clinical environment and/or physiotherapist's practice, laboratory works, students' individual work, clinical practice in medical institutions. Forms of knowledge control are tests, examination, written reports, examinations of students' individual work, thematic presentations, analysis of medical history. In all parts of the program, students' individual work makes up more than 50% of the total number of contact hours.

The leading study form for mastering the basic theoretical courses and information technology courses (part A) is lectures, practical classes and independent studies. The lecturers tend to control the knowledge gained in this part with assistance of tests, examinations, written reports etc.

The predominant forms of program implementation in the mastering of professional specialization courses in the field are practical classes, there are significantly fewer lectures and seminars. Practical classes in many study courses take place in the clinical environment and/or in the practice of a physiotherapist (e.g., Internal medicine propaedeutics and internal diseases - in the practice of general practitioner assoc. prof. A. Požarskis; Physiotherapy in orthopaedics and traumatology - "Fiziofit" Ltd.; Physiotherapy in neurology - national rehabilitation centre "Vaivari", Physiotherapy in paediatrics - Children Health Centre, Physical medicine - Daugavpils Regional Hospital etc.). During the clinical practice, students acquire practical work skills of a physiotherapist.

The study forms for the mastering of basic social, communicative and organizational skills are lectures, seminars and practical classes. The study forms of the elective courses of the bachelor's program are lectures and seminars.

The study program, taking into account the documents regulating higher academic education, assumes the following ratio between contact classes and students' independent work: 1 credit point (40 academic hours) = 16 contact hours + 24 students' independent work hours. 1 credit corresponds to 1.5 ECTS (European Credit Transfer System) units. During the implementation of the program, the study load is on average 20 contact hours per week, respectively, an average of 30 hours per week are devoted to independent work.

In accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area adopted in 2015, 1.3 standard higher education institutions must ensure that study programs are implemented in such a way as to encourage students to take an active part in the learning process and that the evaluation of students are compliant with this approach. The guidelines in this standard state that student-centred learning and teaching play an important stimulating role in students' motivation, self-reflection and involvement in the learning process. This means careful and thoughtful design and implementation of study programs and evaluation of results.

PBSP Physiotherapy is implemented in such a way as to ensure a student-centred approach and self-directed learning. At the beginning of each study course, students are introduced to the achievable results of the course and at the end of the course provide feedback on the course. The task of the teaching staff is to encourage students to take an active role in the study process. The implementation style of the study program is a creative participation, i.e., students actualize the challenges of society within the practical tasks of specific study courses and look for opportunities to implement their ideas, projects, discuss and share practical experience, thus developing critical thinking and arguing their views during discussions. The diversity of students' needs and opportunities is respected by creating an appropriate study schedule (e.g., studies in DU premises

and health care institutions are organized on different days of the week), using different ways of program implementation (e.g., e-learning environment MOODLE). Lecturers invite students to express their opinion and take into account their wishes by varying the literature, sources and forms of presentation recommended for independent work.

In order to promote students' involvement in scientific research activities, especially in projects, DU has developed the following tools: bachelor study program students can participate in the "Daugavpils University student research projects" competition, receiving a grant for the implementation of submitted and approved projects. The competitions "Daugavpils University research projects" and "Daugavpils University student research projects" are announced once a year.

Students regularly participate in seminars and master classes, as well as participate in scientific events organized by DU (scientific conferences, artistic creation projects etc.). In addition, it is possible to participate as a free listener in the study course of another study program (e.g., PBSP Nursing) or a part thereof by attending a certain number of lectures or practical classes.

Given the importance of evaluation for students' progress in their studies and future careers, the study program pays special attention to the evaluation of students' knowledge, focusing on the following principles:

- the evaluation criteria are clear and comprehensible, have been made public in advance and are available,
- evaluators are familiar with testing and examination methods,
- evaluation gives students the opportunity to show the extent to which they have achieved the expected learning outcomes; students receive feedback that, if necessary, provides advice on the learning process;
- evaluation is consistent, fair, appropriate for all students and is carried out in accordance with legislation and approved procedures;
- there is a procedure for reviewing student appeals.

During the implementation of the program, all the basic principles of student-centred education will be observed:

- constant reflection
- an individual approach to students, there is no one-size-fits-all solution,
- it will be taken into account that students have different learning styles, different requirements, interests, experience and prior knowledge,
- students' knowledge, skills and abilities are not only evaluated by the academic staff, but students should also have self-control over their studies,
- students are offered the opportunity to learn for themselves,
- continuous cooperation between students and academic staff.

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

## **outcomes of the study programme (if applicable).**

The amount of clinical practice is 25 CP, it is implemented in accordance with the study plan of the professional bachelor study program “Physiotherapy” (25 CP Clinical practice in physiotherapy I, II, III). 1 CP of practice corresponds to 30 academic contact hours in work with a patient.

Professional qualification practice is a compulsory part of the study process integrating theory and practice. The practice is organized in accordance with the Regulations on Professional Qualification Practice of PBSP “Physiotherapy”, approved by the DU Senate.

The aim of the practice is to enable students to acquire and strengthen the practical skills required in the profession of physiotherapist, as well as to improve students' theoretical knowledge in physiotherapy.

Practice tasks:

- to get acquainted with the organization of a physiotherapist's work in various health care and other institutions;
- to apply the acquired theoretical knowledge in practice;
- to acquire practical work skills of a physiotherapist;
- to acquire skills to work in a rehabilitation team.

The aim and tasks of the practice correspond to the practices Clinical practice in physiotherapy I, Clinical practice in physiotherapy II, Clinical practice in physiotherapy III.

Content of the practice: during the practice the student gets acquainted with the duties of a physiotherapist in various health care and other institutions and performs them independently under the guidance of a certified physiotherapist or doctor:

- performs physiotherapeutic examinations and assessment of the patient's condition;
- prepares a plan of physiotherapy measures;
- performs physiotherapeutic manipulations;
- fills in the documentation according to the specifics of the institution;
- carries out educational activities with patients.

During clinical practice in physiotherapy, students are divided into subgroups or can undergo practice individually.

In COVID-19 situation, an individual practice was provided (one student per practice supervisor at a specific time), taking into account the epidemiological safety measures established in the country. The conditions of the practice could be changed according to the epidemiological situation in the country due to the COVID-19 pandemic.

During clinical practice in physiotherapy, students must acquire skills in assessing the patient's health and functional condition and applying physiotherapy technologies to patients of various profiles in the inpatient, outpatient and rehabilitation centres. After the practice, students submit to the program director the evaluation of the practice supervisor, practice report and physiotherapy protocols according to the number of practice weeks:

- diseases of the nervous system (6): stroke; disc herniation; spinal cord injuries; pathologies of nerves, nerve roots and plexus; consequences of CNS inflammation; neuropathy; movement disorders, etc.;
- internal diseases (6): infarction, coronary heart disease, vascular diseases, acute and chronic

lung and bronchial diseases, bronchial asthma, rheumatoid polyarthritis, etc.;

- in skeletal, muscular and connective tissue pathology (6): postural disorders, scoliosis, upper and lower limb injuries, joint replacement, ankylosing spondylarthritis, etc.;
- diseases and pathologies in children (6): chronic ischemic encephalopathy; cerebral palsy in children; pulmonary pathologies: bronchial asthma, bronchitis, pneumonia; scoliosis; postural disorders; chest deformities; skull anomalies; acquired and congenital pathologies of the musculoskeletal system: Perthes disease, Scheuermann's disease, etc.

The practice is planned in health care and other certified institutions, with which bilateral agreements are concluded between institutions and tripartite agreements between DU, the practice place and the student. The location and specifics of the placement are determined by the program director in coordination with the administration of the respective institution.

Practice institutions are as follows: Daugavpils Regional Hospital, Daugavpils Sports Medicine Centre, Daugavpils Children's Health Centre, private practice "Vale", Olga Jakovļeva's private physiotherapy practice, rehabilitation centre "Līgatne", national rehabilitation centre "Vaivari", Latgale rehabilitation centre "Rāzna", Children clinical university hospital, Krāslava hospital, Līvāni hospital, etc. (Appendix No. 6. Sample agreement on student practice).

In addition to the above, in 2013/2014, new practice institutions were used - Jēkabpils hospital, Aizkraukle hospital, A. Krūmiņa's private physiotherapy practice, V. Amosovs's private physiotherapy practice, A. Jaseviča's private practice and others.

In 2014/2015 academic year, students have been in physiotherapy practice in 8 practice institutions in Daugavpils and 10 practice institutions outside Daugavpils.

In 2015/2016 academic year, the students acquired new practice institutions: Liepāja hospital Ltd., Preiļi hospital, Rēzekne hospital Ltd, Rēzekne City Children and Youth Sports School, Gulbene and Balvi Hospital Association Ltd., Health and Social Services Centre Dagda Ltd., RRC "Jaunkēmeri" Ltd., IVACO GROUP Ltd. private clinic NIMTA, Daugavpils City Council Social Affairs Department Social care day centre, State social care centre "Latgale" etc.

In the 2016/2017 academic year, agreements were concluded with several new practice institutions both in Latgale and elsewhere: Alūksne hospital Ltd., LENIS L Ltd. Ogre Health Centre, Ogre District Hospital Ltd., Madona hospital Ltd., VCA Jugla Health Centre, Balt Alliance Ltd. Health centre „Baltezers”, RC Līgatne Ltd., Krāslava hospital Ltd., Kuldīga hospital Ltd, Vidzeme hospital Ltd., Ilūkste health centre Ltd., IC Aija Jaseviča's physiotherapy practice.

In 2017/2018 academic year, agreements were concluded with two new practice places: Traumatology and Orthopaedics Hospital in Riga, "Dziedniecība" Ltd. in Ventspils.

In 2018/2019 academic year, a cooperation agreement was concluded between Daugavpils University and Daugavpils Psychoneurological Hospital, as well as a bilateral cooperation agreement with Daugavpils Regional Hospital to organize Clinical practice in physiotherapy I (Medi5004), Clinical practice in physiotherapy II (Medi3039) and Clinical practice in physiotherapy III (Medi4023).

