

APPLICATION

Study field "Social Welfare" for assessment

Study field	<i>Social Welfare</i>
Title of the higher education institution	<i>Daugavpils Universitātes aģentūra "Daugavpils Universitātes Daugavpils medicīnas koledža"</i>
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Self-evaluation report

Study field "Social Welfare"

Daugavpils Medical College of University of Daugavpils

Self-evaluation report	2
Study field	4
1. Information on the Higher Education Institution/College	4
2.1. Management of the Study Field	20
2.2. Efficiency of the Internal Quality Assurance System	29
2.3. Resources and Provision of the Study Field	36
2.4. Scientific Research and Artistic Creation	47
2.5. Cooperation and Internationalisation	51
2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures	53
Annexes	55
Other annexes	57
Social Rehabilitation (41762)	59
Study programme	61
3.1. Indicators Describing the Study Programme	61
3.2. The Content of Studies and Implementation Thereof	64
3.3. Resources and Provision of the Study Programme	68
3.4. Teaching Staff	72
Annexes	76
Social Care (41764)	77
Study programme	79
3.1. Indicators Describing the Study Programme	79
3.2. The Content of Studies and Implementation Thereof	83
3.3. Resources and Provision of the Study Programme	87
3.4. Teaching Staff	90
Annexes	94

1. Information on the Higher Education Institution/College

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

Daugavpils Medical school (Daugavpils University Agency "Daugavpils University Daugavpils Medical College" (hereinafter - DU DMC)) was established in 1945. It consisted of 2 rooms and a basement in 26 Varšavas street. At the beginning, there were 54 students. The duration of study was 2 years; the first graduation took place in 1947.

From 1954, Medical school began to train not only nurses but also feldshers ("Feldsher" is an equivalent to physician assistant). The last graduation of feldshers took place in 1987.

As the number of students gradually increased, the school premises were extended. Between 1970 and 1974, a new three-storey study building was built for the growing number of students. In the academic year 1987/1988, the largest number of students was 850.

Many DMC students continue their studies in higher educational establishments and work in the fields of medicine and social welfare.

In 2004 Medical school was registered and in 2006 it was accredited as Daugavpils Medical College (hereinafter - DMC). In its activities, the College complies with the Law on Institutions of Higher Education, Vocational Education Law, the Law on Scientific Activity and other regulatory enactments.

The College has its own a seal with the small coat of arms of the State of Latvia and the full name of the College, symbols, document forms and accounts in the State Treasury and credit institutions.

DMC is registered in the Register of educational establishments of the Latvian Ministry of Education and Science (No. 747002489 on January 10, 2011 in accordance with the Decision No. 2-26 / 24 "On amendments to the Register of Educational Institutions and the issue of a registration certificate to an educational institution") and accredited as a legal educational institution of the Republic of Latvia for an indefinite period (accreditation sheet No. 066 of 15 June 2006).

Based on the Cabinet of Ministers Order No. 495 of September 13, 2017 "On the reorganization of Daugavpils Medical College", on March 1, 2018 DMC was reorganized and changed its legal status. Currently, the College operates in accordance with the laws and regulations of the Republic of Latvia as Daugavpils University Agency "Daugavpils University Daugavpils Medical College" (accreditation sheet No. 8 of 2 May 2018).

Until September 1, 2021, six first-level professional higher education programmes are implemented in DU DMC:

<ul style="list-style-type: none"> - study programme „Nursing”(41723) with the qualification of a „nurse”; - study programme „Treatment”(41721) with the qualification of a „physician assistant”; - study programme „Therapeutic massage” (41722) with the qualification of a „massage therapist”; - study programme „Aesthetic cosmetology” (41722) with the qualification of a „beauty specialist in cosmetology”; 	<p>Study direction "Health care" (accreditation sheet No 88)</p>
<ul style="list-style-type: none"> - study programme “Social care” (41762) with the qualification of a „social caregiver”; - study programme „Social rehabilitation” (41762) with the qualification of a „social rehabilitator” 	<p>Study direction „Social welfare” (accreditation sheet No 89)</p>

All directions with the included programmes are accredited until December 31, 2022.

The report “On the Reform of the Health Care System” approved by the Cabinet of Ministers on 7 August 2017, the conceptual report “On the further development of the nursing profession” of 29 October 2019 and as well as one of the recommendations of the State Audit Office in the audit report “Human resources in health care” that as of January 1, 2022 provide that the professional qualification “Nurse (General Care Nurse)” can be obtained only in the second level professional higher education programme with the total amount of the full-time study programme of 160 CP, which is implemented in Daugavpils University, the University of Latvia and Riga Stradiņš University.

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 “On further development of the nursing profession”, Daugavpils University (hereinafter - DU) has started the implementation of the professional Bachelor`s study programme “Nursing” (qualification - nurse (general care nurse)) in the academic year 2021/2022.

At the beginning of the implementation of the professional Bachelor's programme "Nursing" in the academic year 2021/2022, students who were matriculated in the first-level professional education programme until 31 December 2021 were equated with the previously acquired theoretical knowledge and practical skills, and these persons continue their studies in the professional Bachelor's programme of nursing.

Consequently, on September 1, 2021, DU DMC stopped independently implementing the first level professional higher education programme “Nursing”.

The study programme “Nursing” in the educational institution has been implemented since 1939. The long experience of DU DMC in the implementation of the 1st level professional higher education study programme "Nursing" have been integrated into the DU professional Bachelor`s study programme (hereinafter - PBSP) “Nursing” since September 1, 2021.

The development and implementation of the PBSP “Nursing” programme is carried out within the framework of cooperation between DU, 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.

The College implements also the following programmes:

- the vocational study programme “Nursing” (35a 723001) with the qualification of a “Nursing Assistant” (accreditation sheet No. AP3604).
- the professional secondary study programme “Child Care” (35b 761011) with the qualification of a “Nanny” (accreditation sheet No. AP 5062). This programme has not been implemented since 30 October 2020.
- In 2018, the license was granted for the implementation of the new first level professional higher study programme “Therapeutic Massage” (41722) with the qualification of a “Massage therapist” (accreditation sheet No. 041033-5) within the direction of the “Health Care”. The admission into this programme started in summer 2019.
- In 2020, the license was granted for the implementation of the first level professional higher study programme “Aesthetic Cosmetology” (41722) (license No 041033-5) within the direction "Health Care" and the enrolment of applicants for this programme started in the summer of 2019.

DU DMC is an important vocational education centre in Daugavpils and Eastern Latvia. DU DMC is a modern college that offers quality education, prepares highly qualified specialists and professionals, carries out scientific activities within its competence and develops the principles of internationalization in the fields of health care and social welfare.

The necessity to establish DU DMC in the region at the turn of the 20th and 21st centuries was also determined by changes in the recruitment of new specialists to specific positions. The system whereby, after graduation from university/college, a specialist was assigned to the workplaces that had sent a request to the university was abolished. Latgale was acutely experiencing the shortage of new specialists, with modern knowledge and practical skills. Those who received their education in the capital of the country or abroad very rarely returned to Latgale. However, thanks to its rapid and comprehensive development, DU DMC has adapted to meet the needs of the region in line with labour market development forecasts, and has become not only the largest Latgale Medical College, but also an important and competitive vocational education centre on the Latvian border.

DU DMC plays an important role in promoting access to professional higher education in the region of Eastern Latvia in terms of territorial choice of the College. Considering the favourable geographical location of DU DMC, students studying in the College are mostly from Latgale; most of them associate their future life and work with work in the region. DU DMC is the largest and most important Medical College in the Eastern Latvia region, which provides quality education in three-level study programmes (first level professional higher education, secondary professional education and vocational education). Its activities are focused on the development of the medical and social welfare environment in Daugavpils, both in the municipalities of the region and in the country as a whole.

- ***Mission and vision***

The institution implements first-level professional higher education study programmes, secondary vocational education programmes, and vocational education programmes. The College implements its activities on the basis of the Daugavpils Medical College Strategy 2016-2020; the strategic priorities are also continued in 2021. The College staff is currently working on a new development and investment strategy. The DU DMC study directions “Health Care” and “Social Welfare” are implemented and their development is planned on the basis of the Development Strategy 2015-2020 of DU DMC. On the basis of the letter of the Ministry of Education and Science of January

11, 2021 No. 4-10e/21/99 "On Institutional Development Strategies" for the implementation of nationally coordinated education and science policy and for the successful implementation of ongoing reforms and by the decision of DU DMC (Minutes of the Council of 2021 No. 1.), the term of "Development Strategy 2015-2020 of DU DMC " was extended until the start of operation of a new approved strategy (indicative year 2023).

The mission of DU DMC is to prepare internationally competitive specialists in the field of health and social welfare for Latvian and European labour market by promoting sustainable education in Latgale region and Latvia as a whole.

The vision of DU DMC is to be a modern, prestigious and recognizable educational institution in the field of health care and social welfare, offering high quality education.

The main goals of the College are:

- to develop and implement high-quality and modern first-level professional higher education programmes (hereinafter - study programmes enabling to obtain the fourth level of professional qualification in the thematic group of "Health Care" and "Social Welfare" education, in line with labour market requirements and the needs of society;
- to develop and implement high quality and modern professional secondary education programmes, which provide an opportunity to obtain the third level of professional qualification and vocational education programmes, with the opportunity to obtain the second level of professional qualification;
- to inform the public about its activities, to disseminate scientific knowledge and practical recommendations in the fields of health care and social welfare, as well as to carry out organizational and other measures to promote the introduction of modern health care and social welfare methods and technologies in Latvia;
- to develop and implement continuing education and professional development course programmes in the thematic group of health care and social welfare education in cooperation with the College partners;
- to provide services to state and municipal institutions, DU structural units and private individuals;
- to develop a competitive personality who can think analytically, critically perceive and creatively process information, who is able to contribute to the development of the state and regions of Latvia and the welfare of the population through education.

The objectives are:

- to provide the first level professional higher education required for the health care and social welfare sectors;
- to provide the second level professional vocational education and methodological assistance required for the health care and social welfare sectors;
- in cooperation with employers to develop and implement new study and vocational education programmes in line with professional standards and national vocational education standards incorporating relevant competences;
- to improve the existing study programmes in line with the forecast market changes, improving the technical and methodological base of studies and the intellectual potential of the academic staff and cooperation partners of the College;
- to ensure the acquisition of theoretical and practical knowledge, skills, abilities and professional attitude in line with the professional standard, labour market requirements and competences of the relevant specialty;

- to improve the selection system of the academic staff, to promote the attraction of qualified staff, to ensure appropriate working conditions and remuneration for academic staff, to motivate academic staff to continuously improve their competences in their specialisation and pedagogy;
- to ensure the quality of the educational process and examinations, recognition of professional education and professional qualifications obtained in the College in Latvia and abroad;
- to create a modern study and research environment to improve the quality of research;
- to co-operate with Latvian and foreign higher education institutions, to participate in international education and research programmes and projects;
- to organise seminars and conferences, to hold public events, to ensure publicity of the College activities, to carry out economic and other activities that do not contradict the regulatory enactments and the basic directions of the College activities, to use the state funding efficiently and effectively.

The mentioned functions and objectives of the College are performed in line with the College development strategy, the current year's work plan and budget.

In its activities, the College has implemented and continues to implement the Bologna Process reforms in Latvia and performs the following measures:

- to ensure co-operation with employers, social partners and other educational institutions, agreements have been concluded with:
 - professional associations;
 - foreign and Latvian higher education institutions;
 - internship bases;
 - involvement of employers in the whole study process;
 - involvement of the local government in the implementation of the study process;
 - quality assurance of the study process;
 - development of lifelong learning in the study programmes implemented by the College;
 - targeted and systematic development and improvement of academic staff qualification.
 - expansion of the College students' competences within study programmes and the College activities in general:
- inclusion of student self-government in the structural units of the College;
- working in international projects;
- participation in local and Latvian student activities;
- participation in scientific conferences.

DU DMC operates according to the following values:

- knowledge and competence (we have highly qualified, competent and excellence-oriented academic staff);
- responsibility and self-discipline (it is important for us to build stable and long-lasting collaborations; we are honest and serve society);
- growth and achievements (we are focused on professional and staff development, assessing the achievements of staff and students);
- commitment and leadership (we achieve our performance goals by working under the

leadership of a leader or being a leader ourselves in team).

Implemented study directions and the number of study programmes therein

The College implements three first level professional higher education study programmes and provides an opportunity to obtain the 4th level professional qualification:

- the study direction „Healthcare“:
 - study programme “Treatment” (41721) with the qualification of a “Physician assistant”;
 - study programme “Therapeutic massage” (41722) with the qualification of a “Massage therapist”;
 - study programme “Aesthetic Cosmetology” (41722) with the qualification of a “Beauty specialist in cosmetology”;
- the study direction "Social Welfare":
 - study programme “Social Care” (41762) with the qualification of a “Social caregiver”;
 - study programme “Social Rehabilitation” (41762) with the qualification of a “Social rehabilitator”.

The College implements the vocational education programme "Nursing" (35a723001) with the qualification of a "Nursing Assistant". The secondary vocational education programme “Child Care” (35b761011) with the qualification of a “nanny” is licensed and accredited.

Dynamics of the number of the students at the higher education institution/ college in the assessment period (2014-2021)

When assessing the dynamics of the number of students in the period from 2013 to 2020, it can be concluded that the number of students in DU DMC has not decreased, despite the long-term depopulation and emigration of the population in Latgale and Latvia. According to the information material “Demographic Forecasts of Latvia: 1998 - 2025”, the population of Latvia will continue to decrease in the coming years. The main reasons for this process are ageing population, a persistently low birth rate and emigration. For economic reasons, more and more secondary school graduates choose to study or start their careers outside Latvia, therefore the state-funded budget places are not fully filled and the decline in the number of students affects almost all higher education institutions.

The prestige of the College and the demand of the labour market determine a steadily high admission competition coefficient (see Figure 1).