Sigulda hospital Ltd., "RC Tērvete" Ltd. and "Ludzas medicīnas centrs" Ltd. were added to the list of practice places.

The person responsible for the practice on the part of Daugavpils University is physiotherapist, guest lecturer L. Lukjaņenko. The responsible person evaluates the Clinical practice in physiotherapy with a grade according to the 10-point system (differentiated test), based on the evaluation of the practice supervisor, practice report, physiotherapy protocols and the student's public presentation at the final seminar, during which each student reports on the practice course

and work performed during practice, submit proposals for the improvement of practice etc.

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

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

The topics of the students' bachelor's theses are selected on the basis of evidence-based knowledge, field trends and in consultation with the bachelor's thesis supervisor. Theoretical bachelor's theses are also written (systematic literature review); in particular, it has become relevant in the context of the COVID-19 pandemic in the last two years. The topics of the final theses are approved at the meeting of the Department of Anatomy and Physiology. Examples of bachelor thesis topics are presented in the section "Other appendices" in Appendix *III\_3.2.6\_Defended bachelor thesis 2020\_2021*.

Bachelor's theses are submitted in accordance with the Binding Procedure of the Final Theses, and students submit an electronic version for plagiarism control. Electronic versions of the final theses are stored in DU Information System, which allows all students to get acquainted with the research done previously.

A unified form has been developed for the evaluation of final theses ("Other appendices", *III\_3.2.6\_2021.gada bakalaura darba vertejuma lapa\_Fizioterapija - in Latvian only*). The evaluation of bachelor's theses is performed on the basis of the following principles:

- the evaluation criteria are clear and comprehensible, have been made public in advance and are available,
- evaluators are familiar with testing and examination methods,
- evaluation gives students the opportunity to show the extent to which they have achieved the expected learning outcomes; students receive feedback that, if necessary, provides advice on the learning process,
- evaluation is consistent, fair, suitable for all students and is carried out in accordance with the legislation and approved procedures;
- there is a procedure for reviewing student appeals.

The supervisor of the bachelor's thesis evaluates the cooperation with the student, the choice of sources of literature, the content of the paper, the collection and analysis of research data, and the technical design of the thesis. Each bachelor's thesis is evaluated by a reviewer, who evaluates the topicality of the thesis topic, design, compliance with the level of the bachelor's thesis, the content of the thesis.

In the defence of the bachelor's thesis, the bachelor's thesis, the defence of the bachelor's thesis and the scientific discussion on the research topic are evaluated. The final evaluation consists of: 20% evaluation of the scientific supervisor, 30% evaluation of the reviewer, 50% evaluation of the final state examination commission on the defence of the bachelor's thesis and scientific discussion



on the research topic.

### **3.3. Resources and Provision of the Study Programme**

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

The study process takes place in DU auditoriums, laboratories, polyclinics, hospitals, rehabilitation centres, private practices of physiotherapists.

At Daugavpils University, there are classrooms available, which provide translation if classes are held by foreign lecturers.

Structural units involved in the implementation of the study field: Department of Anatomy and Physiology of the Faculty of Natural Sciences and Mathematics, Department of Physics and Mathematics, Department of Chemistry and Geography, Institute of Life Sciences and Technology, Department of Informatics; The Centre for Foreign Languages and the Department of English Philology and Translation Studies of the Faculty of Humanities; Department of Pedagogy and Pedagogical Psychology of Faculty of Education and Management; Department of Social Psychology of Faculty of Social Sciences; UNESCO department, library.

For the implementation of the study process of the professional bachelor study program "Physiotherapy", students use the following material and technical base of DU in order to do scientific research, develop projects, course papers and bachelor theses:

- In the Department of Anatomy and Physiology - 5 specialized rooms (anatomy, physiology, massage, health), teaching and research laboratory, medical exercise room;
- In other DU departments - rooms and equipment of specialized laboratories (biochemistry, biomechanics rooms), study rooms (psychology room);
- Laboratories of microbiology, parasitology and virology at 1A Parādes Street, Institute of Life Sciences and Technologies;
- well-equipped and technically equipped classrooms for learning a foreign language;
- DU sports complex - gyms, swimming pool;
- DU computer classrooms, internet connection and multimedia centre technical support;
- DU library and reading rooms.

In 2018/2019, the procurement "Supply of equipment for modernization of the study direction Health Care within the framework of ERDF prognosed project "Modernization of STEM, health care and art study programs at Daugavpils University" of program "Development and employment" priority direction "Education, skills and lifelong learning" 8.1.1. specific support objective "To increase the number of modernized STEM, including medicine and creative industries, study programs" was started and will continue. The latest technologies for improving the learning process have been purchased within the framework of EU co-financed projects. A digital anatomy dissection table and scales with a height meter, modern equipment for physiology laboratories, as well as

mannequins for emergency medical care etc. were purchased for training.

Students have access to Daugavpils University infrastructure, which includes equipment, facilities, information networks, databases (DU library network, DU DMC library network, DU research centre databases, free access to databases from DU internal network, materials (research materials, scientific publications, including Web of Science and Scopus publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computer applications and software (Standard Office, SPSS, GIS, online data visualization tools and software, online means of communication), which allow to conduct quality research.

The director of the professional study program "Physiotherapy" cooperates with the directors of other programs, academic staff, attracts new qualified specialists and cooperation partners. The program is implemented by DU structural units: Department of Anatomy and Physiology, Institute of Life Sciences and Technology, Department of Environmental Science and Chemistry, Department of Physics and Mathematics etc. Practical classes in the clinical environment and clinical practice in physiotherapy are provided by "Daugavpils Regional Hospital" Ltd., "Fiziofit" Ltd., "Daugavpils Children's Health Centre" Ltd., Daugavpils Regional Psychiatric Hospital, "Jēkabpils Regional Hospital" Ltd., "Rēzeknes slimnīca" Ltd., national rehabilitation centre "Vaivari", "Sanare - RRC Jaunkēmeri" Ltd., Children's Clinical University Hospital, rehabilitation centre "Rāzna" Ltd. etc.

In cooperation with the above-mentioned institutions, students have the opportunity to develop the practical part of the research guided by a certified physiotherapist.

The DU information system DUIS is intended for a student-centred approach, where all information about the study process is available. In the information system, study courses according to the division of the study plan, their descriptions, evaluations, individual student orders are available. Electronic scholarship application is available on DUIS.

In DU DMC library are available: EBSCO database, PubMed database, Science Direct database, Proquest, Latvija.lv, Nozare.lv, Medicine.lv, legislation database of the Republic of Latvia, National Bibliography database, catalogues and database of the National Library of Latvia, Latgale Central Library catalogue, DU DMC library catalogue, E-books and E-journals database, online periodicals, online dictionaries and encyclopaedias.

Based on cooperation agreements with the University of Latvia, Riga Stradins University and Baltic International Academy, students have wider access to scientific literature.

Daugavpils University implemented the project *"Improving the Quality of Daugavpils University Study Programs and Ensuring Accessibility of the Environment"*, co-financed by the European Regional Development Fund (ERDF). The project envisages modernization and adaptation of Daugavpils University infrastructure for people with disabilities, thus improving accessibility for people with disabilities (movement, vision, hearing impairment):

- In the study buildings at 13 Vienības Street, 1 Parādes Street, DU Training Base "Ilgas", the premises were adapted for persons with special needs. Classrooms are accessible to people in wheelchairs - elevators and lifts have been installed, thresholds have been removed, and the width of the door has been adjusted. Information is accessible to visually impaired and hearing-impaired people - projectors and sound amplifying equipment are installed;
- A children's room was created for parenting students - for changing and feeding the baby, and a playroom to engage parenting students' children during lectures.

### **3.3.2. Assessment of the study provision and scientific base support, including the**

**resources provided within the framework of cooperation with other science institutes and higher education institutions (applicable to doctoral study programmes) (if applicable).**

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

PBSP “Physiotherapy” funding source is the state budget funding for studies (grant) and tuition fees. The calculation of costs for one student in the study field programs is performed in the DU Finance and Accounting Department, including the salary fund and the employer's State Social Insurance Mandatory Contributions, business trip, material, energy and inventory costs, purchase of books, equipment and investment costs, as well as social security costs for students. Calculation of costs per student of PBSP “Physiotherapy” and information on the percentage distribution of funding are attached in the Appendix *III\_3.3.3\_cost calculation Physiotherapy\_new*. The calculation of costs is made on the condition that at least 25 students study in the study program in state-funded budget places.

## **3.4. Teaching Staff**

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

For the implementation PBSP “Physiotherapy” study plan 3 professors, 4 associate professors, 18 university lecturers/leading researchers/MD (and at least 6 years of work experience), 20 lecturers and 4 assistants are involved.

*3.4.1.1. table. PBSP “Physiotherapy” academic staff.*

	Total	% of total number	Main election place DU	Guest university lecturer
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Professors	3	6,1 %	2	1
Assoc. prof.	4	8,2 %	4	0
University lecturers/researchers	18	36,7 %	11	7
Lecturers	20	40,8 %	6	14
Assistants	4	8,2 %	0	4
total	49	100 %	46,9%	53,1 %

All PBSP “Physiotherapy” study courses are taught in Latvian. The qualification of the academic staff complies with the requirements of the Law on Higher Education Institutions, as all lecturers have a master's degree, doctoral degree or a professional diploma and certificate of a medical practitioner. 14 lecturers with the qualification of a physiotherapist are involved in the implementation of the PBSP “Physiotherapy” program.

By attracting more and more teaching staff from the professional field, an opportunity is gained to achieve study results in a better quality. The teaching staff of the professional field is constantly improving in professional development training, thus it is possible to review and improve the content of study courses by introducing current innovations in the field of physiotherapy.