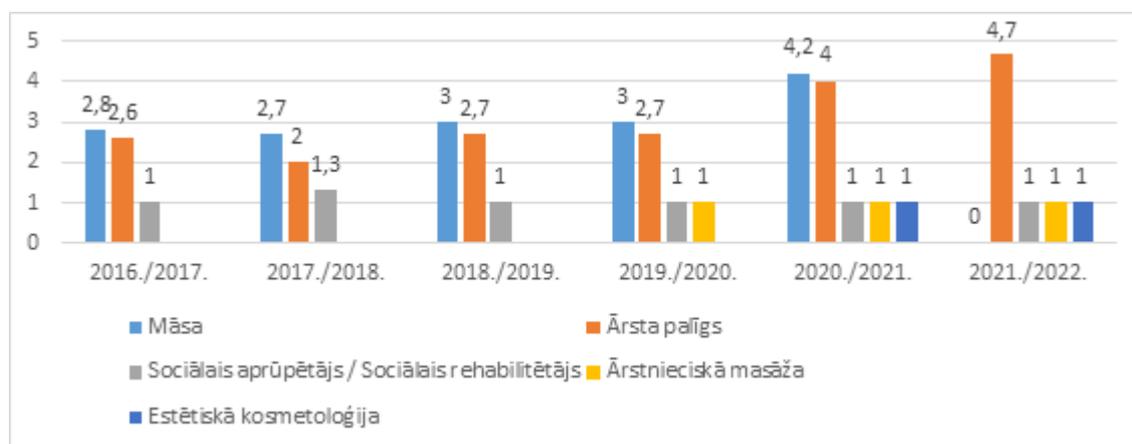


Figure 1. Admission coefficient

The Nursing programme has been the most competitive for several years in a row.

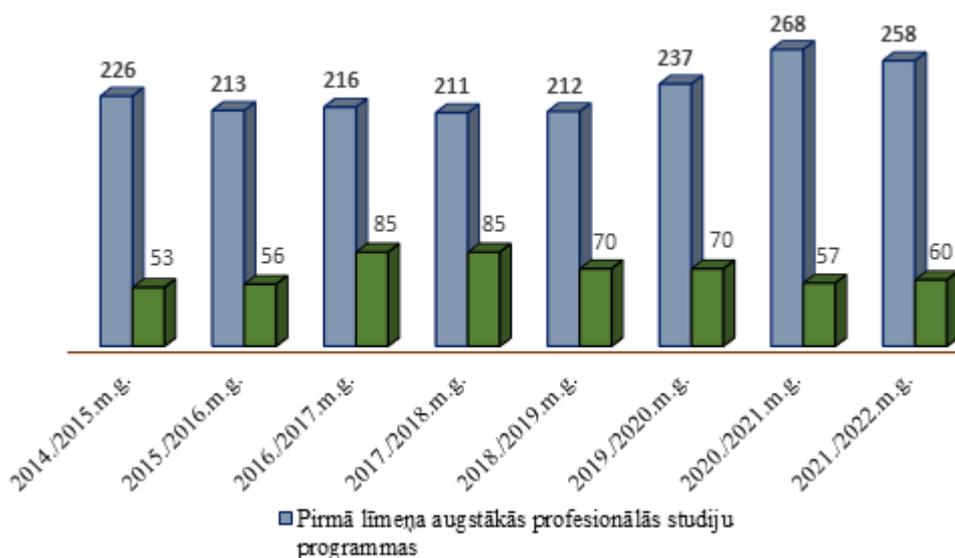
One of the most significant challenges for the higher education system is the demographic trends in Latvia, which are characterized by a decline in birth rate and population in the early 1990s. The number of secondary school graduates is decreasing every year, and therefore the number of potential students is decreasing. The data collected by the Ministry of Education and Science show that since the period of 2008/2009 the number of students in Latvia has been rapidly decreasing (a slight downward trend was already observed in the academic year 2006/2007).

At the beginning of the 2015/2016 academic year, 84.282 thousand students entered Latvian higher education institutions, which is a drop of 2% compared to the previous academic year.

In the period from 2005 to 2006, when the highest number of students was recorded (131072), the total number of students in Latvia decreased by about one third (by 46.800 students or 36%).

In the academic year 2018/2019, the total number of students in Latvia decreased by 79% (by 103.420 students).

Despite the demographic forecasts of the expected decline in population, the number of students and those wishing to study in the College remains stably high (see Figure 2).



The number of students enrolled in colleges and its dynamics is influenced by birth rates (number of children born in a given year); however, this influence is not as direct as in general secondary and vocational education institutions, where young people start their studies mainly at the age of 16. As regards the demographic processes affecting the number of students in colleges, migration processes, both long-term emigration abroad and internal migration, must also be taken into account.

It should be noted that changes in the number of students are influenced not only by demographic processes but also by projects implemented in colleges, marketing activities, scholarship programmes, etc.

One of the factors influencing the relative stability of the student population is the link between the College and vocational education programmes.

In terms of attracting potential applicants, the participation of the College in career education processes (cooperation with secondary schools, vocational education institutions, universities, employers, and graduates) is important, thus ensuring career education for the College students.

One of the solutions to reduce the mismatch between the supply of higher and vocational education and the demand of the labour market is to increase the number of students in Colleges by improving their educational environment, thus enhancing the competitiveness of colleges.

DU DMC development strategy -aims and directions.

The development aims of DU DMC are envisaged in “Daugavpils Medical College Development Strategy 2015-2020 (hereinafter - the Strategy).

Its general aim is to develop DU DMC as a modern and competitive vocational education institution in the field of health care and social welfare.

The Strategy sets medium-term goals:

1. To provide quality education that meets the challenges of the future and is based on the acquisition of theoretical knowledge and practical skills by preparing specialists who are competitive in the international labour market, developing their abilities and motivating lifelong learning.
2. To participate in international, national and sectoral research programmes, promoting technology transfer and innovation development, raising public awareness of science.
3. To promote the recognition of DU DMC in Latvia and worldwide.
4. To ensure a unified and efficiently functioning organizational structure and to implement a quality management system.
5. To develop a modern, environmentally friendly infrastructure, safe and supportive working environment.

In order to define the strategic planning and operational goals, the College has performed the annual SWOT analysis.

Strengths

- The largest educational institution in Latgale region, which trains specialists in the field of health and social care.
- Compliance of the study programme with Latvian and EU normative documents.
- Sustainable, generalised attraction of human resources for health and social care to the study process.
- Stable and positive reputation in society and internationally.
- International competitiveness of graduates.
- Development towards meeting the needs of the real labour market and the realisation of national economic policies.
- Highly qualified, competent and excellence-oriented teaching staff.
- Broad network of health and social care institutions with contractual relationships for the provision of internships.
- Strategic and effective the College management.
- Modern teaching and medical equipment, using new technologies to obtain information and improve the quality of studies.
- Student-centred study process.
- Quality of study programmes.
- The new first level professional higher education study programme “Therapeutic Massage” with the qualification of a “Massage therapist” has been licensed and implemented.
- The new first level professional higher education study programme “Aesthetic Cosmetology” with the qualification of a “Beauty specialist in cosmetology” has been licensed and implemented.
- Extensive opportunities for students and academic staff to participate in Erasmus + activities

related to the study process.

- Digitization of the study process

Weaknesses

- Poorly predictable state budget and insufficient funding per student.
- The reform of the health care system led to the reduction of 92 budget places and the discontinuation of "Nursing" training.
- Weak competitiveness of the remuneration level of professionals in the social welfare system with an impact on the motivation of the professionals involved in the field.
- Insufficient foreign language skills of students and academic staff.
- Low motivation of foreign students to study, taking into account the economic, political and epidemiological situation in the country.
- Lack of continuity in education in line with the Bologna principles for the study programme "Treatment" (with the qualification of a "physician assistant").
- Insufficient involvement of foreign visiting lecturers and specialists into the study process.
- Low promotion activity of academic staff.
- Difficult implementation of face-to-face practical classes and internships in the context of the Covid-19 pandemic.

Opportunities

- Coordination of the implementation and further development of the programmes with the documents of the national development guidelines, for example, -National Development Plan (NDP) and attraction of necessary resources.
- Sustainability and competitiveness of programmes in the context of the European Common Educational Area and the labour market.
- State funding of studies.
- The number of College students has increased with the opening of study programmes with private funding.
- Attracting private funding for studies.
- Maintaining the stability of the College, introducing of fee-paying programmes.
- Positive feedback from employers on graduates' readiness for the labour market.
- Participation in educational and investment projects, using EU funds for the development of programme activities and material and technical base.
- Regular improvement of the content of study programmes in line with the current issues of the modern labour market, changing socio-economic and political situation in the country.
- Ensuring continuity of studies in cooperation with higher education institutions.
- More active cooperation of the College administration and academic staff with employers, social institutions, associations and specialists.
- Strengthening the cooperation between the College and DU by combining resources in the implementation of the professional Bachelor`s study programme "Nursing".
- Development of the College digitization and e-environment.

Threats

- The unsustainability of the existing policies of the state education system and the lack of vision for further development with a negative impact on programme development planning.
- 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 - LR) "On further development of nursing profession", as of September 1, 2021 the educational study programme "Nursing" will no longer be implemented in DU DMC.

- The reduction of education programmes and budget places has a negative impact on the development of the study direction “Health Care”.
- Gradual ageing of academic staff.
- Difference in salary levels between Latvian and European health and social care and education systems in an open labour market.
- The demographic situation is leading to a decrease in the number of graduates from secondary education.
- Changes in health care and social welfare institutions.

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 DMC acts on the basis of the Constitution of the Republic of Latvia, the Law On Educational Scientific Activity, the Law On Higher Education Institutions, the Regulations of DU DMC and other regulatory enactments.

The main decision-making bodies of DU DMC are: the College Council, the Director and DU decision-making bodies (Constitutional Assembly, Senate). The highest representative and management institution and decision-making body of DU DMC is the College Council - a collegial management and decision-making body which is elected by secret ballot from amongst: administrative staff - 3 representatives (32%), academic staff - 2 representatives (17%), 2 representatives from students (17%), 2 representatives from general staff (17%) and 2 representatives from employers (17%). The Council shall approve the procedures and regulations for all areas of the College activity, participate in the implementation of the strategic goals of the DU DMC, as well as perform other functions. The representatives of the academic staff in the Council are delegated by the Meetings of the representatives of the academic staff. Students` representatives in the Council are delegated by the students' self-government. The activities of the Council shall be governed by the regulations approved by DU.

The highest official of DU DMC is the Director.

The Director shall:

- be responsible for the general administrative management of DU DMC and represent DU DMC without special authorization;
- promote the development of the educational establishment; be responsible for the implementation of DU DMC strategy;
- ensure the academic freedom of the academic staff and students;
- be responsible for compliance of DU DMC with Latvian legislation and other regulatory enactments;
- be responsible for the legal, economic and purposeful use of budget fund as well as the property of DU DMC;
- promote the international recognition and prestige of the College.

The main aim of the Health and Social Care Department is to draw up study programmes relevant to the aims and level of the College, to ensure their implementation and to control the development of specialties within their competence throughout the study process. The Department is managed

by the Head of the Department.

The main objectives of the Department are:

- to implement study programmes;
- to organize students` methodological and scientific-research work;
- to promote students` activities;
- to carry out scientific research in the fields of medicine and social care;
- to involve qualified and competent teaching staff with academic and practical work experience in ensuring the study process of the College;
- being aware of the academic role in the organization and management of the study process and research to ensure an appropriate balance between the centralized management and decentralization of the study process and research with the aim of increasing staff responsibility for the quality of study work and the level of scientific research;
- to develop the research areas of the College and increase the number of internationally recognized publications, as well as to increase the publicity of research by organizing and participating in international conferences and seminars;
- to cooperate with other structural units of the College, educational institutions, employers and non-governmental organizations.

The activities of the Department are coordinated by the Department Council, which consists of no less than 5 persons - the Head of the Department, methodologists and academic staff. The Department Council is entitled to independently solve all matters of professional and academic activity in accordance with the regulations of the College, if they are not referred to the College Council. The Deputy Director for Studies and the Head of the Department are responsible for the practical implementation of the study programmes.

The main tasks of the Deputy Director for Studies in the implementation of study directions and programmes are:

- to plan, coordinate and organise the study process;
- to monitor the workload of lecturers;
- supervise the record-keeping of academic staff;
- coordinate the opening of new study programmes;
- participate in the organisation of external and internal quality control.

The academic staff and methodological commission of the study programmes is organized under the supervision of the Deputy Director for Studies.

The Deputy Director`s tasks are:

- to analyse and make recommendations for the improvement of study courses;
- coordination between study courses, establishment of interdisciplinary links;
- to evaluate methodological literature for theoretical studies;
- to provide methodological assistance to new teaching staff for the acquisition of pedagogical skills;
- to participate in the development of lecture materials,
- to approve the themes of the final examinations of study courses, term papers, qualification papers;
- to analyse the results of final examinations.

The Library with independent Internet connection provides significant support in the practical

implementation of the study programmes and research work. To achieve the goals of the study course, the study process is organized in auditoriums, practical training rooms, laboratories, computer room, beauty care, social care and medical treatment institutions, in accordance with the study programme.

Study Direction Council

The Director of DU DMC shall approve the composition of the Study Direction Council. The Study Direction Council consists of the Head of study programme, academic staff, students (at least one representative from the 1st level professional higher education programme) and employers' representatives. The functions of the Study Direction Council are: to develop the study programme (s) of the direction; to perform self-assessment and implementation analysis of the study programmes; to analyse students' achievements; to analyse the academic work of the academic staff involved in the study direction; to promote 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 assurance of studies is a continuous cycle of improvement. Quality is the result of interaction between teaching staff, students and learning environment. To ensure the quality of studies, DU DMC offers a learning environment where the content of study programmes, study opportunities, material and technical base and infrastructure correspond to the goal of providing competitive higher education. Quality assurance is based on the related control and improvement measures, thereby creating confidence in the activities of DU DMC and higher professional education in general. The quality assurance policy is part of "Daugavpils Medical College Development Strategy 2015-2020". The quality of studies is a characteristic of the excellence of the study system, which reflects the compliance of the students' learning activities with the goals of education.

DU DMC takes care of the quality of its educational services by maintaining a quality management system (QMS), periodically accrediting and confirming the effectiveness of the system. QMS demonstrates that DU DMC tries to learn about the expectations of potential students; to maintain consistently good quality of study and management and to ensure systematic and transparent processes, as well as to continuously improve cooperation with partners and the community.

The DU DMC QMS has been developed in compliance with "The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and in compliance with the legislation of the Republic of Latvia (Law on Higher Education Institutions, Higher Professional education standards, etc.), DU DMC regulatory enactments and "Daugavpils Medical College Development Strategy for 2015-2020".