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

Changes in the number of academic staff for the reporting period are reflected in detail in Section 1.5.1 *Number of academic staff* of the report of the study field “Health Care” available on DU website ([https://du.lv/wp-content/uploads/2022/01/Veselibas\\_aprupe\\_2020\\_2021.pdf](https://du.lv/wp-content/uploads/2022/01/Veselibas_aprupe_2020_2021.pdf)). Most of the teaching staff of professional study courses are specialists practicing in the field. The professional courses related to physiotherapy are taught by lecturers with the qualification of a physiotherapist and a master's/doctorate degree (university lecturer A. Rubika, guest university lecturer A. Kaupužs, lecturer J. Buiko, guest lecturer V. Kņāževs, guest lecturer D. Leikuse, guest lecturer E. Dubiņina and others). To provide study courses in the field of health care, in the Departments of Anatomy and Physiology and Nursing associate professors have been elected (MD A. Požarskis and MD N. Kakurina) and university lecturers (PhD A. Rubika, PhD E. Grāvele, Dr. biol. I. Skrinda and others). RSU doctoral student, physiotherapist Z. Rožkalne has been involved in the study course “Physiotherapy in internal medicine, rheumatology and geriatrics” and in the supervision of course papers and bachelor's theses within the framework of ESF Project No. 8.2.2.0/18/A/022.

A significant contribution to attracting foreign teaching staff, doctoral candidates and raising the qualification of the academic staff whose place of main election is DU comes from the implementation of ESF Project No. 8.2.2.0/18/A/022 "Strengthening the Professional Competence of Academic Staff in the Field of Strategic Specialization of Daugavpils University" in the field of studies "Health care" in section 2.3.6 of the report.

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

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

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

Existence of the program and the ability to achieve the set goal and expected results during its implementation are possible, if there is a full-fledged team of professionals, united by an understanding on the training of physiotherapy specialists, the essence of studies, study structure and organizational forms.

The cooperation of the program's teaching staff is diverse, deciding on the activities related to the organization and management of the study process; considering questions about the study content; planning clinical practices; cooperating in research.

In the regular meetings of lecturers, the content of study courses and the structure of the program are discussed, as well as how to maintain the basic principle of course development - systemic nature and how to improve the forms of organization of the study process in order to promote students' growth.

At the time of submitting the self-assessment report, the ratio between the number of students and teaching staff in the study program is 1:2.8, which ensures an individual approach on the part of the lecturers.

The cooperation of the teaching staff is assessed as good, because PBSP "Physiotherapy" study

courses are linked, consecutive and subordinate to each other. PBSP “Physiotherapy”, based on the PROFESSIONAL STANDARD FOR PHYSIOTHERAPIST, is designed to enable students to critically evaluate, select and analyse information, make decisions and solve problems by working individually or collaborating with other health care professionals in a multi-professional team.

# Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	III_3.1.2_P BSP_Physiotherapy_diploma and supplement examples.zip	III_3.1.2_P BSP_Fizioterapija_diploma un pielikumu paraugs.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	III_3.1.4_Statistical data on students_Physiotherapy.xlsx	III_3.1.4_Statistikas dati par studejosajiem_Fizioterapija.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	III_3.2.1_Compliance of the Physiotherapy program with the state education standard.pdf	III_3.2.1_Programmas_atbilstiba_valsts_izglitiba_standartam_P BSP_Fizioterapija.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	III_3.2.1_P BSP_Physiotherapy compliance with the professional standard.pdf	III_3.2.1_P BSP_Fizioterapija atbilstiba profesijas standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	III_3.2.1_Appendix_Compliance of the qualification to be acquired with Cabinet Regulation No. 268_Physiotherapy.pdf	III_3.2.1_Pielikums_iegustamas kvalifikācijas atbilstība MK noteikumiem Nr.268_Fizioterapija.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	III_3.2.1_Mapping of study courses_Physiotherapy.pdf	III_3.2.1_Studiju kursu kartejums_Fizioterapija.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	III_3.2.1_Physiotherapy_study plan.xlsx	III_3.2.1_Studiju plans_Fizioterapija.xlsx
Descriptions of the study courses/ modules	II_3.2.1_Study course description_Physiotherapy.zip	II_3.2.1_Studiju kursu apraksti_Fizioterapija.zip
Description of the organisation of the internship of the students (if applicable)	III_3.2.4_Summary of the practice regulations_Physiotherapy.pdf	III_3.2.4_nolikums_par_praksi_Fizioterapija.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

# Nursing (42723)

Study field	Health Care
ProcedureStudyProgram.Name	Nursing
Education classification code	42723
Type of the study programme	Professional bachelor study programme
Name of the study programme director	Natālija
Surname of the study programme director	Degtjarjova
E-mail of the study programme director	natali9974@inbox.lv
Title of the study programme director	Mg.sc.sal., vieslektors
Phone of the study programme director	+371 29974111
Goal of the study programme	<i>To provide DU matriculated students with a broad and comprehensive practice-based theoretical knowledge in the field of health care and a set of practical skills in accordance with the Nursing (General practice nurse) professional standard (PS 144), as well as second-level professional higher education knowledge base and professional competence to promote development of competitive professionals in accordance with the requirements of the regulated professions set by Latvia and the European Union, at the same time stimulating the development of scientific research in the health care sector.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <li>- to provide students with an opportunity to obtain a competitive high-quality professional bachelor's degree in health care that meets modern requirements and is in demand in the international labour market;</li> <li>- to ensure the learning of theoretical and practical knowledge, skills and competences, which are based on a holistic approach, are scientifically based and meet the professional standard of the Nurse (General practice nurse) and the requirements of the labour market;</li> <li>- to develop students' research work competencies, to promote the development of creative potential, analytical skills and critical thinking for independent research in the field of health care;</li> <li>- to promote the fulfilment of self-education needs, to motivate students develop professionally and to focus on the need for public education;</li> <li>- to develop the ability to ensure and promote patient's adherence in the process of treatment and care, to evaluate and document patient's knowledge, understanding, skills and participation in health improvement and maintenance activities;</li> <li>- to develop students' professional ethics and basic social skills in communication, independent and teamwork, as well as to develop leadership and management skills.</li> </ul>



Results of the study programme	<p><b>Knowledge:</b></p> <p>1. To know and understand medical history, theories and concepts of nursing science, health and disease processes at different ages, basic principles of care and medical rehabilitation in different clinical situations (including disaster medicine), physical and mental health guidelines, environment protection, health care organization and its legal aspects and be able to explain the role of social partnership in health care between patients and providers in the provision of evidence-based universal care, being involved in the management and organization of health care work, using psychological principles and the application of critical thinking in medical practice.</p> <p>2. To know and understand the vital functions and processes of specialized care and rehabilitation for persons of all ages, including home and palliative care, following the principles of infection control and guidelines for organizing, managing, planning and performing work through critical thinking processes; to have in-depth knowledge of the basic principles of providing and performing various clinical procedures and rehabilitation (including disaster medicine).</p> <p>3. To understand the organization and implementation of research methods and research work, including in at least one foreign language, applying medical psychology knowledge, care and practice, as well as project management principles in health care, improving the effectiveness of professional work or patient therapy and care through a variety of learning pathways, using them also in health promotion and environment protection measures.</p> <p><b>Skills:</b></p> <p>4. Is able to apply theoretical and practical (including medical care and patient assessment) knowledge in the identification of nursing practice phenomena, analysis, evaluation and forecasting of care processes and rehabilitation, planning and implementation of general and specialized care processes including emergency, disaster medicine (including the circulation of medicines) for patients of all ages; application of basic principles of confidentiality, critical thinking, therapeutic communication, critical thinking and health care situation assessment, skills of data processing and environment protection processes organization in the professional activities of nurse and patient care.</p> <p>5. Is able to ensure the education of the society and the individual in the issues of infection prevention, health care and maintenance, environment protection, observing the basic principles of deontology and critical thinking, choosing the most appropriate method of education, and to continuously improve their knowledge in accordance with health care regulations.</p> <p>6. Is able to lead and carry out research and projects in health care, including summarizing the findings and results of medical history and medical practice (including civil and catastrophic medicine), using the basic principles of summarizing and drawing conclusions from medical psychology and critical thinking, analysing, performing and managing different health care situations as well as organizing, planning and providing individual-centred care according to the regulatory framework and the latest methods of patient care based on medical research.</p> <p><b>Competence:</b></p> <p>7. Ability to independently provide general care for patients at different ages, using evidence-based terminology and critical thinking, ensuring confidentiality and respect for patients' rights, applying therapeutic style of communication and using the basic principles of medical psychology; ability to independently provide specialist care and rehabilitation for patients at different ages, including life-threatening and disaster situations, following the basic principles of infection control, selecting and critically evaluating the most appropriate type of help based on the patient category, somatic and psychological condition, complying with legal and evidence-based care process.</p> <p>8. Ability to independently perform clinical procedures in the evidence-based care process, providing the patient with the best level of comfort based on the implementation of a holistic approach, participating in patient diagnostic and treatment procedures, providing recommendations for health improvement within the regulatory framework.</p> <p>9. Ability to independently evaluate, maintain and improve their knowledge and skills, educate other healthcare professionals and the general public, develop patient and community education plans and projects for health promotion and environment protection, and plan, organize and perform individual and teamwork by creating favourable conditions for work, using the regulatory framework of medical practitioners; ability to organize the work of nurses (including the circulation of medicines), manage, develop and implement health care projects (including medical rehabilitation), using critical thinking in decision-making, engaging in health care change processes, as well as using historical experience of medicine.</p> <p><b>Final examination upon the completion of the study programme</b></p>
Final examination upon the completion of the study programme	State examination - Defense of bachelor's thesis

# Study programme forms

## Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Vidējā izglītība</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's Degree in Health Care</i>
Qualification to be obtained (in english)	<i>Nurse (nurse in general care)</i>

## Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

## Full time studies - 4 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>160</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional bachelor's degree in health care</i>
Qualification to be obtained (in english)	<i>general care nurse</i>

## Places of implementation

Place name	City	Address
Daugavpils University	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

### **3.1. Indicators Describing the Study Programme**

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

There have been no changes in the parameters of the study program since the issuance of the license. Within the framework of the study field evaluation procedure, it is planned to accredit PBSP for the implementation of "Nursing" also in English. This would popularize and promote DU abroad and attract new foreign students to university.