Study process quality assurance mechanisms

Quality maintenance of study programmes is implemented with the aim to monitor and

improve the implementation of study programmes in order to create preconditions for achieving the results of study programmes. Quality monitoring is continuously: when admitting students, recruiting teaching staff, improving study programmes, evaluating the activities of structural units according to the results of research and study work.

In the internal and external quality assurance of higher education, there is cooperation between DU DMC and the Ministry of Education and Science of the Republic of Latvia (allocation of state-funded budget places, implementation of conceptual decisions), Higher Education Council (strategic issues, assessment of study direction, and recognition of students' prior education).

The main forms of quality assessment are:

External evaluation - licensing, accreditation and evaluation by independent experts. It is provided by a quality assurance agency included in the European Quality Assurance Register for Higher Education (EQAR) (The Quality Agency for Higher Education (AIKA)). The Deputy Director Studies and methodologists coordinate it.

Internal evaluation - it is constantly performed by DU DMC Study Direction Council through self-assessment reports. Internal evaluation is implemented and coordinated by the DU DMC management. In accordance with the internal quality assurance system of DU DMC, systematic evaluation of study fields and programmes is carried out in order to ascertain the achievement of programme objectives and learning outcomes, the compliance of the programme with the current economic trends and labour market requirements. The Study Direction Council, specialized departments and structural units constantly perform ensuring the internal quality of studies; the Department Council and the College Council make all the binding decisions on the study process.

The compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 21 of the Law on Institutions of Higher Institutions

The following measures are taken in DU to ensure the internal quality of studies:

<i>Quality assurance tool</i>	Implementation procedure
<i>Strategic planning of the study process</i>	<p>Performed by the Director of the College in cooperation with the academic staff and members of the Study Direction Council, members of the Department Council, and members of the College council.</p> <p>It analyses the weaknesses, risks, development opportunities of the study direction and the study programmes included therein.</p> <p>The Study Direction Council, the College Council evaluate the programme study process, results and recommend measures to improve the programme and integrate the latest findings into the study content and process. The relevant departments discuss the proposals and suggest changes in the amount, content and semester timetable of the courses.</p>

<i>Examination of issues related to the study process</i>	Each academic year, taking into account the results of student surveys, formal indicators of students` performance, as well as professional performance indicators of academic staff in relevant directions (participation in scientific conferences, research and other projects, participation in applied research, publications, etc.), the Department analyses in detail the content of each study course and the quality of teaching. After that, proposals for changes in study courses or study programmes are forwarded to the DU DMC Study Direction Council, which evaluates the validity of the changes. In case of a positive decision of the Study Direction Council, changes are introduced.
<i>Surveys</i>	Student, employer and graduate surveys are carried out at the end of each academic year. Based on the results of the questionnaires, the content of study programmes is reviewed and improved within the study directions. If necessary, the management of DU DMC conducts express surveys outside the usual procedures in order to find out the students' opinion on topical issues concerning the study process.
<i>Self-assessment of the study direction and preparation of the self-assessment report</i>	The management of DU DMC organizes meetings of the Study Direction Council to discuss the main directions of the programme development and management. Student representatives are invited to discuss controversial issues (assessments of examinations or tests, non-compliance with the internal rules by students and / or academic staff, etc.). The main solutions are reflected in the self-assessment report of the Study direction for the previous period.

Description of the parties involved in the development and improvement of the quality assurance system and their role.

Effective results can be achieved through understanding and support of management, a focused DU DMC strategy and policy, implemented through the successful involvement of staff, as well as through a full partnership, resource-efficient approach and process management.

Party involved	Description of the role
<i>Students</i>	- to perform feedback to improve the quality of studies; -to initiate improvements of the study process.

<i>Teaching staff</i>	<ul style="list-style-type: none"> -to ensure quality implementation of studies; -to conduct scientific research, to implement its integration into the study content; - to participate in professional development activities, to implement international mobility and experience exchange activities; - to cooperate with external experts, employers and graduates, to promote their involvement in the improvement of study directions.
<i>Employers, social partners and external experts</i>	<ul style="list-style-type: none"> - to perform examination of the content of study programmes and provide recommendations for the improvement of the study content and methods; - to provide internship opportunities, promoting the principles of work-based learning in professional study programmes.
<i>Graduates</i>	<ul style="list-style-type: none"> -to apply the acquired knowledge, skills and competencies in professional activities; -to provide recommendations for improving the study content.
<i>DU DMC management</i>	<ul style="list-style-type: none"> - to develop a strategy for the development of DU DMC and to implement the goals set; - to promote staff professional development and to develop and implement various motivation and support mechanisms (e.g. promotion of scientific activities, exchange of experience within ERASMUS + programmes, transfer of best practices); - to cooperate with all participants of the study process, to provide support in solving management and financial matters; - to ensure the implementation of high-quality study programmes management; - to provide support to students and teaching staff involved in the study programmes; - to update the study material and technical base.

The College development policy is planned and implemented every semester. The College Director and Deputy Director for Studies coordinate the staff development.

The staff management and development issues are analysed at the meetings of the Department Council, College Council and methodological commissions.

The activities of the College are governed by internal rules and regulations, which have been developed democratically and in compliance with the established requirements.

The self-assessment system of the institution is clearly structured and covers all areas and aspects of the work of the educational establishment:

- staffing is evaluated on the basis of the job descriptions, employment contract registers and the College staff database;
- the employment efficiency of the College's academic staff is assessed according to the salary classification (salary tariff classification, teaching time sheets, report on the performance of tariff hours); job descriptions; minutes of the meetings of the pedagogical council, minutes of the meetings of the methodological commissions;
- for the College support staff - annual job evaluation procedure;
- the staff development is assessed taking into account the College development strategy; staff database; assessment of the staff performance; certificates of professional development courses; annual self-assessment;
- the provision and use of premises, equipment and resources shall be assessed by analysing

the material and inventory accounting documentation; reports of the control and supervision services regarding the conformity, suitability and operational safety of the premises; instructions on the use of special rooms;

- the provision and use of the College financial resources is assessed taking into account the annual budget estimate; monthly budget estimate; the College budget audit documentation.

The results of the College work are summarized in the annual Public Report and Management Report of the College, which allow to analyse the work done, specify the tasks and goals of the educational institution for the coming year and, if necessary, to make amendments to the College development plan.

The plan of work is drawn up every year. Compliance with the work plan is monitored. The facts found in the working process are recorded and discussed in order to make the necessary adjustments in the study process.

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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.	DU DMC has implemented a policy of internal quality assurance of studies, which is justified by binding regulatory enactments that promote and ensure the quality of higher education.
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.	In accordance with the DU DMC Regulations and other internal regulatory enactments, mechanisms for the development of study programmes, internal approval, supervision of their operation and periodic control have been established.
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.	The "Methodological Instructions for Assessment", "Regulations for Design and Evaluation of Independently Developed Study Papers", "Regulations for Study and Examination Procedures" and the description of study courses of each study programme describe the criteria, conditions and procedures for assessing students' progress. Regulations and methodological instructions for students are freely accessible to students. Students are surveyed to provide suggestions on the criteria, conditions and procedures for the assessment of their performance.

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	DU DMC has developed internal regulations and mechanisms regulating the qualification and quality assurance of academic staff: 'Regulations on Academic and Administrative Positions, annual report of each teaching staff, self-assessment report. The self-assessment report include measures to implement the results of questionnaires and student suggestions.
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.	Surveys of students, graduates and staff are organized every year. DU DMC administration conducts express surveys to find out students' opinion on topical issues concerning the study process. Regular cooperation with the Student Council, exchange of opinions, consideration of suggestions. Information on students' achievements is analysed at the meetings of the Departmental Council, Methodological Committee, and academic staff.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	Information on graduates' employment is collected and analysed at the beginning of each academic year. DU DMC follows the guidelines of the European Higher Education Area. Compliance with this standard confirms that DU DMC takes care of the quality of its educational services by maintaining a quality management system, periodically undergoing accreditation and certifying the effectiveness of the system. DU DMC tries to find out the wishes of potential students; strives to maintain the good quality of studies and management and to ensure systematic and transparent processes, as well as to improve continuously cooperation with partners and the public.

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.

Strategic development of the study direction "Social Welfare" shall take place in accordance with the common guidelines of the State and European higher education policy of Latvia, respecting the planning documents of higher education. Learning outcomes are based on the standards of the professions concerned and the strategic objectives of the educational programmes defined in the national standard of first-level vocational higher education. This determines the need to continuously develop and improve study programmes in accordance with current changes in the field.

The requirements for the European Higher Education Area, their objectives and means of implementation serve as guidelines for defining the strategy for the development of the study field. This is in conjunction with the implementation of the global standards of social work education and practice standards and the development objectives of the DMC. The development of the study direction "Social Welfare" takes place using the possibilities of research, study and innovative activities, which provide internationally recognized higher education and research binding on the labour market in the field of social welfare.

The study direction "Social Welfare" is very important and essential for the development of the region and the country as a whole. According to the wording of the DU DMK mission, the College prepares competitive social welfare specialists for Latvia and Europe.

The study direction "Social Welfare" is especially necessary for both the state as a whole and latgale region, as it is aimed at obtaining high-quality first level professional higher education, which is based on the acquisition of the latest theoretical knowledge, as well as the performance of research work at the local level in local governments, non-governmental sector and private organisations.

The study direction is implemented by focusing on the Sustainable Development Strategy of Latvia until 2030 (p. 14), which provides that during this period it is essential to invest in human capital as one of the successful aspects of the development of the country and region. A qualified social welfare specialist who is able to assess and exploit his professional potential is an important driver of the development of the field of social welfare.

The development of up-to-date knowledge, skills and competences necessary for the performance of the basic tasks of professional activity, including skills to work in multi-professional teams, is a significant contribution to students. It is essential to respect the growing importance of scientific theory and the pre-emptive nature of modern education. The study process ensures theoretical understanding of the professional activity of students, examination of theoretical knowledge in practice and creation and improvement of their personal professional attitude. The study process is based on the creation of opportunities for self-development and self-improvement of future professionals through work-based learning and practice analysis. These aspects determine the need for analytical evaluation and review of the study content according to the changing situation.

Acquiring quality knowledge brings greater added value in performing your work duties in perspective. As the number of people decreases and the population ages, it is important not to reduce the base value of human capital and increase its productivity. Investment in human capital is a priority long-term challenge to ensure the participation of the entire potential human resource in the labour market, to improve the services and effectiveness of social care and social security, as well as lifelong learning systems.

The acquired professional qualification allows to successfully work in the field of social welfare and ensure the transfer of knowledge, skills and skills into the working environment.

The interrelationship between the study field and the study programmes included therein is full-fledged

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.

Assessing the current development of the study direction “Social Welfare”, the current situation and perspectives of the programmes, the College assesses both: the content of study programmes as a whole and the content and the provision of individual study courses, analyses the organization of the study process and solves issues related to programme development planning.

Based on the analysis of the study direction implementation indicators and taking into account the results of surveys of students and graduates (2014 - 2021), as well as assessing the development direction and dynamics of external factors, SWOT analysis is performed, which highlights the strengths and weaknesses of the study direction, opportunities and potential threats. This allows predicting the further development of the study direction and ensuring its improvement.

Strengths

Weaknesses

- The largest educational institution in Latgale region, which trains specialists in the field of social care.
- Involvement of DU DMC academic staff in the development of the professional standards “Social Carer” and “Social Rehabilitator”.
- Involvement of the academic staff of the study direction “Social Welfare” (from among the employers) in the approval of the professional standard “Social Carer” and “Social Rehabilitator”.
- Sustainable, general involvement of human resources in the field of social care at all levels in ensuring the study process.
- Stable and positive reputation among employers and society.
- Graduates are highly competitive at national and international level.
- Meeting the needs of the labour market and the implementation of national economic policies.
- Highly qualified, competent and excellence-oriented teaching staff.
- Broad network of health and social care institutions with contractual relationships for the provision of internships.
- Modern teaching equipment and digitization of the study process.
- Student-centred study process.
- Wide opportunities for students and teaching staff to participate in Erasmus + activities.

- Poorly predictable state budget and insufficient funding per student.
- Competitive weakness of remuneration rate of social welfare system professionals with an impact on the motivation of the professionals involved in the direction.
- Average knowledge of foreign languages skills of students and academic staff.
- Insufficient involvement of foreign visiting lecturers and specialists in the study process.
- Promotion activity of mid-level academic staff.
- In the conditions of the Covid-19 pandemic, the implementation of practical classes and internships is limited.

Opportunities

Threats

-
- Implementation and coordination of further development of the programme “Social welfare” with national development guidelines, such as the National Development Plan (NDP) and attraction of the necessary resources.
 - Sustainability and competitiveness within the context of the common European education area and labour market.
 - Increasing the number of students in the study direction “Social Welfare”, focusing on private funding.
 - Positive feedback from employers on graduates' readiness for the labour market.
 - Involvement in education promotion and investment projects, attracting EU funds for the development of the programme's activities and material and technical base.
 - Regular improvement of the content of study programmes in line with the current issues of the modern labour market, the changing socio-economic and political situation in the country.
 - Ensuring the continuity of education in cooperation with higher education institutions.
 - Active cooperation of the College administration and teaching staff with employers, social institutions and associations, practitioners.
 - Development of the College digitization and e-environment.
- The variability in current national education policies and the lack of vision for further development, which may have an unstable impact on the programme planning.
 - Gradual ageing of academic staff.
 - The difference in the level of remuneration in the Latvian and European social care and education system in the conditions of an open labour market.
 - Unfavourable demographics (the decline in the number of students).

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 structure of the study field management (see Annex) fits into the overall management framework of the DU DMK. The study process is the management structure of the study field (see annex) within the overall management framework of the DU DMK. The study process is organised in accordance with the Du DMK Regulations and other regulatory documents in force in the Republic of Latvia during the relevant period.

The governance structure of the study direction "Social Welfare" performs work in different directions, which helps to successfully implement two first level professional higher education

programmes - "Social Care" and "Social Rehabilitation".

The purposeful work of the management structure of the study field, during the period of implementation of these programmes, made it possible to gradually outline the need for the creation of a modular programme. The Study Direction Council initiates and ensures the application of innovative work forms, methods and techniques according to the necessary changes (COVID-19), which allows to ensure and maintain high study results.

The operation of this structure ensures active and conscious studies of students, which in a single organic system includes learning, teaching, development and upbringing.

After successful completion of the first level professional higher education programmes "Social Care" and "Social Rehabilitation", former DU DMK students have the opportunity to continue their acquisition of knowledge and professional development right here in the region by studying in the professional bachelor's study programme "Social Work and Social Rehabilitation", which is implemented by the Rezekne Academy of Technologies, or elsewhere in Latvia.