DU expresses readiness to ensure the implementation of the study program in English:

\* English language courses - the teaching staff involved in the implementation of the study program was offered the opportunity to improve their English language skills and knowledge within the framework of ESF project No. 8.2.2.0/18/A/022 "Strengthening the Professional Competence of the Academic Staff in the Fields of Strategic Specialization of Daugavpils University", which was used by many lecturers who acquired English language proficiency at least at B2 level according to the European Language Proficiency Assessment levels. It is worth noting that DU Lifelong Learning Center regularly offers to take English language courses at various levels for the volume of 120 hours.

\* provision of resources - the provision of library resources is being supplemented at DU by increasing the range of subscribed databases and textbooks in English.

The implementation of the study program in English is planned to be gradual - initially DU will focus on mobility opportunities at the university, paying special attention to clinical practice. It is known that students in cities abroad have big problems with the provision of clinical practice places, therefore the opportunity to do clinical practice in Latvian medical institutions is and will be in great demand in the future. At the time of submitting the accreditation documents, DU practice opportunities in English can be provided at "Riga East Clinical University Hospital" Ltd., "Daugavpils Regional Hospital" Ltd. and in other medical institutions. DU is constantly working on the possibility of expanding practice places and expanding cooperation with foreign medical universities (within the framework of mobility).

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

DU field of study "Health Care" operates on the basis of the Development Strategy for 2015-2020 developed by DU ([https://du.lv/wp-content/uploads/2021/12/DU\\_attistibas\\_strategija\\_25.01.2021.-converted.pdf](https://du.lv/wp-content/uploads/2021/12/DU_attistibas_strategija_25.01.2021.-converted.pdf)). Based on 11.01.2021. letter no. 4-10e / 21/99 "On Institutional Development Strategies" from Ministry of Education and Science, for the implementation of a nationally coordinated education and science policy and for the successful implementation of the current reforms, "Daugavpils University Development Strategy 2015-2020" has been extended until the start of operation of a new approved strategy (indicative year 2023) with a decision from the DU Senate (Protocol No. 1 of the DU Senate meeting of January 25, 2021). PBSP "Nursing" is essential for achieving the medium-term goals of the DU strategy: "To provide quality education that meets the challenges of the future and is based on theoretical knowledge and research skills, preparing internationally competitive professionals, developing their abilities and motivating lifelong learning", by increasing the availability of health-related services and improving the health of the population. Daugavpils University Development Strategy envisages that DU will strengthen the leading positions of its higher education institution and research centre in Eastern Latvia and develop into one of the most important education and science centres in Latvia. In this context, by effectively using the scientific potential of the academic staff of this field of study, the accumulated experience and equipment of research laboratories, opportunities are provided in cooperation with health care institutions to conduct qualitative research in assessing the human health and implementing the care process.

Currently, there are two study programs in the field of study "Health Care": PBSP "Physiotherapy" (prepares specialists of the fifth professional qualification level in physiotherapy with a bachelor's degree in health care) and PBSP "Nursing". The strategic mission of these programs is to prepare high-quality health care specialists for the needs of the Latvian economy, as well as to be a part of the European Union and other countries education, research and health care system, coordinating the provided knowledge, skills and competencies with European Union requirements and individual and public interests.

It is fully in line with the goal of the PBSP "Nursing", moreover, the program and its interdisciplinary nature will contribute to the goal by providing highly qualified, internationally competitive healthcare professionals who are able to provide patient care independently. The common goal of the study field is to adapt to the current needs and challenges of society in Latvia and the European Union and to develop a study centre for biological sciences at DU in Eastern Latvia based on academic and professional traditions.

For the development of PBSP "Nursing" content the basic principles and criteria are applied for planning and forecasting human resources in the health sector as described in the conceptual report "On the future development of the nursing profession" of the Ministry of Health of the Republic of Latvia (<https://likumi.lv/ta/id/310369-on-conceptual-message-for-mass-profession-further-development> - available in Latvian) based on the recommendations of the World Bank experts.

PBSP "Nursing" is aligned with the binding norms, regulations and legal documents: the Education Law (<https://likumi.lv/ta/id/50759-izglitiba-likums> - available in Latvian) and the Law on Higher Education Institutions (<https://likumi.lv/ta/id/37967-augstskolu-likums> - available in Latvian), Medical Treatment Law (<https://likumi.lv/ta/id/44108-arstniecibas-likums> - available in Latvian), Law on the Regulated Professions and the Recognition of Professional Qualifications (<https://likumi.lv/ta/id/26021-par-reglamentetajam-profesijam-un-profesionalas-kvalifikacijas-atzisanu> - available in Latvian) and the regulations of the Cabinet of Ministers of the Republic of Latvia (hereinafter - the CoM) No. 268 on the Competence of Medical Practitioners and Students of First or Second Level Professional Higher Medical Education Programs and the Scope of Their Theoretical and Practical Knowledge

(<https://likumi.lv/ta/id/190610-noteikumi-par-arstniecibas-personu-un-studejoso-kuri-apgust-pirma-vai-otra-limena-profesionalas-augstakas-mediciniskas-izglitiba> - available in Latvian), Cabinet Regulation No. 512 on the Second Level Professional Higher Education State Standard (<https://likumi.lv/ta/id/268761-noteikumi-par-otra-limena-profesionalas-augstakas-izglitiba-valsts-standardu> - available in Latvian), Cabinet of Ministers No. 795 Regulations Regarding Licensing of Study Programmes (<https://likumi.lv/ta/id/303957-studiju-programmu-licencesanas-noteikumi> - available in Latvian), Cabinet Regulations regarding Professions Regulated by Lists of Specialities, Sub-specialities and Additional Specialities No. 460 (<https://likumi.lv/ta/id/137108-noteikumi-par-specialitasu-apaksspecialitasu-un-papildspecialitasu-sarakstu-reglamentetajam-profesijam> - available in Latvian) and Cabinet Regulation No. 68 Minimum Requirements of Educational Programmes for the Acquisition of the Professional Qualification of Dentist, Pharmacist, Nurse and Midwife (<https://likumi.lv/ta/id/59364-izglitiba-programmu-minimalas-prasibas-zobarsta-farmaceita-masas-un-vecmates-profesionalas-kvalifikacijas-iegusana> - available in Latvian), DU Constitution (<https://likumi.lv/ta/id/287529-par-daugavpils-universitates-satversmes-grozijumiem> - available in Latvian) and other regulatory enactments.

In the development of program content and plan the basic principles are integrated from the European Parliament and Council Directive 2005/36 /EC (7 September, 2005) on the recognition of professional qualifications (<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32005L0036&from=EN>) and Directive 2013/55/EC (20 November, 2013) amending Directive 2005/36/EC on the recognition of professional qualifications (<https://eur-lex.europa.eu/legal-content/LV/TXT/PDF/?uri=CELEX:32013L0055&from=en>).

PBSP "Nursing" corresponds to the trends of the formation of the European Higher Education Area or Bologna process ([https://www.aip.lv/bolonas\\_d\\_deklaracija.htm](https://www.aip.lv/bolonas_d_deklaracija.htm) - available in Latvian), since PBSP "Nursing" is developed as a first cycle study program with study results that are formulated in accordance with the European Qualifications Framework. It is important to note that PBSP "Nursing" is also adjusted to internationally recognized equivalent studies elsewhere in Europe and the Baltic States.

The degree and qualification to be awarded as a result of mastering the study program fully complies with the existing Classification of Professions (<https://www.lm.gov.lv/lv/klasifikacija/profesiju-klasifikators/profesiju-klasifikators-aktualizets-2021gada-22februari> - available in Latvian) and Nursing profession standard (<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-144.pdf> - available in Latvian). Overall, the study program "Nursing" corresponds to the study field Health Care, in which it is included.

It is important to note that the study program "Nursing" is applied for accreditation also in English, as there is a real demand for this profession not only in Latvia, but also abroad (see the justification in section 3.1.3). In addition, there is an increased interest from potential foreign students who wish to study at DU PBSP "Nursing". The study program in English is in great demand from the Ukrainian civilian population. The program includes a compulsory course in Latvian, which allows foreign students to learn not only the profession, but also the state language, which would help students to integrate into society.

It should be noted that in Latvia, including Latgale region, the number of specialists with professional English language knowledge and skills is gradually increasing. As an example, residents and specialists from abroad are increasingly starting work at Daugavpils Regional Hospital.

The sample diploma and its supplement are attached as *III\_3.1.2\_Nursing\_diploma and supplement sample*. The sample study agreement is attached as *III\_Study agreement sample*.

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

The European Commission Organisation for Economic Co-operation and Development's (OECD) study *State of Health in EU: country health profiles 2021* (<https://www.oecd.org/publications/latvia-country-health-profile-2021-919f55f0-en.htm>) found that the significantly increasing COVID-19 cases at the end of 2020 highlighted the problem of staff shortages, which created a significant overload of the health care system. The shortage of health care labour force is an important problem in Latvia (Figure 2). The number of nurses practicing in 2019 was only about half the EU average and one of the lowest in the EU.