Within the framework of the work of management of the study field, general staff ensures successful organization and course of the study process, which is reflected in a well-organized teaching and learning process.

The Head of the Study Programme (H.Soldatjonoka) is an experienced specialist in the relevant field, who has been successfully working in the field of social welfare for many years. She knows the development of this field in a historical context, current events and problems today, as well as puts into perspective planning (for example, Social Caregiver and Social Rehabilitator profession standard approval process). The head of the study programme together with lecturers participates in the review of the content of study courses, solving internship issues, discussing the topics of qualification papers, as well as in the course of qualification examinations. The study process is organized responsibly, as well as a responsible approach is required of all those involved in the study process, because the head of the study programme understands and is aware of the importance of preparing future specialists in the field of social welfare.

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.

"DU DMK Admission Regulations" have been issued in accordance with Sections 45, 46, 47 of the Law on Higher Education Institutions, Cabinet Regulation No. 846 of 10.10.2006 "Regulations Regarding Requirements, Criteria and Procedures for Admission to Study Programmes", Para 4.8 of the By-law of the Daugavpils University Agency "Daugavpils University Daugavpils Medical College".

"DU DMK Admission Regulations" defines requirements for persons who wish to study at the College, College and such person mutual rights and obligations in the admission process, contain information on study programmes of a particular academic year, on additional requirements for the previous education, preparedness of applicants, on the criteria for the evaluation of the competition.

Admission to DU DMK study programmes includes registration of applicants for studies, the course of the competition for study places, announcement of the results of the competition, conclusion of a study contract and entry in the list of students (matriculation).

The admissions process is managed by an admissions committee approved by an order of the head of the college. The activities of the Admissions Commission shall be in accordance with the by-laws approved by the College Council. The Admissions Committee shall determine and approve the results of the tender. Admissions shall take place by competitive procedure, summing up:

- the assessment of the centralised examination in English or the result of a foreign language proficiency test which is not less than the rating given in the table. If secondary education has been acquired by 1 January 2004, the success sheet on secondary education shall contain a successful assessment of the subject: foreign language (English) final examination or acquisition thereof, which is not less than the assessment indicated in the table;
- the assessment of the centralised examination in Latvian, which is not less than the assessment indicated in the table. If secondary education has been acquired by 1 January 2004, the success sheet on secondary education shall contain a successful assessment of the completion examinations of the subjects: Latvian language and literature or The Latvian language or the acquisition thereof:

Percentage of centralised examination (%)		Centralized exam assessment with level (until 2012)	Rating on a 10-point scale (t.sk foreign language proficiency test)	Rating in 5 markup system	Points
Latvian	English				
	until 2013	from 2013			
80 - 100	84 - 100	95 - 100 (C1)	A	10	5
65 - 79	68 - 83	70 - 94 (B2)	B	8 - 9	4
50 - 64	52 - 67	40 - 69 (B1)	C	7	3
36 - 49	36 - 51	11 - 39	D	5 - 6	2
21 - 35	19 - 35	5 - 10	E	4	1

- average evaluation of the success of the document on secondary education (balls = points);
- interview results:

Interview evaluation criteria	Score
Understanding the chosen profession	from 1 to 3 points
Motivation to study in the chosen profession	from 1 to 3 points

In public activity	from 1 to 3 points
Previous achievements (activities) in the sector concerned	from 1 to 3 points

Within three days after notification of the results of the competition on the website of the college, the applicant has the right to contest the decision of the Admissions Commission on the results of the competition by submitting a motivated written application to the director of the college.

The commencement of studies in later stages of studies is determined by the DMK "Regulations on assessment and recognition of competences acquired outside formal education or acquired in professional experience and study results achieved in previous education".

Commencement of studies in later stages of studies is possible if the necessary examinations of the previous stages of the relevant study programme in another higher education institution or college have been passed and the documents presented contain clear, unambiguous and complete information regarding the achieved results. If these conditions are met and the College has the appropriate facilities, it may not refuse admission of applicants at later stages of studies.

Most often, former students of the relevant study field from other Latvian colleges and higher education institutions start their studies in later stages of studies.

DU DMK students are provided with the opportunity to continue the acquisition of education in another college if the study program is discontinued and loss compensation is guaranteed.

Social welfare programs have so far only been recognized of formal education acquired before, for example, when former students come to study another social welfare program as recruitment opportunities change. For example, a previously acquired program "Social Rehabilitation", later, upon the need, the former student comes to study the program "Social Care". In accordance with the requirements of the Regulations "On Evaluation and Recognition of Competences Acquired outside Formal Education or Acquired in Professional Experience and Study Results Achieved in Previous Education", recognition of study results achieved in previous education is carried out.

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.

Depending on the form of study, methods and goals of the study programme, the lecturer chooses the forms and criteria for assessing students' achievements. At the beginning of the study course, lecturers offer to analyse and assess criteria for assessing work and study achievements. Many of the results require the student not only to demonstrate knowledge, but also to analyse the acquired subject in practice, linking it with everyday life, existing experience and innovations in the direction. Seminars and workshops play an important role in ensuring that the assessment covers a wider range of students' knowledge, skills and competences. In practical classes, during individual or group work presentations, students improve their analytical skills by expressing their opinion. These methods and techniques maintain a permanent dialogue between the communication

partners- students are aware of the diversity of existing opinions, enrich each other's experience, gain new information and gain immediate feedback from the lecturer. In the acquisition of practical skills and competences, study courses focus on the development of integrative reflection. Reflection promotes the stabilization of students' acquisition of professional skills, as well as promotes self-knowledge and self-actualization. Therefore, in these cases, the formative assessment of learning outcomes is of special motivating importance in the study process. Within the framework of formative assessment, students understand the mistakes made and improve the acquired competence, because formative assessment provides students with feedback on the extent and quality of the acquired knowledge and what knowledge still needs to be updated. In addition to formative assessment, lecturers also use summative assessment. Summative assessment is formed in the process of posting intermediate examinations. At the end of the study course there is a test with a mark or an exam. The final test is mostly oral, written, demonstrated, and assessed in the form of a test with closed and open questions.

In addition to formative assessment, teaching staff also use summative assessment. Summative assessment is the process of assessing the student's knowledge, proficiency, and performance by comparing what they know with what they should have learned. At the end of the study course, there is a test with a mark or an exam. The final test is mostly oral or written, demonstrating and assessing students' knowledge in the form of a test with closed and open questions. Students can be acquainted with the criteria, conditions and binding procedures for the assessment of success in the course descriptions of the study programme, as well as at the beginning of the course, where the lecturer defines the goals, knowledge, skills, competences and the process of assessment.

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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.

The DU DMC Code of Ethics sets out guidelines for the ethical conduct of DU DMC staff and students. The Code stipulates that students support and maintain academic and professional integrity, prevent plagiarism, write-offs, fraudulent use or fraud of other intellectual property in turn, the academic staff evaluates the students' work in a timely, honest and fair manner, supports and maintains academic and professional integrity without creating conditions for academic dishonesty, follows the process of development of students' work, prevents plagiarism, write-offs, other fraudulent use of intellectual property or other types of fraud.

DU DMC has developed the "Regulations on Academic Integrity", which provides for the submission of mandatory electronic versions of final theses. Thus, in DU DMC there is an opportunity to compare students' final theses with the set of theses defended in previous years.

The study courses, which envisage the acquisition of scientific research methodology, focus on the observance of the principles of academic integrity in research in a certain field.

When examining the final work, DU DMC uses the plagiarism detection tool "plag.lv", because its algorithms detect not only the text that has been directly copied, but also the paraphrasing of plagiarism, as well as good and bad quotes. Before submitting the final work in DU DMC, the Study methodologist examines it with a plagiarism detection tool. In case the submitted work does not

meet the plagiarism tolerance level, it is returned to the student for revision (approximately 1% per academic year). In the Social Welfare programme, students deal a lot with laws, government regulations and other up-to-date information, which is why the programme pays special attention to plagiarism. In case the student presents another's intellectual property as his / her own, the student is prohibited from defending it in the respective academic year (no such cases have been found).

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.

Assessment of the efficiency of the internal quality assurance system within the study direction

The internal quality assurance system of the study direction "Social Welfare" is implemented in accordance with the practice introduced by DU DMC. The system can be assessed as efficient, transparent and consistent with the goals of the study direction "Social Welfare". See the structure of the DU DMC study Quality Management System in Annex No 2.

The following activities are performed for the effective implementation of the internal study quality assurance system within the study direction "Social Welfare":

- The internal quality control of the study direction "Social Welfare" is performed by the College administration, the study direction council, academic staff of the Department of Health Care and Social Welfare. The discussion and assessment of measures for the development of the direction and improvement of the quality of studies takes place at the end of each study year at the meeting of the Council of the study direction "Social Welfare".
- The Head of the Department of Health Care and Social Welfare, in cooperation with the academic staff and members of the Study Direction Council, performs strategic planning and implementation of the study process. The Department of Health Care and Social Welfare discusses and approves changes in the volume of study courses, their content and semester schedule.
- The College administration in cooperation with methodologists prepares the assessment report of the study direction for the previous period. The latest methodological literature and publications are discussed at the meetings of the Study Direction Council. The DU DMC methodologist compiles and distributes to the academic staff methodological recommendations for the implementation of study courses, which have been developed by summarizing and analysing current matters in the methodology of the subject area.
- Within the study direction surveys of students, graduates and employers are carried out once a year to get feedback.

The following measures are taken to ensure the internal quality mechanisms of the study process:

- Effective and constructive communication of the College administration with students during the semester. Individual and group discussions between academic staff and students on the

planning and organization of the study work, the choice and development of the theme of the study and qualification papers taking into account students' professional interests. Students choose places of qualification practice according to their professional interests. The individual approach is also provided with the opportunity to study according to an individual plan. Feedback allows to find out the level of students' satisfaction with the study process in general and its separate parts;

- The assessment of the content and organization of study programmes takes place in the DU DMC Council meetings, Faculty meetings, Department Council meetings, methodological commission meetings, and student and graduate surveys;
- The regular improvement of the qualifications of academic staff and the integration of research work into study work;
- Social partners, students, professionals are involved in the development of the study programme and quality assessment;
- The participation of the representatives nominated by the DU DMC student self-government in the development of normative documents and monitoring their implementation (at the meetings of the College council, at the meetings of the Department council, at the meetings of the academic staff);
- Writing and publishing annual reports: Management Report, Public Report, the Self-Assessment report, and other strategic documents of the study direction;
- Surveys of students, employers, graduates and lecturers are regularly carried out;
- The academic staff regularly improve and supplement the descriptions of study courses and the content of practical classes with current topics and the latest literature and publications;
- At the end of the study year, the academic staff submit the self-assessment of their work to the Study Department. Discussions are organized in the Study Direction Council, where the results of the study year and the necessity and directions of improving activities are discussed;
- Strategic planning of the study process is constantly performed, analysing the weaknesses of the study programme, risks, development opportunities and other related aspects;
- The defence of qualification papers takes place by forming a commission in accordance with the requirements of regulatory enactments, including representatives of employers and / or social partners;
- Meetings of the study direction council are organized at least once a year to discuss the main directions and management of the programme. Students' representatives are invited to discuss controversial issues (examinations or test evaluations, students' and / or academic staff internal regulations, etc.);
- To ensure the exchange of information and decision-making on the study process, administration and staff meetings (with the staff involved in the implementation of the programme) are organized.

The common methodology is used for quality assessment, assessing the quality of the study programme implementation (for example, compliance with educational and professional standards, material and technical provision, methodological work organization, students' achievement analysis, academic staff professional development, etc.), educational institution quality (e.g. premises, educational environment, organization of the institution 's activities, institution' s documentation, organization of the study process, students' learning achievement assessment, cooperation with employers, adequacy of resources for the organization of state examinations, etc.)

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 takes place in accordance with the Cabinet of Ministers Regulations No. 795 “Regulations Regarding Licensing of Study Programmes” and DU DMC Regulations, DU DMC development strategies and other documents regulating the study process.

The process of creating new study programmes

Involved parties	Activity
Study Direction Council, Department Council	The Study Direction Council submits a proposal to the Department Council regarding the establishment of the study programme. Specifying the information regarding the programme (title of the study programme, justification of the topicality of the study programme, volume of the study programme, duration of the study program, type of study, form, language of implementation, admission requirements, degree to be obtained, professional qualification or degree and professional qualification titles).
Director of the College, Department Council, members of the working group	The Director of the College establishes a working group for the development of the study programme under the leadership of the Deputy Director. The Department Council monitors the development of the new study programme, convening meetings of the Department Council, if necessary, to discuss the content of the study programme, provision and other issues. The members of the working group develop a description of the study programme and all its annexes.
Department Council, College Council, Academic Information Centre	The complete description of the study programme with all annexes is submitted to the Department Council for consideration. After the quality assessment of the study programme and verification of compliance with the normative documents, it is reviewed by the College Council. The decision to submit the study programme for licensing is made by the College Council. After approval of the study programme, it is submitted for licensing to the Academic Information Centre within 1 month. The Deputy Director for Studies organizes a visit of a commission of licensing experts to DU DMC.

In order to ensure the compliance of the study programmes with the needs of the national economy, the current normative documents or to perform their improvement, the study programme improvement and review processes are systematically organized. Their regularity depends on the necessity and significance of the changes to be made.

Study programme review process

Involved parties	Activity
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Department Council,
College Council

The Department Council proposes changes in the study programme (provision of courses, changes in CPs, introduction of new study courses, etc. changes that do not exceed 20% of the total amount of study programme in accordance with the Cabinet Regulation No. 793 "Regulations Regarding Opening and Accreditation of Study Fields" 2.3.4)) Changes are considered in the Department meeting, the decision is made by the College Council.
Regularity - when needed or at least once a year.

Study programmes:

- are created in accordance with the overarching goals of the programme, which are consistent with the College strategy;
- are created to involve students, employers, educators and other interested parties;
- use external expertise and guidance;
- are created to ensure the smooth progress of students in their studies;
- determine the expected workload of students using CPs / ECTS;
- include carefully planned internship opportunities;
- are subject to the approval procedures established by the College.

Mechanism for obtaining and providing feedback (in working with students, graduates and employers).

Feedback (surveys of students and teaching staff), as well as dialogue with employers and supervisors of study qualification internship, help to improve the quality and flexible implementation of the study process. Such informative professional discussions reveal the changing market requirements for services, the necessary adjustments of the study programme, possible ways and types of their solution, and develop successful areas of cooperation, which become the basis for the continuous improvement of the study programme.

To ensure the compliance of the study programme with the labour market requirements, the feedback received from students and graduates is especially important. Students and graduates assess the course of the study programme, as well as the applicability of the acquired knowledge, skills and competences in professional activities, thus the feedback becomes a valuable element of the study process improvement.

Based on the results of surveys of students, graduates and employers, the content of study programmes is reviewed and improved. The Study Department responds to all reasonable opinions, recommendations and critical comments expressed in the questionnaires, if necessary, considering the issues in the Study Direction Council. After making changes in the content of the study programme, the methodologist informs all involved parties (students, teaching staff, employers, graduates) about it, thus providing feedback.

<http://dmk.lv/4/>

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.

Submission and consideration of students' complaints and proposals is an essential component of the study quality system. To ensure the improvement of the quality of studies, it is necessary to analyse the processes, obtain a clear statement of the reasons for the complaint and provide feedback to the complainant or proposal.

Procedures and systems for submitting student complaints and proposals

Students are entitled to submit complaints and proposals to the DU DMC Director, Deputy Director. Complaints and proposals are accepted orally, in writing and electronically, depending on their importance.

Complaints and proposals are accepted individually or collectively, openly (identifying identity) and anonymously. Applications for possible violations of the norms of the "DU DMC Code of Ethics", including actions or behaviour outside the DU DMC, if the prestige of the DU DMC is thus affected, may be submitted by DU DMC academic, administrative and general staff and students. The application may be submitted on behalf of the students by the Student Self-Government, which may act as the student's representative during the examination of the complaint.

After examination and analysis of the content of the complaint, the management of the Department conducts discussions with the involved parties and, if necessary, carries out quality monitoring of studies. In the existing practice of examining complaints, the DU DMC administration closely cooperates with the Student self-government, conducting the situation research and necessary measures to improve the quality of studies, because in accordance with the DU DMC "Student Self-Government Regulations" the Student Council has the right to request and receive information from any DU structural unit on all issues within its competence that affect students' interests.

In order to examine admission-related complaints, du DMK operates "Admission Regulations", according to which a person may contest the decision of the Admission Commission on the results of the tender by submitting an application to the RECTOR of the DU within seven working days after the publication of the results of the competition. In accordance with the DU DMK "Regulations on the Procedures for Studies and Examinations", studs are entitled to submit a reasoned appeal to the head of the Department regarding the results of the examination within one working day after their notification. The appeal shall be examined within three working days by a commission established by a decision of the Director, with the participation of the examiner and the head of the department.

An example of the handling of complaints is the case when one of the students- after the final examination (test) of the course of study- was not satisfied with the assessment of his work.

Following the complaint, it was reported that the teacher had not explained the criteria for the assessment of the test very clearly. As a result, these criteria were reviewed and improved in all study courses (within the framework of the study programme), which improved the evaluation system.

In another case, a college lecturer wrote a complaint that, despite the warning, students used mobile phones during lectures. As a result of this complaint, the Du DMK Code of Ethics and the rules of the Student Internal Order were reviewed.

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.

During the course of the study work, the quality and flexible implementation of the study process is helped by feedback – surveys of students and teaching staff, as well as dialogue with employers and heads of study practices. Such informative professional discussions reveal changing requirements of the service market, the necessary adjustments to the study programme, possible ways and types of their solution, successful areas of cooperation are formed, which become the basis for study programmes continuous improvement. In order for the creation of the study programme to meet the requirements of the labour market, feedback from students and graduates is particularly important. Students and graduates evaluate the course of the study programme, the applicability of the acquired knowledge, skills and competences in professional activities, thus feedback becomes a valuable element for improvement of the study process. Based on the results of surveys of students, graduates and employers, the content of study programmes is reviewed and improved. All reasoned opinions, recommendations and remarks made in the questionnaires are responded to and all parties involved have been informed of the changes made, thus providing feedback. At the end of each academic year, the results of questionnaires for students, employers and graduates are reviewed, analyzed and compiled. Clarity in the survey results and evaluation criteria collected is important.

Du DMK organizes surveys of various types of students, employers and graduates. At the end of each academic year, student surveys on the study process are carried out, their results are discussed at the meetings of the Council of study directions. At the end of each study course, questionnaires are held to assess the quality of the study course. Du DMK in the academic year 2020/2021 a 27% of exponents noted the organisation of the study process as a top priority, almost as important in the students' assessment is the study content, which was prioritised by 24% of respondents. According to the student survey data, the material technology base is considered to be a priority- 19% of obese students, 18% of students noted the importance of examinations and assessment in the study process, whereas internships and study papers are very important for 12% of respondents (see Figure 1). 1). Comparing students' responses with the responses of applicants for the academic year 2018/2019 in the academic year 2020/2021, there are small changes. In the academic year 2018/2019, the priorities surveyed are divided into the following order : 31% of students have prioritised the assessment of the study content, 25% of students – priority was the organisation of the study process, whereas the material and technical base has been noted as a priority by 18% of students, 16% of respondents – vote for tests and the importance of assessment, internships and study papers – priority is given to 10% of respondents. (see Figure 1). Figure 2). According to the results of the collected surveys, we can conclude that both the organisation of the study process and the content of studies, which, as a priority, dominate all student surveys, are very important for DU DMK respondents.

2020/2021 academic year ā ā was Asked DU DMK respondents to assess the quality of the study process (See. 3. picture). Survey data show that 68% of students noted – high quality, 30% of students pointed out that medium quality, and 2% of students believe that DU DMK the quality of the student process is low. More than half of the For respondents to the academic year 2020/2021 have indicated that the quality of the study process at DU DMK has been developed, thought out and is at a high level. In addition to this survey, students were offered the opportunity to assess the

qualifications of (See. 4) the work of lecturers, lecturers in general - whether the lecturer presents the content of the study programme and the evaluation criteria, whether audiovisual teaching aids are used effectively, or whether the lecturer reflects the news and problems of the field. 87% of respondents are satisfied with the qualification of teaching staff, 12% partially satisfied and 1% of respondents have noted that they are not satisfied with (See. 4). It is also very important to understand whether Students recommend that my acquaintances study DU DMK (see Figure 5). According to the survey, 62% of applicants would strongly recommend college, 36% - would rather recommend, 1% would rather not recommend and would not recommend -1% Surveyed. 2020.2021. (see Figure 1). 6. picture) 2% of applicants replied - yes, continues the studios DU DMK, 18% - continue to study at another educational institution, 2% - keeps pushing outside Latvia, but the majority - 78% do not continue their studies, but work in various health care institutions. Koleja graduates quickly fit into the labour market, many already working at graduation, still Few becomes employees for a couple of months to as after graduation. There is also no frequent tendency among graduates to discontinue work started after studies, on the contrary - the number of employed persons has increased. Absolventi Is ready for the global labour market and are opportunities to successfully realize themselves in the chosen profession by promoting professional Growth.

The aim of the survey on study practice is to improve the organisation of study processes and practices. One of the main drivers of improvement is an anonymous survey of student internships . The survey is carried out in order to evaluate, understand and, if necessary, further improve the objectives, tasks, organisation of studies and internships, as well as to obtain an idea of students' attitude about the tasks and duties to be performed in the academic year 2020/2021. In one of the questionnaires (see section 4.2.1). Table 1) offers the opportunity to answer twenty questions with different, already offered answers about the course of the student internship. At the same time, the opportunity to reprimand and make proposals is offered (see evaluation of Table 1). Figure 7). According to the survey conducted, it can be concluded that the internship provides students with specific skills, skills and competences. This is also evidenced by the fact that 27% of students have prioritised the organisation of internships in du DMK - new practical skills acquired during the internship, 19% - receiving precise instructions on the tasks and duties to be performed in practice, 11% of respondents have noted - the assessment of the internship offer, 10% mention as a priority the atmosphere of the place of internship and the overall impression of the assessment of the organisation of internships is important - 9% of respondents, 7% of respondents, priority mentions the goals and tasks of internships, 6% of respondents are important information sufficiency, 5% - the applicability of theory in practice, internship documentation - 4% and 2% of students prioritise the criteria for the assessment of internships. In general, it can be concluded that students with the course of the internship are satisfied, the education to be acquired is topical and students will be competitive in the labour market.

One of the ways in which du DMK management obtains information about the quality of study programmes and compliance with the requirements of the labour market is close contact with employers. In order to ensure continuous mutual dialogue, in order to assess the compliance of study field programmes with labour market requirements and the employability of graduates of the programme, regular surveys of employers are organised (see Section 4.2.1). 8. image) . Based on the results of employer surveys , the content of study programmes is reviewed and improved. The summary of employers' responses for the academic year 2020/2021 shows that with 75% of employers, the good theoretical and practical preparedness of students ranks first, but whereas compared to the 2018th/2019th year of study (see Figure 1). 9. image.) 45% of employers note both the good theoretical and practical training of students and - 41% assign that students are able to perform their direct duties, however, at first they need the supervision of an experienced specialist. Employer survey data are collected. Anketas are filled either on the Internet, at a

convenient time and conditions, or in person. Based on the results of the questionnaire, the conclusions are summarized. Employers involved in the survey are invited to objectively evaluate the specific programme, the knowledge and skills of the programme graduates and their compliance with the requirements of the labour market, their theoretical preparedness, practical skills, as well as to predict the employment opportunities of graduates. Oral surveys of employers are also held in which they express their views, visions and recommendations. Katr's fifth employer says that when new recruits are attracted to hire, attention is paid to whether a potential employee has undergone an internship during training at their health facility. Employers recognised previous work experience and acquired knowledge and skills as more important factors in attracting employees. Employers believe that, in general, graduates have a wide range of knowledge. The number of employers who admit that finding new, relevant employees is also growing every year is becoming more difficult and time-consuming. The results of the survey show that employers have become much more positive about employing new employees than last year.

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).

- The website (website) where information on the study field and the corresponding study programmes is published is www.dmk.lv.
- Persons responsible for the compliance of the information available on the website with the information available in the official registers (VIIS and e-platform):
- Director of DU DMK ;
- Deputy DU DMK in the field of education ;
- Educational methodologist;
- Administrator of computer network maintenance.

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 financial resources of the study direction "Social Welfare" consist of state budget grants; paid services and other own revenues, as well as European Union funding (Erasmus+ mobility projects).

The financial resources of DU DMC are used in accordance with the priorities and needs of the College in accordance with the procedure established by the regulatory enactments. The agency of Daugavpils University "Daugavpils Medical College of Daugavpils University" has a budget approved in accordance with the procedure established by the regulatory documents. The cost per student in 2018-2020 was EUR 3 874 and in 2021 -EUR 4 150.

Number of study places financed from the state budget in 2018-2021

Programme	2018	2019	2020	2021
Social care	10	10	10	7
Social rehabilitation	10	10	-	10
Total:	20	20	10	17

Received funding in the study direction "Social Welfare" in 2018-2021

Programme	2018	2019	2020	2021
Social care	38 749	38 749	38 749	29 049
Social rehabilitation	38 749	38 749	-	41 499
Total:	77 498	77 498	38 749	70 548

Daugavpils University agency "Daugavpils University Daugavpils Medical College" provides:

- rational distribution and use of funds necessary for the implementation of educational programmes in accordance with the development needs;
- planning of the College's economic activities in accordance with the possibilities of the existing budget;
- systematic professional qualification development and further education of the College staff with the financial support of the College.

DU DMC did not provide additional funding for research and / or artistic creation in 2019-2021, however, the College, within the approved budget, carried out the following tasks:

- involved students in creative activities and the educational process;
- agreed on cooperation in sharing of human resources and research infrastructure in the study and research process with universities and colleges in the Latgale region and branches of universities and colleges;
- cooperation with employers in the development and improvement of study programmes and provision of internships.

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.

Daugavpils University Agency "Daugavpils University Daugavpils Medical College provides the study base necessary for the implementation of study programmes in the field of social welfare. The main components of the DMK infrastructure are study buildings with modernized auditoriums, specialized study rooms with modern equipment, a corresponding library of higher education institutions, professional academic and general staff, the organizer of methodological and research work "Department of Health and Social Care".

In order to ensure the implementation of study programmes, the college purposefully develops a material and informative base, the provision of which is determined by the objectives, content and structure of the programmes. The college manages the property owned by DU DMK in Daugavpils, 26A Warsaw Street and Miera Street 3/5.

Study process materials technical and informative base

Study building No.1

The building is located in Daugavpils, 26A Warsaw Street. The building has 3 floors, the total area is 1086.4kv.m. The building was built in two stages - in 1957 a two-storey annex was built, which houses an act hall, and in 1976 a three-storey training block was built. The part of the building where the college (as a medical school) began its activities was returned to the English-American mission as denationalized. The building is on the college balance sheet. The land on which the college building is located belongs to the English American Mission.

Building communications:

- Heat supply - a building heating node connected to the city's unified heating system.
- Water and sewerage - connected to the city's unified system.
- Electricity supply - connected to the city's electricity grids.

Characteristics of the building:

The building is built for student training and houses:

- classrooms,
- offices,
- library
- hall of deeds,
- Diner
- administration offices.

Deedhall, total area 93.5 sq.m., equipped with one hundred seats.

Canteen,total area 200 sq.m., equipped for eighty places.

Administration offices - 7, total area 136 sq. m. m. Equipped with the necessary equipment.

Study building No.2

The building is located in Daugavpils, Miera street 3/5, the building has 5 floors, the total area is 4599.6 sq.m.

The building was built in 1978 and was entered in the Land Register in the name of the Ministry of Education and Science. The building is on the balance sheet of DU DMK.

Building structures - bricks/panels, reinforced concrete.

The study rooms of the college are arranged according to the structure of professional study courses. It equipment (interactive whiteboards, projectors, graph draftors, special equipment for organizing practical work) is available in the auditoriums. The existing infrastructure of premises meets the requirements of both quantity and quality programmes of the Social Welfare Direction.

Study building No.2 has all the conditions for modern studies and student living.

36 auditoriums and study rooms have been created to ensure study work in the college building at Miera Street 3/5. The study work also uses a multimedia centre, 3 large halls, a computer camera. The computer booth contains 12 computers.