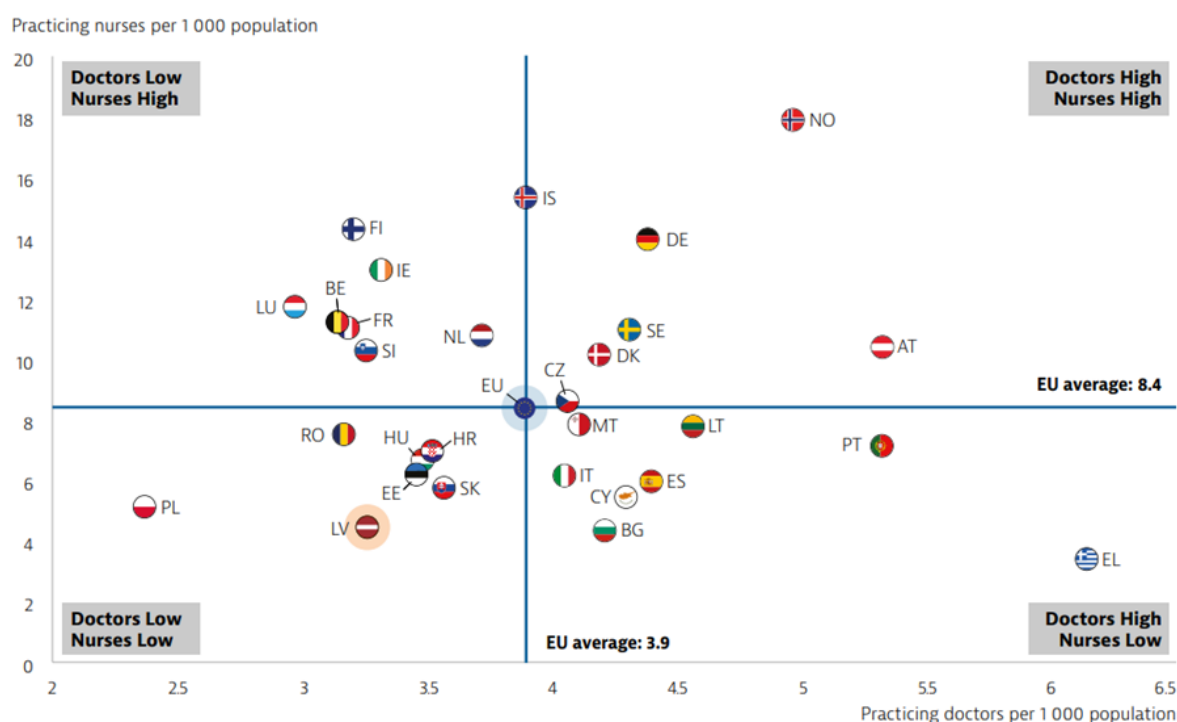


Figure 2. The number of doctors and nurses in Latvia is below the EU average (*State of Health in EU: Latvia country health profiles 2021*)

In addition, health workers are highly concentrated in urban areas, creating inequality and accessibility problems for people living in rural areas. Therefore, one of the goals of the National Development Plan of Latvia for 2021-2027 is "Equally accessible quality health care services" and in it this task is highlighted: "in order to provide health care service one of the biggest challenges is engagement of doctors and nurses in appropriate number to the EU average to provide publicly funded health care services, especially in health care institutions outside Riga ([https://pkc.gov.lv/sites/default/files/inline-files/NAP2027\\_apstiprin%C4%81ts%20Saeim%C4%81\\_1.pdf](https://pkc.gov.lv/sites/default/files/inline-files/NAP2027_apstiprin%C4%81ts%20Saeim%C4%81_1.pdf))".

Based on the data of the audit report on Human Resources in Health Care by the State Audit Office of the Republic of Latvia (14 June, 2019) (<https://static.lsm.lv/documents/oy.pdf>), there is a shortage

of at least 3,598 nurses and at least 30% less nurses are being trained in the country.

Based on the Order No. 4-6e/21/483 of the Ministry of Education and Science of the Republic of Latvia on admission to the study program “Nursing” in autumn of 2021 and the conceptual report of the Ministry of Health of the Republic of Latvia (hereinafter - LR) “On the further development of the nursing profession”, Daugavpils University launched the professional bachelor study program “Nursing” (qualification - Nurse (General practice nurse)) in 2021/2022 study year. The inclusion of PBSP “Nursing” in the DU’s study program development and consolidation plan was approved by the Study Program Development and Consolidation Plan Evaluation Commission of the Ministry of Education and Science on 24 November, 2020.

The creation, implementation and development of the PBSP “Nursing” program takes place within the framework of cooperation between DU, Daugavpils University Agency, Daugavpils University’s Daugavpils Medical College (hereinafter - DU DMC) and Daugavpils Regional Hospital (hereinafter - DRH), envisaging sharing of academic, professional and material technical resources by the cooperation partners in the implementation of the program.

In Eastern Latvia DU is the largest and most important university, which conducts international level research and provides quality education in three-level study programs (bachelor, master's and doctoral). Its activities are focused on the development of the educational, scientific, cultural, innovation and business environment in the city of Daugavpils, in the municipalities of the region and overall in Latvia. DU DMC is a modern implementer of professional higher education study programs in the field of health care and social welfare, preparing medical personnel (physician assistants, nursing assistants) who make a significant contribution in provision human resources and health care services in Latgale region. The current experience and long-term work of DU DMC in the implementation of the 1st level professional higher education study program “Nursing” is integrated in DU PBSP “Nursing”.

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

Admission to PBSP “Nursing”, which is applied for accreditation, took place in 2021/2022 academic year. A total of 400 students (state funding) are matriculated in the program in all study courses. All applicants who want to enrol in DU with the aim to continue their studies were subject to the recognition procedure of the acquired study courses. The applicant was offered to start studies in the second, third and fourth study year of DU PBSP “Nursing”, setting an individual study plan, which was developed based on the acquired course comparison and recognition.

At the end of winter semester, only 13 students have been exmatriculated. Respectively, in the 2<sup>nd</sup> semester in 2022, 133 students are studying in the 2<sup>nd</sup> semester, 27 students in the 4<sup>th</sup> semester, 40 students in the 6<sup>th</sup> semester, 166 students in the 8<sup>th</sup> semester and 21 students are on a study break. The reasons for terminating the study process are mostly personal. Most of those who terminated studies had problems with means of subsistence, health problems, inability to combine studies with work, family circumstances, and a lack of motivation to continue their studies.

It is especially important to note the interest of potential applicants in this study program. In addition, the low drop-out rate (2.5%) in autumn semester indicates the need for this program in

Latvia, especially in Eastern Latvia, which is related to the current situation in the field of health care and the future development potential of the program at Daugavpils University.

Information on the dynamics of the number of students is available in Appendix III\_3.1.4\_Statistical data on students Health care.

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

## **3.2. The Content of Studies and Implementation Thereof**

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

PBSP "Nursing" is based on the basic principles of modular education. The modules are aligned according to the principle of related disciplines. In PBSP "Nursing" credit point distribution the Cabinet of Ministers Regulations No. 512 on the Second Level Professional Higher Education State Standard

(<https://likumi.lv/ta/id/268761-noteikumi-par-otra-limena-profesionalas-augstakas-izglitiba-valsts-standardu>) were taken into account. Therefore, the mandatory content of PBSP "Nursing" consists of:

- **general education study courses in the amount of 20 CP**

The module consists of courses in which students broaden their academic horizons, gain notions of modern development trends, problems and theories of science.

- **basic theoretical courses of the field and information technology courses in the amount of 36 CP** Mastering of the module provides a successive theoretical foundation of the field and basic knowledge about the regularities of the medical science development, about the health care field and interdisciplinary field, as well as their integration into the real environment.
- **professional specialization courses in the amount of 66 CP**

Mastering them provides extensive theoretical knowledge and practical skills in patient care in a variety of clinical situations.

- **clinical practice - in the amount of 20 CP;**



- **state examination**, part of which is the development and defence of a bachelor's thesis - in the amount of 12 CP;
- **elective courses - in the amount of 6 CP.**

In the study program 100 CP are planned for lectures, seminars, practical classes, simulations, and 60 CP are intended for clinical studies (Appendix III\_3.2.1 *Compliance of Nursing program with the national education standard*).

The detailed content of PBSP "Nursing", which is revealed in the course descriptions, was developed based on the goals, objectives and results of the program, taking into account the opinion of working group experts, experience, norms and regulations, international research, recommendations of employers and professional organizations, the latest theoretical findings, as well as comparison with the offer of other international universities and current education relevance. While developing the study courses of the program the set of professional knowledge, skills, attitudes and competencies required in the modern labour market was taken into account, emphasizing the acquisition of applied knowledge and professional skills through study work, bachelor's thesis, seminars, simulations and practical classes, as well as professional qualification practices. Profiling study courses were developed by practicing professionals in the field of nursing. The content of all study courses is aligned with the needs of the labour market and scientific trends, as well as the standard of the nursing profession.

Organization of PBSP "Nursing" expects to achieve results that meet the objectives of the program. The study plan (Appendix III\_3.2.1 *Study plan Nursing*) has been developed considering the sequence of mastering 43 theoretical and practical competences, succession of study courses and their interconnection. The structure of the study plan ensures that the range and content of study courses correspond to the interests of the student and the specifics of the professional standards' requirements.

**The first study year** is intended for the mastering of general education courses, as well as study courses dedicated to the systematization of the theoretical foundations and regularities of the medical field (e.g., Ethics, Bioethics, Deontology and Human Rights in Nursing, Public Health I: Public Health, study courses in the field of natural sciences etc.), as well as for the mastering of the study course "Medical Terminology in Latin". The content of PBSP "Nursing" in the first study year also envisages the mastering of practical skills (for example, "Practical Work Skills in Patient Care I"), which will be used in later study years to acquire practical skills of specific care processes. The focus is on a healthy individual and caring for people in communities. In the second semester of the study year, students must complete study work in the field of public health promotion. At the end of the study year, students participate in an introductory clinical practice (Appendix 6), where they strengthen their practical skills acquired during the study year.