The acquisition of study course courses is provided at the College Patient Care Process Simulation Centre, Emergency Medical Assistance Simulation Centre, Therapeutic Massage Training Centre. The Laboratory of Innovative Technologies has been established for the performance of research and implementation of innovations in the study process in the college.

College students are provided with a hostel. The hostel has renovated 2 sanitary facilities, a heat node, a project "Energy efficiency improvement measures in a hostel building owned by Daugavpils Medical College at Miera Street 3/5, Daugavpils, in the project "Energy Efficiency Improvement Measures in a Hostel Building Owned by Daugavpils Medical College at Miera Street 3/5, Daugavpils in accordance with sustainable design and construction requirements, high energy efficiency standards and using environmentally friendly construction materials and articles" Nr. KPFI-15.1/128". The area of the hostel and college had been greened.

Catering services are provided by the college canteen. The college has created good conditions for organizing study work in college premises, if necessary – a remote study process is ensured.

The modernisation of the college is carried out using the state budget funds, revenue from paid services (on average 110 000 EUR per year) and attracting EU funds and project funds (ERDF and others) for ensuring competitive education.

In order for students to be able to acquire study programmes in a better quality, the project "Modernization of infrastructure and equipment of Daugavpils Medical College" (project No.3DP/3.1.2.1.1./09/IRIA/VIAA/004) was implemented at the college. Within the framework of the project, new classrooms were equipped in the building of the college hostel:

- videoconferencing hall;
- conference halls;
- 4 auditoriums, equipped with interactive whiteboards;
- 10 audiences, equipped with computer projectors;
- 14 practical classrooms with new upgraded equipment that meets the objectives and tasks of the programme;
- a modernised computer class.

Specific objective 8.1.4 "To improve the study environment in colleges of stem, including medical and creative industry" of the ERDF operational programme "Growth and Employment". (See Annex 1)

Within the framework of the project, activities were carried out:

- the infrastructure of the DU DMK learning environment has been restored to ensure an orderly, stimulating and ethical environment;
- the necessary equipment and equipment have been purchased to ensure a high-quality educational process;

- the college library fund has been supplemented.

Within the framework of the project have been created:

1. **Patient care process simulation centre** (procedure room and manipulation room) for the acquisition of study programmes "Nursing" and "Medical Treatment", acquisition of further education and professional development programmes and provision of specialisation programmes for nurses. The simulation centre can be used not only by college students and lecturers, but also by employees of medical institutions to improve their qualifications.
2. **Therapeutic massage training centre** for the acquisition of practical skills. The cabinet is used for the acquisition of study subjects "Basics of Therapeutic Massage" and "Medical Rehabilitation", further education and professional development programmes and provision of specialisation. The medical massage room can be used not only by college students and lecturers, but also by employees of medical treatment institutions for upskilling and professional development.
3. **Innovative technology laboratory** for research and innovation implementation in the study process. Within the framework of the project, a modern, convenient laboratory of innovative technologies that meets the requirements of occupational safety and ergonomics has been established in order to promote the competitiveness of students and the ability to use new technologies and sources of information. The establishment of the laboratory promotes the development of new programs, updating the content of the programmes, increasing the quality of the development of research works by introducing innovative technological, methodological and IT solutions.
4. **Emergency Medical Assistance Simulation Centre** "Medical Treatment" for the acquisition of study programmes, further education and professional development programmes and provision of specialisation programmes to physician assistants. The simulation centre can be used not only by college students and lecturers, but also by employees of medical treatment institutions to improve their qualification.

The Patient Care Process Simulation Centre, medical massage room, innovative technology laboratory and emergency medical assistance simulation centre are equipped with appropriate equipment for the acquisition of medical specialties, thus solving the problem with the study room and the insufficient material base.

Within the framework of the project, the necessary ICT equipment was purchased to intensify the learning process, improve the forms of study and testing, save time and optimize the communication process between students and teachers.

Mostly theoretical lectures are used by fully equipped multifunctional audiences in the study process. The auditoriums have interactive whiteboards, computers and projectors. Specially renovated and equipped professional practical and independent work studies are available. All auditoriums have computer equipment and projectors, music centers. Computers, copiers, scanners, graph designators are also available. 2 audiences in the area of 18m² and 3 audiences in the area of 36m² are intended for student training.

During the study process, students are fully provided with professional equipment, hardware and materials and means necessary for various procedures, which are intended both for practical classes and for carrying out independent work. The equipment is available to both students and faculty. In order to enable students to operate with modern facilities in the field of social welfare, the college has concluded agreements with the training bases on the use of the latest technologies.

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

The library of the college, in cooperation with the employees of the Study Department and the Deputy Director of education, discusses the purchase of the necessary literature and printed publications, and a list of literature and printed publications is drawn up, which is coordinated by the Director.

Characteristics of Daugavpils University agency "Daugavpils University Daugavpils Medical College" library

Daugavpils University Agency "Daugavpils University Daugavpils Medical College" library was founded in 1945. On November 11, 2003, the library was included in the Library Register of the Ministry of Culture of the Republic of Latvia (BLB1060). Since 2006, the Library has been using the integrated information system ALISE (Advanced Library Information Service).

The College Library provides access to diverse resources corresponding to study directions, supports the study and research activities of students, academic staff and employees, supports and optimizes the study process with the help of library collection and information service systems, thus contributing to the educational process. The resources of the library and its activities shall comply with the conditions for the implementation of the study programme.

Library opening hours, access to resources and services

The library and its services are available to everyone. The variety of services offered, the layout of the premises and working hours are closely related to the provision of operational and high-quality library services to its users.

The library is located in Daugavpils, Varšavas street, 26A. The total area of the library premises is 40.5 m². The library is located in two rooms and consists of a subscription, a book storage and a modernly equipped reading room, with the possibility for students and academic staff to operate in it conveniently. The library subscription contains books and textbooks, industry literature and fiction. The library reading room is properly technologically equipped. The reading room has 20 user jobs, 5 new computers with widescreen monitors, 2 printers, internet and Wi-Fi connection, which allows users to make full use of electronic resources.

The library's working hours ensure availability of informative resources and meet the needs of students – the library works on weekdays from 9.00 to 16.00, and the last Friday of each month – the day of brilliance.

In 2012, a section was created on the college's website www.dmk.lv – "Library", in which the electronic catalogue of the college library is available.

The library fully provides students with industry-specific study literature and periodicals in Latvian,

English, Russian and German languages, regularly informs about news using the e-environment, introduces the latest technologies, develops information search and use skills, supports and facilitates the study process. Library services are provided in accordance with the DU DMK Library Terms of Use, which have been approved at the DU DMK Council meeting on August 30, 2018. The library provides free and paid services.

Library services:

- electronic ordering, reservation, extension of the term of use of books and other publications;
- receipt of books and other publications for use on site in the Library reading room or for taking to the house;
- use of computers and internet, WI-FI;
- consultations on the search for information and drawing up literature lists;
- user training for working with electronic catalogues and databases.
- printout with the printer.

Library collection

The library creates the collection according to the study fields of du DMK, the requirements of study programmes. The library's book collection is made up of textbooks, magazines, and audiovisual publications. The total number of physical units of the library is 9017, of which books - 8031 copies (including textbooks - 3558 copies), 24 audiovisual documents and periodicals of 8 titles.

Library users are offered periodicals of 12 titles, including magazines "Latvijas Ārsts", "Doctus", "Ārsts.lv", "Materia Medica", "What Doctors Do Not Tell You", "My Little", "Illustrated Science" and others. In the reading room, library users have the opportunity to work with reference literature, other valuable printed publications, as well as search for information in electronic resources - electronic catalogues and databases .

Students of the College Library have the opportunity to use scientific literature from other libraries, for example, Latgale Central Library or Daugavpils University Library.

The resources of the college library are available in person - in the college reading room or with you to take with you, expenses can be searched for and/or reserved in the electronic catalogue of the college. This is especially true for epidemiological safety purposes in order to ensure continuous implementation of a high-quality study process.

College students have the opportunity to use both du DMK library resources and scientific literature from other libraries, for example, Daugavpils University Library, Latgale Central Library, from other Latvian and foreign libraries or document delivery centers with the help of interlibrary (SBA) subscription or International Interlibrary (SSBA) subscription

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 in many courses is based on the active integration of information and communication technologies, thus deepening interdisciplinary links.

Modern education, especially in a difficult epidemiological situation, is not possible

without the use of modern technologies and the development of appropriate of e learning to ensure a quality study process.

Taking into account the development priorities of DU DMC and the consequences of the COVID-19 pandemic, the e-environment opportunities are widely used in the daily communication between the staff of the institution to ensure the vertical and horizontal information flow, as well as in the organisation of the study process, the image of the institution, and the promotion of the institution. All students, teaching and staff have e-mail addresses, which allow them to exchange information on important issues, thus ensuring the vertical and horizontal flow of information in this respect as well. Providing distance learning as one of the ways of obtaining education, the College has chosen Microsoft Teams and Zoom as the basic tools for conducting online lessons, which allows varying the amount and form of information provided according to the specifics of the study course. In order to ensure the electronic recording, monitoring, functionality and information flow of the study process, the school management system "Mykoob" was used in the academic year 2020/2021. The e-learning platform "Moodle" is used for the administration of the study process (list of lectures), dissemination of teaching and methodological materials and information circulation.

The College teaching staff also use Kahoot, which is mostly used to create personalized surveys. It allows testing the level of knowledge (formative assessment), identifying weaknesses and is suitable for feedback. The teaching staff use Jamboard to organize group work.

WhatsApp is used for the operative flow of information between the College administration, students and teaching staff, where information is disseminated to the relevant groups (Student Council, course leader, teaching staff, etc.).

The College teaching staff are actively developing their digital skills and competences.

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.

Persons are elected to academic posts through public and open competition in accordance with the procedure specified in the College „Regulations on Academic and Administrative Positions“. Candidates for academic staff need a degree or academic degree. The Law on Higher Education Institutions determines requirements for candidates for academic positions. Competitions for academic positions are announced publicly on the College website www.dmk.lv The selection, examination and assessment of applicants for academic positions in accordance with the requirements of the regulations is carried out by the College Personnel Department. Candidates for academic posts shall be elected and appointed by the College Council. Applicants for academic posts shall have the right to attend meetings of the College Council. The academic staff shall ensure the implementation of the study programme in accordance with the study programme in accordance with the duties laid down in their job descriptions.

The academic staff ensures the implementation of the study programme in accordance with the study programme and the job responsibilities provided for in the job descriptions.

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.

Academic staff with high qualifications, relevant competences and practical experience are involved in the implementation of the study programme and achievement of results. In order to ensure the professional development of the academic staff, all representatives of the College academic staff are given the opportunity to participate in various international and national level conferences, seminars and trainings, including within the framework of projects, which is confirmed by the documents issued at the end of them. The procedure for professional development is determined by the "Regulations on Professions and the Recognition of Professional Qualifications" and "Improving the Professional Competence of Teachers".

The College applies a differentiated approach to the remuneration of the academic staff, depending on the election status, education and position.

Lecturers regularly improve their professional qualifications by attending the offered continuing education courses. For the improvement of their professional qualification, lecturers are encouraged to improve in the fields related to social welfare programmes.

Lecturers include the acquired knowledge, skills and competences in their study courses, transfer them to students, share their experience with colleagues.

Some examples of insight.

Natalya Ringe

- "Improvement of the qualification of first aid teachers" (8 h, 2020);
- "Improvement of qualification of first aid teachers" (4 h, 2021);
- "First aid" (16 h, 2021);
- "Emergency assistance for restoration of vital functions" (16 h, 2021);
- Family planning for socially excluded and high perinatal women (16 hours, 2021)
- "Educating oncological patients of childbearing age on partnerships during and beyond treatment" (16 hours, 2021)
- "Basics of Communication Psychology" (24 h, 2021)

Alexandra Truskovska

- Digital skills for the learning process (160 h, 2021)
- "Motivating and Engaging Learning Experience" (6 h, 2021)

Benita Silina

- "Basics of pedagogical activity" (80 h, 2020)
- "Upbringing tasks for attitude building" (6 h, 2021)
- "Rights, obligations and responsibilities of parents and children" (8 h, 2021)

Irina Filipova

- "Data analysis and reporting" (80 h, 2018)

Julia Žugare

- "Supervision in a Group" (21 h, 2019)
- "Digital communication with the state useful e-solutions of life situation" (8 h, 2019)
- "Health and personality development: interdisciplinary approach" (12 h., 2020.)

Scene Kucina

- "Andragogy 2.0 - planning, evaluation of the learning process and educational technologies in adult education" (24 h, 2021)
- "Interactive learning materials and their application in the learning process" (22 h, 2020)

The upskilling is also taking place under the ERASMUS+ programme by visiting the relevant authorities in the sector (e.g. Poland, 2021).

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.

The first level professional higher education programmes "Social Care" and "Social Rehabilitation" currently employ 19 academic staff, 11 of whom are the academic staff elected by the College - 2 assistant professors and 9 academic staff, 8 academic staff, including one visiting lecturer and 7 teaching staff. Taking into account their education and professional experience in the respective direction, academic staff participate in the implementation of separate study courses on a contract basis in accordance with the Law on Institutions of Higher Education, which states that a person without a scientific or academic degree who has a higher education and sufficient practical work experience relevant to the study course to be taught may also hold an academic position in the subjects of the profile of professional study programmes (see the list of teaching staff and CV in Annex).

Employed administrative staff in 2021/2022:

Nr.	Position	Number
1.	assistant professor	2
2.	lecturer	9
3.	assistant	0
4.	teacher	7
5.	visiting assistant professor	1
6.	visiting lecturer	0
		19

The administrative staff of the College consists of Director of the College, Deputy Director for Studies, Head of the Department of Health and Social Care and methodologists (see table).

Description of the College academic staff

Nr.	Name, surname	Education	Position
1.	Līviņa Jankovska	Higher professional education, qualification of a teacher lecturer; Master's degree in education (Pedagogy); Applicant for a scientific degree	Director
2.	Jeļena Sargsjane	Higher professional education, qualification of a paediatrician; Master's degree in pedagogy	Deputy Director for Studies
3.	Emīlija Černova	Honorary title of Emeritus Professor; Scientific degree of Doctor of Pedagogy (Dr.paed. ;) Academic title of the principal investigator	Head of the Department of Health and Social Care
4.	Aina Kucina	Higher professional education, teacher of Latvian language and literature; Master's degree in Pedagogy; Applicant for a scientific degree	Educational methodologist
5.	Renāte Šafranoviča	Bachelor`s degree in Social sciences in Psychology; Master's degree in Social sciences in psychology	Educational Methodologist (in internship issues)
6.	Žanna Vērdiņa	Higher professional education, qualification of a secondary school visual arts teacher; Bachelor's degree in Art; Professional Master's degree in Art	Educational methodologist
7.	Ruslans Bepjatijš	Professional higher education, nursing degree; Master's degree in Biology Applicant for a scientific degree	Educational Methodologist (in research issues)

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 DMC strives to adapt the environment and learning process for students with special needs who need a special approach and support. DU DMC provides support measures in various stages related to studies, starting with the selection of an appropriate study programme and ending with the adaptation of study materials. Students also have access to alternative opportunities to meet the requirements of study courses and use innovative teaching methods; there is also access to study assistance or supervision, aids or assistive technologies, application of study course requirements to individual abilities and modification of the examination forms.

DU DMC students have access to individual career consultations. During the career counselling, various opportunities are offered to participate in educational seminars on career choice, as well as to conduct a job interview simulation training, which gives an opportunity to try to answer questions that a recruitment specialist could ask during a job interview.

DU DMC students have access to library services and other information resources. Foreign students have access to a free interpreter and guide services. Students have access to a student hostel and canteen services.

DU DMC offers students psychological support. In the process of psychological counselling, the student together with a psychologist (DU DMC lecturer) solves certain life difficulties or problems, important issues relating to studies, mutual relations and emotion management.

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).

The activities of DU DMC are focused on the implementation of the set goals, which envisage informing the public about its activities, as well as promoting scientific findings and practical recommendations in the direction of Health Care and Social Welfare, carrying out organizational and other activities to facilitate the introduction of modern Health Care and Social Welfare methods and technologies in Latvia. Nowadays, the link between social welfare and health care is becoming more and more topical, which also determines the scientific and applied research topics of academic staff and students:

- The role of the social caregiver during the adaptation of the elderly in the care centre.
- Skills of social service providers in working with clients.
- Significance and specifics of the social caregiver profession.
- Peculiarities of social care when working with children with movement disorders.

- Criteria for selection of personal protective equipment and its role in reducing risks in the work environment in the social care centre X.
- Innovations in social work with elderly and lonely people.
- Social care and integration of children with hearing impairments in society.
- Risks of social caregiver`s work and possibilities of their prevention in work with elderly people in home care.
- Peculiarities of social care for persons with schizophrenia.
- Satisfaction of visually impaired persons with social services provided at home.
- The process of deinstitutionalisation for people with mental disorders in Latgale region.
- Clients` satisfaction with social care services provided by home care.

In the direction of study "Social Welfare", students' applied research is focused on finding solutions to specific problems in the direction of Social Welfare, which often have links with the direction of Health Care. Students demonstrate their ability to use theoretical knowledge to formulate and solve practical problems, to justify the relevance of these problems, to draw analytical conclusions and to propose achievable goals, which are reflected in the themes of their final theses.

The objectives of the DU DMC include the need to create a modern study and research environment to improve the quality of research. DU DMC also participates in international education and research programmes and projects in cooperation with Latvian and foreign higher education institutions. (see Chapter 2.5 "Cooperation and internationalisation")

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.

The research activities of the academic staff of the College are closely linked to the study process, promoting students' understanding of the relationship between the direction and the existing needs of the direction. The implementation of the programmes in the study direction "Social Welfare" involves academic staff and employers who regularly cooperate in the development of study processes, thus achieving interdisciplinarity in the development of students' knowledge and skills. Students are involved in research work as part of their studies.

Students have the opportunity to voluntarily participate in the research conducted by the academic staff of the direction as participants in the research, thus getting to know the research process better, for example, students participate in organizing and implementing various surveys, collecting the necessary data and processing and analysing the results.

The academic staff of the study direction with their competence and professional experience, working in the respective direction at different levels, successfully working in different institutions, helps to better understand different social work processes and creates good opportunities for participation in various research and helps to exchange and increase experience.

Employers use the research results of students' final theses in their professional activities.

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.

During the implementation of ERASMUS + projects, the most typical activities are related to consultative discussions with the teaching staff from different countries, work in libraries and industry specialised departments, obtaining empirical data for research, preparation of joint publications, participation in organized scientific seminars and conferences.

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 relevance of the innovation sector to the needs of a real organisation. The staff of the programme consists of academic staff who regularly cooperate in the improvement of study processes, thus achieving interdisciplinarity in the development of students' knowledge and skills.

Cooperation in scientific and applied research is carried out with universities (Utena University of Applied Sciences, Ankara University, Meghrabyan Medical Institute, Adana University, Nisa Higher Medical School, etc.).

For example, the acquired experience and knowledge are used to compare theoretical knowledge and practical experience (e.g. specifics of the field of social work, forms of organization, applied research, etc.)

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.

At the end of each study year, the academic staff of the study direction "Social Welfare" submit to the Study Direction Council a report on achievements in scientific and creative work, work projects, participation in scientific seminars and conferences, as well as on publications.

The involvement of academic staff in scientific and applied research is justified by the need to identify and implement innovations in the direction in their individual scientific and applied research, as well as in the implementation of this research together with students.

The integration and involvement of students in the direction is constantly promoted, which is an essential precondition for the development of professional competences and skills. Students are encouraged to participate in exchange programmes, to apply for and participate in local projects and conferences together with DU DMC teaching staff, and to publish joint scientific articles in conference proceedings. The involvement of the academic staff in scientific and applied research is based on the need for innovations in the direction. Student involvement facilitates feedback between all parties involved. For example, the publication - O.Fokina, Ē.Vasiljeva, I.Millere, L.Deklava "Determination of Anxiety and Depression Indicators for the Unemployed in Latgale Region. Society. Integration. Education. ISSN 1691-5887. The authors of this publication are DU DMC lecturer, DU DMK student, RSU lecturers.

The academic staff of DU DMC (L.Jannkovska, I.Briža, N.Riņģe, R.Bespijatijs) are doctoral students of various higher education institutions.

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 involvement of students in first-level professional higher education programs in scientific, applied research and research case studies is ensured on a regular and continuous basis, mostly by publishing the results of applied research. Students can publish and promote their research results independently, for example, at conferences on scientific research and innovative solutions for Latvian college students. (D. Dzene "Attitudes of 12th grade students towards the use of contraception" Riga: Latvian College Association, 2021).

Students are also offered to create joint publications with lecturers.

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.

DU DMC study programme "Social Welfare" focuses on social innovations in social care, aimed at organising a safe, developing, preserving and supportive environment for clients, centred on the person as a value, their well-being and satisfaction (intangible values). In order to implement innovations in this direction, the necessary material and technical base has been created to help translate knowledge into practice for working with different groups of clients (equipment/devices for adaptation to home conditions, aids for safety, aids for maintaining/developing communication and communication skills, etc.) in different cases.

Successful self-realisation in the professional field is made possible by a shift from knowledge transfer to co-creation of innovations. It is also important in creating a balance between education, science, society, economy and social policy, both locally and globally (e-sharing)

Special attention is paid to learning how to implement technical and digital solutions in working with different client groups.

The promotion of universal values in the field of social welfare is carried out through the organisation of various charity actions and "Thanksgiving Days" in cooperation with associations and societies.

The involvement of innovations (technical, experiential) in the course of the study process makes it possible to more comprehensively and fully identify and address social welfare issues and challenges in the context of implementation.

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.

The College has cooperation agreements with institutions to provide a place for student internships. The development strategy of the College sets the goal of cooperation with employers in the improvement of study programmes and the study process. By promoting staff exchange, the College plans to adjust qualitatively study programmes to the current requirements of the labour market, which would promote employment opportunities for graduates. The College organizes informative motivational events with the aim to attract adults to studies, providing information about educational opportunities, applying individual training plans. In the field of improving the quality of higher education, the College actively cooperates with existing employers.

The College plans to continue to involve employers in the study process and research in all College study programmes, thereby increasing the transfer of education to infrastructure. The College puts forward cooperation with companies (employers, internships) as one of the main areas of ensuring a quality study process.

The modernization of the College study programme is implemented taking into account the international dimension by adapting the study programmes for local and foreign students, by implementing activities that promote students' intercultural skills and understanding of internationality, as well as research and development activities.

The College regularly introduces innovations, improves the content of study programmes, looks for new ways of teaching and learning, and uses innovative study methods and tools that attract local and foreign students. We cooperate with partner institutions participating in the Erasmus + programme, following the recommendations and national priorities of the Latvian Ministry of Education and Science.

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

The international cooperation based on long-term experience, sets the aim of the college to

continue developing and developing as a high-quality higher education institution on international cooperation to ensure and improve the study process (including mobility) and to promote research in the College to gain international experience for the future profession. It also indicates the need to develop study programmes in cooperation with both local and international experts, as well as to promote the internationalization of study programmes. In accordance with the set goal, the College plans to continue activities of the Erasmus + programme by implementing both student mobility (studies and internships) and staff mobility.

The College internationalization plan, which is included as a separate section in the College overall development strategy 2016-2020 (see page 21), provides:

- to improve the international visibility of the College by increasing the number of student and staff mobility and participation in international projects, including the number of incoming students;
- to increase the capacity and competencies of academic staff by promoting mobility, participation in international projects, research, conferences, ensuring language learning;
- to increase the geographical range of international partners: educational institutions, clinics, social care institutions, etc., non-EU countries and cross-border countries.

The College provides **all** full-time students studying in first-level professional higher education study programmes (**Nursing, Treatment, Social Rehabilitation, Social Care**) and the College staff with the opportunity to participate in international mobility by providing information support, communication with partners, mobility preparation, problem solving and dissemination of best practices, etc.

The College development strategy envisages long-term and sustainable international cooperation with related colleges, universities and institutions. The goals of international cooperation are to improve the quality of studies and develop research, to ensure the study results of College students in accordance with the changing requirements of the international labour market and the latest achievements in European higher education, to introduce best practices and experience of other universities

The College has got long experience in attracting cooperation partners. Cooperation partners were sought by participating in international projects and information events. The circle of cooperation partners has been formed based on the existing international experience; therefore, the College plans to continue participating in new international projects, as well as to constantly expand the circle of cooperation partners.

The College will continue to actively seek new internships to provide student internships / studies in international institutions. The College management will continue to provide informational support and advice to outgoing and incoming students and information on mobility opportunities.

The aim of the College is to continue the work started in the previous planning period and to use the best experience and conclusions for work in 2021-2027.

It is planned to promote Erasmus activities through the College website, publishing reports and statistics on participation in these activities, as well as presenting the results and best practices to focus groups at the College information days and information materials. The Erasmus University Charter and EPS are published and reported together with the information on completed or planned Erasmus activities.

Until now, international cooperation has been more widely developed in the study programmes "Nursing" and "Treatment". In the new period of the development strategy, the College plans to develop intensively internationalization in other study programmes including more actively the

study programmes “Social Care” and “Social Rehabilitation”. Opportunities for international exchanges and involvement of cooperation partners in these programmes are the future direction of the College development.

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.

Under the terms of the Erasmus + programme, mobility of studies / internships and staff are implemented through pre-existing inter-university agreements between the College and the host university (which has been awarded an Erasmus Charter) or an agreement with another institution or company. Students` Study and Internship agreements are coordinated with the Deputy Director of Education and the Host University / company before the beginning of the mobility period by agreeing in advance on the content of the programme / internship to be acquired. Daugavpils Medical College has already established stable and successful cooperation with various educational institutions and organizations operating in the field of health care in Germany, Lithuania, the Czech Republic, Poland, Bulgaria, Turkey, and has concluded inter-institutional agreements on cooperation within the programme.

The general policy of the College is to work with both students and staff of the College based on the principles of non-discrimination, for example, integration of socially vulnerable groups of people and inclusion of tolerance issues in study programmes.

The College ensures that all potential participants are provided with equal and fair opportunities (including those with disabilities to participate in mobility programmes).

The College provides full academic recognition for successful activities during the Erasmus + mobility period in accordance with the "Study / Internship Agreement" and in accordance with the recognition procedure.

Erasmus + activities are promoted through the College website, publishing reports and statistics on participation in these activities, as well as presenting results and best practices to focus groups in the College information days and information materials. The Erasmus University Charter and EPS, the course catalogue (in EN) are available in the “projects” section of the College website, together with information on completed or planned Erasmus activities. The general policy of the College is to work with both students and academic staff based on the principles of non-discrimination, for example, integration of socially vulnerable groups of people and inclusion of the basics of tolerance issues in study programmes.

For objective reasons, due to the spread of the Covid 19 pandemic in Europe and the world, as well as the fact that participation in Erasmus + internships was/were only possible with a valid Covid 19 certificate confirming vaccination and necessary for medical students, the planned internship mobility with European partners was limited.

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.

Implementation of the recommendations provided by experts increases the quality of studies in the study field "Social Welfare" in general and in each study programme separately.

The involvement of teaching staff in EU and Latvian-funded continuing education courses increases the qualification and professionalism of lecturers. The methodological materials created by teachers are of high quality, the methods are modern, the forms of work are diverse.

Active use of new technologies optimizes and improves the study process. The library's additional opportunities help to digitize the study process.

Improvement and supplementation of study courses, as well as transformation of programmes into modular ones, contribute to increasing the quality of study programmes. Thus, strengthening the link between educators, students and graduates improves the circulation of information and the efficiency of the study process.

Lifelong learning has been promoted among both students and educators (among the most popular courses are foreign language, leadership, Alexandra technique, etc.c).

During studies, student drop-out was minimized, as the prestige of specialists in the social welfare sector in society was increased.

Information in the diploma and the structure of admission negotiations have been improved. These activities also reduce drop-out ATDs in du DMK.

In the context of lifelong learning, further studies of graduates were ensured both in DU DMK and other educational institutions.

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).