**In the second study year**, the basic theoretical courses in the field of health care continue, but a significant emphasis is placed on the mastering of professional specialization study courses, for example, "Assessment of the Condition of Patients", "Primary Health Care" etc. The study courses will help students to establish a link between health and disease and will serve as a basis for further research of human diseases and research methods in the third year. In the second semester of the study year, students must complete a study work - development of care plans. The study year is supplemented with clinical practice I, so that students develop their communication skills and obtain the ability to perform care procedures for different patients.

**In the third study year**, students deepen their knowledge of specific health problems, diseases and clinical conditions of different patients and their care (for example, "Emergency Medicine", "Disaster Medicine", "Care of Intensive Care Patients", "Patient Care in General Care", "Neurological Patient Care" etc.). In the second semester of the study year, students must

complete a study work - work in nursing practice, where the theoretical knowledge, approaches and practical solutions obtained in the study process are tested in real environment.

**In the fourth study year,** study courses address the issues of health, social care policy, leadership, professionalism and global health, in order to deepen students' understanding of the factors that affect public health. During the study year, students take such professional specialization courses as, for example, "Care of Intensive Care Patients" and "Female Reproductive Health, New-born, Infant and Maternal Care" or "Medical Rehabilitation". In the second semester of the study year, students conduct research in the field of health care. An integral part of obtaining a bachelor's degree in this academic year is "Clinical Practice III", where students strengthen the obtained knowledge and skills by providing care in the region's medical institutions - hospitals, polyclinics etc.

In order to ensure a systemic approach to the mastering of health care processes, students are offered seven study course modules - "Pedagogy, Psychology, Ethics and Patient Education Study Module" (6 CP), "Work Organization and Management Study Module" (7 CP), "Language , Civil, Environment, Fire Safety and Labour Protection Study Module "(7 CP), "Natural Sciences Study Module "(13 CP), "Nursing Theoretical Study Module "(17 CP), "Research Methods and Data Processing Study Module in Evidence-Based Health Care " (6 CP), "Patient Care in General Medicine Study Module" (47 CP).

See the compliance of the qualification obtained in the program with the professional standard in Annex III\_3.2.1\_compliance of nursing qualification to the professional standard.

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

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

The main forms of study that are used in the study program are: lectures, seminars, practical classes, simulations, laboratory works, students' individual work, clinical practice in medical institutions. Training of theoretical knowledge base will take place on the basis of lectures and seminars. In turn, knowledge, skills and competencies will be developed in practical classes, simulations and clinical training. Clinical training is a type of practical training that involves the student entering the real work environment. Clinical studies are a part of studies, where a student

studies and works in a team together with other care specialists in hospitals and health care institutions. The clinical training is provided to the student by a professional in the specific field (doctor or practicing nurse). The clinical environment for students is provided at the Daugavpils University's clinical training base institution Daugavpils Regional Hospital Ltd.

Additional clinical training is provided at the practices of family doctors in the region, at the "Centre Polyclinic", "LUC MEDICAL" Ltd., "Daugavpils Children's Health Centre" Ltd., "Krāslava Hospital" Ltd., "Jēkabpils Regional Hospital" Ltd., "Preiļi Hospital" Ltd. In the clinical environment, students master study courses in the amount of 60 CP. Forms of knowledge control are tests, reports, students' individual work, thematic presentations, analysis of medical histories, role plays in simulations, practical work in simulation rooms, filling in patient cards and preparing care plans, planning and providing patient care in medical institutions.

Mastering the basic theoretical courses of the field and information technology courses (Part A), the leading study forms are lectures, simulations, practical classes. The knowledge, skills and competencies acquired in this part are tested with tests, written papers, presentations and other evaluation methods.

The dominant study forms in the mastering of professional specialization courses are simulations, practical classes and clinical training. During the clinical practice, students obtain practical work skills of a Nurse (General practice nurse). In these study courses, practical works are mainly used to evaluate the results achieved by students.

The study forms for the mastering of basic social, communicative and organizational skills are lectures, seminars and practical classes. At the end of each study course, there is an examination or test of theoretical or practical skills, which is evaluated with a grade.

Considering the Cabinet Regulation No. 512 on the Second Level Professional Higher Education State Standard and Daugavpils University regulations on studies, the ratio between contact classes and students' independent work in the study program is as follows: within 1 credit point (40 academic hours; corresponds to 1.5 European Credit Transfer System) 16 academic hours are intended for contact classes, but 24 academic hours - for students' independent work.

In accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area adopted in 2015, 1.3 standard higher education institutions must ensure that study programs are implemented so to encourage students to take an active part in the learning process and that the evaluation of students' progress complies with this approach. The guidelines of this standard state that student-centred learning plays an important role in the formation of students' motivation to learn, improvement of self-reflection skills, and they promote the active involvement of students in the learning process.

PBSP "Nursing" provides a student-centred approach and implements self-directed learning. During the studies, all the basic principles of student-centred education are observed:

- constant reflection,
- an individual approach to students, there is no one-size-fits-all solution,
- it is taken into account that students have different learning styles, different requirements, interests, experience and prior knowledge,
- students' knowledge, skills and abilities are not only evaluated by the academic staff, but they also have self-control over their studies,
- students are being offered the opportunity to learn for themselves,
- continuous cooperation between students and academic staff.

At the beginning of each study course, students are introduced to the achievable results of the

course and at the end of the course students provide feedback about the course. The task of the teaching staff is to encourage students to take an active role in the study process. The implementation style of the study program is creative participation, i.e., students raise the issues of society within the practical tasks of specific study courses and look for opportunities to implement their ideas and projects, discuss and share practical experience, thus developing critical thinking and arguing their views during discussions. The diversity of students' needs and options is respected by planning a suitable study schedule (e.g. studies at DU premises and health care institutions are organized on different days of the week), using different ways of implementing the program (e.g., e-learning environment *Moodle*). Lecturers invite students to express their opinion and consider their wishes by varying the literature, sources and forms of presentation recommended for independent work.

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

Within the framework of the program, students undergo a 20-week clinical practice outside the university in a medical institution. The amount of clinical practice is 20 CP, it is implemented in accordance with the PBSP "Nursing" study plan (2 CP Introductory Clinical Practice, 4 CP Clinical Practice I, 6 CP Clinical Practice II, 8 CP Clinical Practice III).

Professional qualification practice is a compulsory part of the study process that integrates theory and practice. The practice is organized in accordance with the Regulations on Professional Qualification Practice of PBSP "Nursing" approved by the DU Senate. The regulations contain a statement of the goals and tasks of the practice, as well as a list of skills that must be acquired during the practice. The organization of the practice is regulated by the practice regulations of the program, which have been developed in accordance with the requirements of the study program and in connection with its theoretical part (*Appendix III\_3.2.4\_Summary of the practice regulations\_Nursing*). The practice takes place outside the university in health care institutions under the guidance of experienced specialists.

The practice is carried out in accordance with the practice agreement signed between the DU and the practice provider. The agreements ensure the planning and success of the professional practice as planned in the study program.

The student achieves the goal of the practice based on the obtained knowledge, skills and competencies. Depending on the interests and options, students choose practice institutions in coordination with the director of the study program, and DU facilitates the selection of the most suitable practice place or offers it. The duration and process of the practice are determined in accordance with the study program plan and the study process schedule. DU has concluded letters of intent with potential practice institutions - the largest medical institutions in the region, for example, with Jēkabpils Regional Hospital, etc. (*Annex II\_2.5.1\_Agreements on internships*).

**The goal of the practice** is to improve students' theoretical knowledge in patient care, as well as to provide an opportunity to obtain and strengthen the practical skills required in the profession of Nurse (General practice nurse) in accordance with the professional standard.

#### Practice tasks:

1. to get acquainted with the work organization of a Nurse (General practice nurse) in various health care and other institutions;
2. to apply the obtained theoretical knowledge in practice;
3. to acquire the practical work skills required for the profession of Nurse (General practice nurse);
4. to acquire skills to work in a health care team;
5. to understand and know the specifics of patient care at different ages;
6. to understand the importance of pedagogical knowledge in public education on health issues;
7. to be able to create a positive image of a nurse and improve communication skills with staff, ill or healthy individuals, adults and children;
8. to plan and perform manipulations of medical and therapeutic care and to evaluate their indications, contraindications and complications.

During the practice, students are given the opportunity to practice the skills and abilities necessary for the profession in a real work environment, at the same time obtaining new theoretical knowledge necessary for professional activities in relation to the specific work environment. The experience gained during the practice can be used in the development of the practical part of the bachelor's thesis, which will ensure a synergy between the content parts of the study program.

The study program plan has one introductory clinical practice in the 2nd semester, two clinical practices in the 4th and 6th semesters (Clinical Practice I and Clinical Practice II) and specialization practice in the 8th semester (Clinical Practice III) in the total amount of 20 credit points, testing and strengthening the acquired knowledge, skills and competencies in a real environment.

#### Tasks of Introduction to clinical practice (2 CP):

1. To get acquainted with the structure of a medical institution, internal regulations, work safety.
2. To get acquainted with the hygiene requirements of the medical institution.
3. To get acquainted with and fill in the clinic documentation in accordance with the requirements of the medical institution.
4. To organize yourself for work, maintain a safe work environment.
5. To be able to create a positive image of a nurse and improve communication skills with staff, ill or healthy individuals, adults and children, observing the principles of professional ethics and deontology.
6. To be able to evaluate objective and subjective information about the patient in relation to the procedure, set the objectives of the procedure and explain them.
7. To complete and submit the practice documentation to DU in a timely manner.

#### Tasks of Clinical practice I (4 CP):

1. To get acquainted with the structure of the medical institution, internal regulations, occupational safety and hygiene requirements.
2. To get acquainted with and fill in the clinic documentation in accordance with the requirements of the medical institution.
3. Organize yourself for work, maintain a safe work environment.
4. To be able to create a positive image of a nurse and improve communication skills with staff,

ill or healthy individuals, adults and children, observing the principles of professional ethics and deontology.

5. To perform procedures, document them, evaluate the patient's reactions, in accordance with the standard of the nursing profession and own competence:

- enteral, transmucosal and transcutaneous administration,
- collection of patient specimen for laboratory tests,
- preparing the patient for diagnostic and therapeutic procedures,
- performing patient hygiene procedures,
- identification of vital signs,
- determination of the patient's anthropometric parameters.

6. To perform procedures in accordance with the basic principles of ergonomics:

- transporting the patient in bed, indoors and in the environment (during transporting), subject to safety precautions,
- making of bed
- ensuring adequate positioning.

7. To identify priorities and provide appropriate care for patients with varying degrees of self-care deficiency, including bedsores prevention and care.

8. To observe precaution measures when working with biohazardous materials (during collection of patient specimen).

9. To educate patients and their relatives on health and social care issues.

10. To complete and submit practice documentation to DU in a timely manner.

#### Tasks of Clinical practice II (6 CP):

1. To get acquainted with the structure of the medical institution, internal regulations, work safety.
2. To get acquainted with the hygiene requirements of the medical institution.
3. To be able to create a positive image of a nurse and to be able to improve communication skills with staff, ill or healthy individuals, adults and children, observing the principles of professional ethics, working in an interdisciplinary team.
4. To assess the patient's condition, document the obtained data, make care diagnoses, plan care activities.
5. To carry out person-centred care activities that meet the patient's needs, to evaluate the effectiveness of care measures and document the patient's response to care measures.
6. To identify and analyse vital signs and other objective methods of patient examination.
7. To provide oxygen therapy to the patient, observing the safety measures when working with oxygen.
8. To perform manipulations related to the digestive system, urogenital system elimination processes.
9. To provide care for children and general medicine patients of all ages.
10. To provide care for perioperative patients.
11. To perform enteral and parenteral feeding of patients.
12. To administer parenterally medicine (i/m, s/c, i/v) in accordance with the principles of safe medicine management, to evaluate the patient's response after drug administration.
13. To prepare patients for diagnostic, medical procedures and examinations.

14. To educate the patient, his/her relatives and other members of the health and social care team.

Tasks of Clinical practice III (8 CP):

1. To get acquainted with the medical institution, the structure of the specific department, internal procedures, hygiene requirements and work safety regulations.
2. To apply positive communication skills, critical thinking and leadership skills in the care process with the patient, as well as to cooperate with his/her relatives and other members of the health and social team.
3. To provide patient-centred care in accordance with the professional standard and the knowledge acquired in the entire program.
4. To administer medicine, evaluating the indications for their administration, pharmacological effects, side effects, as well as to perform their administration independently. Participate in transfusions of blood and its components.
5. To professionally prepare patient for various examinations, diagnostic and medical procedures, ensuring the best possible level of comfort and safe environment for the patient.
6. To practically assess and analyse the patient's condition using objective and subjective patient examination methods.
7. To provide emergency medical care in a life-threatening, critical condition, resuscitation and intensive care measures for patients of all ages with various organ system disorders, to document the obtained data, the provided assistance and the dynamics of the patient's condition in emergency situations.
8. To provide and manage continuous medical care for patients of all ages, work in an interdisciplinary team.
9. To perform manipulations for patients with various health disorders, taking into account the basic needs and existing diseases, observing the principles of infection control.
10. To identify care diagnoses in relation to organ systems, to plan, perform and manage appropriate measures, as well as to care for patients with different degrees of self-care deficiency.
11. To assess the health status and physical development of children (in different age groups), identify care needs, organize the satisfaction of needs, evaluate the results and document all care measures.
12. To provide medical care in accordance with the specifics of the child's age. Vaccinations.
13. To provide maternal and child perinatal care.
14. Provide evidence-based patient-centred care by formulating care diagnoses:
  - in cases of cardiovascular diseases;
  - in cases of respiratory diseases;
  - in cases of diseases of the genitourinary system;
  - in cases of infections and STDs;
  - in cases of diseases of the digestive system;
  - in cases of musculoskeletal disorders;
  - in cases of diseases of the endocrine system;
  - in cases of diseases of the sensory system;
  - in cases of neurological disorders;
  - in diagnosing pregnancy and its disorders, to provide the necessary treatment;

- in cases of gynaecological diseases;
- in cases of mental disorders.

15. To provide evidence-based patient-centred care for surgical and oncological patients. Palliative care.
16. To provide holistic care for chronic patients and patients with special needs.
17. To provide care for seniors.
18. To provide primary health care and home care for patients of all ages.
19. To ensure effective therapeutic communication, education of patients and colleagues in the care process
20. To complete and submit the practice documentation to DU in a timely manner.

Practice is organized by the director of the study program and coordinated by the teaching staff of the department - the practice supervisors. Each student also has a practice supervisor at the specific practice site. During the practice, students must complete the practice program and prepare a practice report. Students develop the practice report in accordance with the practice regulations. The overall evaluation of the practice is based on the following evaluations: the evaluation of the practice supervisor, the evaluation of the practice report, the defence of the internship report.

Cooperation with employers is carefully planned and implemented with the goal of promoting the involvement of employers in the improvement of study programs, thus ensuring study program compliance with the changing requirements of the labour market. Cooperation with state, municipal and private health care institutions can be characterized in several aspects: coordination, supervision and evaluation of the study program (at the level of experts), support and implementation (as lecturers, consultants, practice supervisors etc.).

In order to assess the opinion of employers about the training of specialists required in the industry as objectively as possible, it is important that employers have recently had contact with future specialists so that they can assess both their knowledge obtained at the university and their ability and willingness to work in their chosen profession. One of the ways to ensure this is cooperation between the university and employers in organizing student practice. Every year study program "Physiotherapy" of the DU Health Care study field conducts surveys of students' practice institution managers (which at the same time are also employers of students and graduates), the results are summarized, analysed and, if necessary, appropriate changes are made to the study program. This practice will also be introduced in the implementation of PBSP "Nursing".

Practice for foreign students will be provided in English. As mentioned in section 3.1.2, the number of specialists with good English language skills in hospitals, including nurses, has increased over the past year. At the time of submitting the accreditation documents, DU practice opportunities in English can be provided at "Riga East Clinical University Hospital" Ltd., "Daugavpils Regional Hospital" Ltd. and in other medical institutions. DU is constantly working on the possibility of expanding practice places.

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



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

The topics of the students' final theses are approved at the meeting of the DU Department of Nursing, where one of the evaluation criteria is relevance in the field. Students choose the topics of their bachelor's theses consulting with supervisors who are specialists in their field and who have extensive work experience. Supervisors help to choose the most relevant topics in the field and coordinate the topics of bachelor's theses.

DU follows the procedure for submitting final theses for plagiarism control at Daugavpils University, which asks for the mandatory submission and storage of electronic versions of final theses in the DU Information System and provides an opportunity to compare students' final theses with the theses defended in previous years.

Each bachelor's thesis is evaluated by one reviewer, who evaluates the compliance with the bachelor's level, the structure and content of the thesis, and the technical design of the thesis. During the student's defence, the commission evaluates the bachelor's thesis taking into account the topicality of the work, presentation skills and knowledge, answers to questions, substantiation of student's opinion and the quality and use of the material demonstrated during the defence. Additional points are awarded for presentations at conferences, publications in conference proceedings or scientific journals. The final evaluation consists of the evaluation of the average score from reviewer and the commission.

#### Evaluation criteria for presentation and submitted work:

Substantiation of the topicality of the bachelor's thesis topic, formulation of the scientific categories of the research (goal, tasks, object, subject, research sample, data collection and analysis methods, keywords) (10%),

Research design, strategies and process according to scientific categories (20%),

Description of research sampling, data collection and processing methods (20%),

Presentation of the scientific categories and the description of the research, ability to engage in discussion, substantiate and argue one's opinion (10%),

The theoretical part of the bachelor's thesis is in accordance with the current trends in the field of health care (20%),

The methodological part of the bachelor's thesis is in accordance with the current trends in the field of health care (20%).

Evaluation in the study program is done based on the following principles:

- the evaluation criteria are clear and comprehensible, have been made public in advance and are available,
- evaluators are familiar with testing and examination methods,
- evaluation gives students the opportunity to show the extent to which they have achieved the expected learning outcomes; students receive feedback that, if necessary, provides advice on the learning process,
- evaluation is consistent, fair, suitable for all students and is carried out in accordance with the legislation and approved procedures;

- there is a procedure for reviewing student appeals.

Research directions specified in the study program “Nursing”:

- a healthy person;
- disease prevention;
- examination methods;
- care process;
- modern technologies in modern medicine;
- medical advances;
- health care system legislation;
- non-traditional medicine opportunities;
- medical history;
- promoting a healthy lifestyle;
- human - environment - health.

Examples of bachelor thesis’ topics:

- Safety measures for the administration of medicines and their observance in nursing practice
- Implementation of a holistic approach in the care of geriatric patients
- Nurses' knowledge of the risks of bedsores and their prevention in long-term in-patients
- Adherence to infection prevention and control measures for nurses when caring for patients
- Awareness of the population about urinary incontinence, risk factors, prevention and care products
- Competence and action of a nurse to prevent suicide attempt in a psychiatric hospital
- Quality of life assessment in patients with dementia
- Evaluation of work environment and psychological factors for nurses working in the intensive care unit
- Anxiety rates of nurses during COVID-19 pandemic
- Quality of life in palliative patients and its relationship to the effectiveness of the analgesia used
- Competence of nurses and specifics of activities in tuberculosis prevention measures and treatment process
- Nurses' knowledge of medical ethics
- Knowledge of needle injuries and related safety measures in the workplace among nurses
- Specifics of the patient care process in nursing with COVID-19 patients
- Knowledge of nasogastric tube administration standards and adherence to principles in in-patient nursing practice
- Social care center client with neurological disorders - challenges and specifics in nursing practice
- Specifics of care for a social care center client with neurological disorders in a nursing practice
- Mentoring as a factor determining the efficiency and quality of the training process for young nurses, etc.

### 3.3. Resources and Provision of the Study Programme

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

The study process takes place in DU audiences, laboratories and other DU indoors - for example, in audiences where simultaneous translation during lectures by foreign guest lecturers can be provided. The study program is managed by the director of the study program, who is competent to supervise the study program, monitor its quality and promote development.

The implementation of PBSP "Nursing" is ensured by several structural units of DU: Department of Anatomy and Physiology, Faculty of Natural Sciences and Mathematics, Department of Physics and Mathematics, Department of Chemistry and Geography, Institute of Life Sciences and Technology, Department of Informatics; Department of English Philology and Translation Studies, Faculty of Humanities and Latvian Studies Center; Department of Pedagogy and Pedagogical Psychology, Faculty of Education and Management; Department of Social Psychology, Faculty of Social Sciences; Library, Social Research Center and Sustainable Education Center, DU Technology Transfer Contact Point, Lifelong Learning Center, etc. The Economy Department, the Information Technology Center and the Multimedia Center also play an important role in organizing the study process, providing economic and technical support.

Students and lecturers have access to modern equipment, computers, databases and facilities. Computers are used in the study process, free access to the Internet is provided. The latest technologies, mannequins and interactive whiteboards are available as a result of EU co-financed projects. Students can learn using interactive learning materials (e.g. virtual boarding table) as well as practice independently in simulation care rooms, improving their knowledge, skills and competences in procedural standards (see Annex II\_2.3.2\_Infrastructure).

The implementation of PBSP "Nursing" is ensured by the following DU infrastructure: equipment and facilities (for preparation, combination, integration, visualization and distribution of study and research materials), information networks (Internet, intranet, Moodle), databases (DU library network, DU DMC library network, DU research center databases, free access to databases (book resource database), materials (research materials, scientific publications, including Web of Science and Scopus publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computerized applications and software (Standard Office, SPSS, GIS, online data visualization tools and software, online communication tools) that allow research at different stages and provide a flexible and student-oriented environment.

The director of PBSP "Nursing" cooperates with the directors of other programs and academic staff to ensure the interdisciplinarity of the study content. The program is implemented by DU structural units: Department of Anatomy and Physiology, Institute of Life Sciences and Technologies (hereinafter - DZTI), Faculty of Natural Sciences and Mathematics (NSMF) Department of Environmental Science and Chemistry, NSMF Department of Physics and Mathematics and other structural units. Simulation classes will be provided at DU DMC and "Daugavpils Regional Hospital" Ltd., etc. (see section 2.5). Within the framework of cooperation with health care institutions, the

development of study papers and bachelor's theses, applied research, students' independent works will be carried out, implementing interdisciplinary research.

DU has an information system DUIS, in which descriptions of all study courses are entered, a list of classes is available, and the student can see in his profile the progress and individual orders related to the study process.

The methodological support necessary for the implementation of PBSP "Nursing" is available at the DU Faculty of Natural Sciences and Mathematics: methodological materials for the development of the final work and the regulations of professional practice.

DU DMC library offers to use Internet resources (catalogs and databases): EBSCO database, PubMed database, Science Direct database, Proquest, Latvija.lv, Nozare.lv, Medicine.lv, Legal database of the Republic of Latvia, National Bibliography database, Latvian National library catalogs and databases, Latgale Central Library catalog, DU DMC library catalog, E-books and E-magazine databases, online periodicals, Internet dictionaries and encyclopedias. The librarian advises on the use of the Alise Library Information System and other databases. Library opening hours provide access to information resources and meet the needs of students.

Despite the wide range of books offered by the library fund (for more information, see section 2.3.3), students have the opportunity to use scientific literature from other libraries, thanks to cooperation agreements with the University of Latvia, Riga Stradins University, the Baltic International Academy.

In general, it can be concluded that the existing provision of the study field "Health Care", including infrastructure and equipment, guarantees a quality study environment for the implementation of the licensed study program and the achievement of study results. PBSP "Nursing" students have access to modern technology opportunities and library funds, and service opportunities ensure the achievement of study results and create a positive study environment.

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

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

The study program is planned to be financed from the State budget (a total of 400 budget places in all study years), as well as from the resources of private and legal persons. Tuition fees are set equal to the state budget funding. Students have the opportunity to apply for tuition fee discounts.

For the development of science in the study field “Health Care” of DU, funds for the development of the science base from the Ministry of Education and Science are allocated (see Section 2.3.1). Students can also apply for the student research project competition or together with the lecturers participate in the research project competition and receive fi funding for the implementation of research activities.

The calculation of costs for one student in the study field programs is performed in the DU Finance and Accounting Department, including the salary fund and the employer's SSIAI, business trip, material, energy and inventory costs, purchase of books, equipment and investment costs, as well as social security costs. The calculation of costs per student in the PBSP “Nursing” program and information on the percentage distribution of funding are attached in the Annex (*III\_3.3.3\_cost calculation\_Nursing\_new*). Tuition fee for the Nursing Program for foreign students - 5500 euros per year.

The calculation of costs is made on the condition that at least 25 students study in the study program in state-funded budget places.

### 3.4. Teaching Staff

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

One of the most important quality assurance factors in PBSP “Nursing” is the teaching staff. The level of qualification of the lecturers involved in the implementation of the program is important in the provision of the program. PBSP “Nursing” is provided by 71 lecturers (see Table 1). For 25 lecturers, the main place of election is DU, 46 are guest lecturers. 36 lecturers represent the professional environment of health care in Latvia, 21 of them are doctors and 12 are nurses with a master's degree. 22 lecturers (31%) have a doctoral degree and 4 are doctoral candidates.

Table 1. PBSP Academic staff involved in nursing.

	In total	% of total	Basic election place DU	Guest lecturer
Professors	6	8.5%	5	1
Assoc. prof.	3	4.2%	2	1
Docents/researchers	26 (24/2)	36.6%	11 (2 researchers)	15

Lecturers	35	49.3%	7	28
Assistants	1	1.4%	-	1
In total	71	100	25 (35.2%)	46 (64,8%)

The knowledge of the state language of the academic staff of PBSP “Nursing” complies with the regulations on the amount of knowledge of the state language and the procedure for testing the state language proficiency for professional and official duties, respectively, they allow full teaching of the course in the state language. The publications of the PBSP “Nursing” teachers in the last 6 years (2015–2021) are summarized in Appendix II\_2.4.4\_publications last 6 years).

According to the collected data, DU lecturers and guest lecturers purposefully and regularly participate in various professional development activities in the fields corresponding to their scientific interests both in DU and in foreign universities. In addition to academic work at the university, teachers have practical experience in health care projects. These types of activities promote a comprehensive understanding of the specifics of nursing education, thus ensuring a direct unity of theory and practice in the study process.

The research directions of the academic staff involved in the program are oriented towards the successful implementation of the study program and in most cases are related to the specialization of the lecturers within the program. Lecturers prepare scientific articles, including in internationally peer-reviewed journals, participate in conferences and workshops, training, internships and various scientific events, publish textbooks and develop methodological materials, participate in international and national research projects.

The research carried out by the academic staff is a significant contribution to the development of the field representing them, as well as to the development of the study program, improvement and updating of the study content. The research covers both the theoretical aspects and the topicalities and novelties of the fields, which are used in the study courses of the lecturers, thus promoting the interaction of the research and study process and significantly improving the quality of the study process. Students' participation in scientific and practical conferences and seminars is also constantly stimulated as a listener.

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

The composition of the teaching staff has not changed since the licensing of PBSP “Nursing” (18.08.2021).

### **3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field**

**of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).**

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

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

The existence of the study program and the achievement of its goals, objectives and expected results is possible only if a team of professionals operates in the program, who are united by an understanding of the nature, principles, goals and ways of achieving health science and studies.

By regularly discussing the effectiveness of the program, the teaching staff involved in teaching the program coordinates the content of the taught study courses, seminars and discussions so that the information is not repeated and that the examination of problematic issues from various aspects is ensured.

The implementation of PBSP "Nursing" is ensured by the teaching staff, who regularly cooperate to improve the study process, considering the interests of students. Thus, student-centered studies are implemented, where special importance is given to the improvement of interdisciplinarity and internationalization aspects.

At the time of submitting the self-assessment report, the ratio of students to teaching staff within the study program is 1: 5.6, which provides a great deal of attention to students on the part of lecturers and guarantees an individual approach.

It is important to note that in the course of the cooperation process, the representatives of the partner structural units participate in the development of the program (in the relevant field of competence), in the improvement of the study content and process, and in the provision of the study process.

# Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	III_3.1.2_PBSP_Nursing_diploma and supplement examples.zip	III_3.1.2_PBSP_Maszinibas_diploma un pielikumu paraugs.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	III_3.1.4_Statistical data on students_Nursing.xlsx	III_3.1.4_Statistikas dati par studejosajiem_Maszinibas.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	III_3.2.1_Compliance of the Nursing program with the state education standard.pdf	III_3.2.1_Maszinibu programmas atbilstiba valsts izglitiba standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	III_3.2.1_Compliance of nursing qualification with the professional standard.pdf	III_3.2.1_Maszinibu kvalifikācijas atbilstība profesijas standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	III_3.2.1_Compliance of the qualification of Nursing to the Cabinet of Ministers not. No. 268.pdf	III_3.2.1_Maszinibu kvalifikācijas atbilstība MK not. Nr. 268.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	III_3.2.1_Mapping of study courses_Nursing.pdf	III_3.2.1_Studiju kursu kartejums_Maszinibas.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	III_3.2.1_Study plan Nursing.xlsx	III_3.2.1_Studiju plani.zip
Descriptions of the study courses/ modules	III_3.2.1_Description of study courses_Nursing.zip	III_3.2.1_Studiju kursu apraksti_Maszinibas.zip
Description of the organisation of the internship of the students (if applicable)	III_3.2.4_Summary of the practice regulations_Nursing.pdf	III_3.2.4_Prakses nolikums_Maszinibas.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		