(Not applicable)

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	Annex 1.docx	1.pielikums.docx
The management structure of the higher education institution/ college	Annex 2.docx	2.pielikums_Vadības struktūrhēma.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex 5.docx	5.pielikums_Virziena_attīstības_plāns.docx
The management structure of the study field	Annex 6.doc	6.pielikums_Studiju_virziena "Sociālā labklājība" pārvaldības struktūra.doc
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Annex 7.1.docx	7.1.pielikums_Sadarbības līgums_LU_PSK.docx
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Annex 8.docx	8.pielikums.docx
Standard sample of study agreement	Annex 9.docx	9.pielikums_Studiju_līgums.docx
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Annex 10.docx	10.pielikums.docx
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	Annex 11.xlsx	11.pielikums_Soc_programmas.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Annex 12 CV ENG.zip	12.pielikums_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.	Annex 13.png	13.pielikums.docx
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)		
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	Annex 14.docx	14.pielikums.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Annex 15.docx	15.pielikums_Zinatniskās_publicācijas.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	Annex 16.docx	16.pielikums_Sadarbības_līgumu_saraksts.docx
Statistical data on the teaching staff and the students from abroad	Annex 17.docx	17.pielikums_Mobilitātes_dati.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Annex 17.docx	17.pielikums_Mobilitātes_dati.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Annex 17.docx	17.pielikums_Mobilitātes_dati.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Annex 18.docx	18.pielikums_Rekomendācijas_virziens.docx
An application for the evaluation of the study field signed with a secure electronic signature	1_11_51_ENG_IJESNIEGUMS_DUDMK_Soc_labklājība_signed.edoc	1_11_51_IJESNIEGUMS_DUDMK_Soc_labklājība-signed (1).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		SA moduli.docx
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
3.pielikums	3.pielikums_Koledžas_darbības_shēma.docx
4.1. pielikums	4.1.pielikums_Kvalitates_vadības_sistēma.docx
4.2.pielikums	4.2.pielikums_Cilvēkresursu_attīstība.docx
7.2. pielikums	7.2.pielikums_Sadarbības_līgums_LU_PSK.docx
28.pielikums	28.pielikums_Studiju procesa materiāli tehniskā un informatīvā bāze.docx
12.pielikums	Bespjatijs Ruslans.pdf
12.pielikums	Černova Emīlija.docx
12.pielikums	Filipova Irina.pdf
12.pielikums	Jankovska Līvija.doc
12.pielikums	Kucina Aina.pdf
12.pielikums	Lilita Treščinska.pdf
12.pielikums	Lokteva Svetlana.pdf
12.pielikums	Markule Ināra.pdf
12.pielikums	Pudulis Edgars.pdf
12.pielikums	Radionovs Jānis.pdf
12.pielikums	Riņģe Natalja.pdf
12.pielikums	Siliņa Benita.pdf
12.pielikums	Sokolova Inga.pdf
12.pielikums	Soldatjonoka Helēna.pdf
12.pielikums	Truskovska Aleksandra.pdf
12.pielikums	Umbraško Ligita.pdf
12.pielikums	Žekova Natalja.docx
12.pielikums	Žugare Jūlija.pdf
13.2.pielikums	13.2.pielikums_Apliecinājums_par_latviešu_valodu.docx
19.pielikums	19.pielikums_Rekomendāciju izpilde-programmas.docx
Annex 3	Annex 3.docx
Annex 4.1	Annex 4.1.docx
Annex 4.2	Annex 4.2.docx
Annex 7.2	Annex 7.2.docx
Annex 12	Bespjatijs Ruslans_eng.pdf
Annex 12	Černova Emīlija_eng.docx
Annex 12	Filipova Irina_eng.pdf
Annex 12	Jankovska Līvija_eng.doc
Annex 12	Kucina_Aina_ENG.pdf
Annex 12	Lokteva Svetlana_eng.pdf
Annex 12	Magrina Julia_eng.pdf
Annex 12	Markule Inara_eng.pdf

Annex 12	Pudulis Edgars_eng.pdf
Annex 12	Radionovs Jānis_eng..pdf
Annex 12	Ringe Natalja_eng.pdf
Annex 12	Siliņa Benita_ENG.pdf
Annex 12	Sokolova Inga _eng.pdf
Annex 12	Soldatjonoka Helēna_eng.pdf
Annex 12	Trescinska_Lilita_ENG.pdf
Annex 12	Truskovska Alekandra _eng.pdf
Annex 12	Umbraško Ligita_eng.pdf
Annex 12	Žugare Jūlija _eng.pdf
Annex 13.1	Annex 13.1.docx
Annex 13.2	Annex 13.2.docx
13.1.pielikums	13.1.pielikums_Apliecinajums_par_latviešu_valodu.docx
Annex 19	Annex 19.docx
Annex 12	Zekova Natalja_eng.pdf

Social Rehabilitation (41762)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social Rehabilitation</i>
Education classification code	<i>41762</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Helēna</i>
Surname of the study programme director	<i>Soldatjonoka</i>
E-mail of the study programme director	<i>info@dmk.lv</i>
Title of the study programme director	<i>Sociālo zinību bakalaura grāds</i>
Phone of the study programme director	
Goal of the study programme	<i>Educate social rehabilitators and prepare them for such professional activities as would promote respect for general human rights principles in the country and society, and to provide the society with high-quality social rehabilitation services, thus facilitating the integration of socially isolated groups into society.</i>
Tasks of the study programme	<p><i>Students have:</i></p> <ul style="list-style-type: none"> <i>• understand the nature of social problems, the causes and development of their occurrence, the possibilities of a solution;</i> <i>• develop and improve specific knowledge and skills in social rehabilitation, in accordance with the standard of the profession of social rehabilitating agent, work in a multidisciplinary team;</i> <i>• manage and attract resources in cooperation with the client's family members and support persons;</i> <i>• be able to act in risk/crisis situations, respect confidentiality, general ethical standards, non-discriminatory practices;</i> <i>• promote the development of personality traits and attitudes, in accordance with the practice of the social rehabilitate and the standard of the profession.</i>
Results of the study programme	<p><i>Upon completion of this program, students must be able to:</i></p> <ul style="list-style-type: none"> <i>• to choose the most appropriate social rehabilitation services, evaluate their results and develop proposals for their improvement;</i> <i>• organise and implement work in a multidisciplinary team, in cooperation with other health and social care professionals and institutions, ensuring confidentiality of information and non-discriminatory practices;</i> <i>• use existing knowledge, skills, skills and competences to create new ideas in the field of professional activity</i> <i>• to compile the most important information in the field of social rehabilitation for the performance of professional work duties and education of the client, ensuring the quality of life;</i> <i>• to solve issues in the field of acquisition, improvement and maintenance of the client's social skills.</i>

Final examination upon the completion of the study programme	<i>State examination: integrated exam qualification work</i>
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Study programme forms

Full time studies - 2 years - latvian

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

Places of implementation

Place name	City	Address
Daugavpils Medical College of University of Daugavpils	DAUGAVPILS	VARŠAVAS IEĻA 26a, DAUGAVPILS, LV-5404

3.1. Indicators Describing the Study Programme

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

The study programme "Social Rehabilitation" is implemented within the framework of the study field "Social Welfare" (Accreditation Sheet No. 89 of the Study Direction "Social Welfare", Decision No. 78-A of the Study Accreditation Commission of 11 April 2018).

For the first level vocational higher education programme "Social Rehabilitation" (41762) with the qualification "social rehabilitator" since the previous programme accreditation programme the name, code, degree to be obtained and professional qualification have not changed.

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

The objectives and tasks of the first level vocational higher education programme "**Social Rehabilitation**" (41762), as well as the study results obtained during studies correspond to the fourth level of the EQF (Cabinet Regulation No. 322 "Regulations regarding the Classification of Education of Latvia"), which is the level of first level professional higher education studies. The objectives, tasks and results to be achieved are mutually agreed and ensure that the graduates of the study field study programme "Social Rehabilitation" implemented by du DMK have acquired understanding, knowledge, skills and competences, which are based on the professional standard, the most important concepts, theories and regularities of the social field, will be able to assess the impact of their activities on society and will be motivated for personal and professional Growth.

The content of the study programme "Social Rehabilitation" is aligned with the objectives, tasks and results to be achieved, that is, to prepare academically educated and professionally qualified specialists necessary for the Latvian society, state and local government, as well as non-governmental sector organisations. Students of the program "Social Rehabilitation" acquire in depth theoretical knowledge and research methods in the field of social welfare, as well as the necessary skills in the application of knowledge, acquire competence in the field of social rehabilitation. Students are able to comprehensively and deeply analyse social processes from different social work perspectives, are competitive in the labour market as employees, as well as in the administration and management of the non-governmental and private sector, are actively involved in the implementation of social projects.

The training of competitive specialists provides for the organization of the study process in accordance with the development trends of education, the labour market and sectors.

Title of the study programme	Social rehabilitation
Code of the study programme according to the Latvian education classification	41762
Degree and/or qualification to be obtained	Qualification - social rehabilitator.
Type and level of study programme	First level professional higher education
Qualification level to be obtained (EQF)	Fourth (EQF) level qualification
Professional code in the classification of occupations	3412 02
Study programme volume (CP)	80 KP
Form, type, duration and language of implementation	
Full-time	2 years
Language of implementation	Latvian
Place of implementation	26A Warsaw Street, Daugavpils; Miera street3/5 Daugavpils
Admission requirements	<p>Previous education: secondary or secondary vocational education; subjects defined in the certificate of achievements of the secondary school certificate (i.e., English, Latvian language and literature, informatics, mathematics (algebra and geometry, basics of business economics) do not have a lower score than 4 points; centralized exams in Latvian and English have been passed.</p> <p>Certificates of centralised examinations are not required for persons who have acquired secondary education until 2004, persons with special needs, submitting an affirmative document regarding exemption from ce taking,</p>
Opportunities to continue studies	Bachelor's programmes or related fields of science of the study direction "Social Welfare"

For example, the nature of social problems, their causes and development are a basic component of the programme's objectives, tasks and results to be achieved. Thus, mutual coherence is achieved, which ensures the necessary knowledge, understanding, skills and competences for graduates of the DU DMK study programme in the relevant field.

Feedback with employers shows high-quality training of graduates and the appropriateness of the necessary understanding, knowledge, skills and competences.

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

The labour market requires social workers who understand, know and are able to solve social problems in society according to the latest knowledge, socio-economic opportunities and are able to do so autonomously, critically. This is ensured by the knowledge, skills and competences acquired by DU DMK.

The content of the programme includes openness to the new, innovative, understanding global and local, socio-political, social welfare, economic and educational processes, providing for the improvement of professional competence for creative self-experience and activity in various social environments, using communication technologies and resources.

The study process is organized in modules, they are problem-based and driven towards a positive solution, which ensures skills in social case management and successful integration of graduates into the labour market. Successful interaction of practice and theory is ensured during the study process. The labour market opportunities of graduates are determined by the demand of social institutions for social workers, which are still higher than supply in the labour market. LM data also show that a significant part of social work specialists in the country have inadequate education.

The need for social workers is also determined by the number of social workers and the socio-demographic portrait in social services. In Latvia, a large number of social workers are in retirement and pre-retirement age, as well as in the next few years a large number of existing social workers will be in retirement or pre-retirement age.

The need for social welfare specialists in the labour market is also determined by demographic challenges (ageing population, decrease in birth rate and share of working age population, migration), because the expected labour shortage in the medium term, high rates of poverty and social exclusion in Latgale region and limited state and local government financial resources are the factors that determine the need to plan a social service system that would be focused on the social and maximise economic potential and his integration into society and the labour market.

Analysis of the number of specialists in the field of social welfare is carried out by daugavpils city municipality institution "Social Service" and participates in the study planning process.

With the development of social entrepreneurship, the ability of social workers to operate in it with the aim of innovating multidimensionality in the development of human resources is a major new challenge for social workers.

Summarizing information from Daugavpils City Municipality Institution "Social Service", Augšdaugava Social Service, Kraslava Social Service, it was found out that at the end of 2021 10 social rehabilitators are needed. The need is justified by the emergence of new jobs at the beginning of 2022

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.

In the academic year 2015/2016, 20 applicants were matriculated in the study programme "**Social Rehabilitation**". During the two years of study, 8 students stopped studying: 8- due to family or health reasons. In 2017, 12 students were granted the qualification "Social Rehabilitator".

In the academic year 2020/2021, 16 students started their studies in the programme "Social Rehabilitation". In the 1st semester, 3 students stopped studying for family reasons. In the 1st semester of the academic year 2021/2022, one student returned from academic leave and had stopped studying due to family reasons during previous years. Thus, 14 students continue their studies in the program.

In the academic year 2021/2022 there are 25 students in the study programmes of the study direction "Social Welfare"

Former graduates of the du DMK first level professional higher education programme "Social Rehabilitation" continue their work under the authority of Daugavpils city council social affairs department and Daugavpils District Social Service. institutions, as well as elsewhere in Latgale region. Admission to the program "Social Rehabilitation" does not take place every year, it is determined by the demand of employers.

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 of the study programme is structured in modules. The information included in the study

courses/ modules is supplemented and updated. The results to be achieved (knowledge, skills, competences) are determined according to the set objectives of the programme, as well as are aligned with the requirements for the field.

The content of the study programme as a whole and the content and provision of individual study courses are regularly evaluated. This allows to improve the organization of the study process and solves issues related to the development planning of the programme.

The information included in the study courses/ modules, the results to be achieved, the objectives set are to link each other with the objectives of the study programme and the results to be achieved. The content of study courses reflects current events in the field and corresponds to the needs and trends of the sector, the labour market. The content of study courses is assessed as appropriate for the field, as their updating is carried out by specialists and employers in the field.

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

Not applicable

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

The structure of the study programme (division into modules) and the content of the study courses, methods and forms of their implementation are adapted to the requirements of the local labour market with a focus on the socio-economic aspects of Latgale region. The achievement of the objectives and tasks of the study field is determined by the content and organisation of study programmes, while the evaluation (test) is reflected in the study results, which are formulated as the knowledge, skills and competences to be acquired.

The implementation of modules ensures the linking and circulation of information within the entire module, which excludes the probability of uncharted topics. Such linkage within the scope of the module contributes to the achievement of the results of study courses and the objectives of the study programme.

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).

In the implementation of the study programmes of the study direction “Social Welfare” great importance is given to the internship as one of the most important components of professional study programmes. The internship in the College is carried out in accordance with the study “Regulations for the Internship” and methodological instructions. It defines the aims and objectives of the internship, the course of the internship, the supervision of the internship and evaluation criteria. The content, organization and course of the internship are systematically analysed and improved; the compliance of the internship content with the relevant professional standard is monitored.

The study programmes “Social Rehabilitation” include two internships. In the first study year “Introduction to the profession” (6 CP) and in the second study year “Professional internship in social care” and “Professional internship in social rehabilitation” (10 CP in each programme). The internship is directly related to the knowledge, skills and competencies acquired in the theoretical part, thus students can improve their knowledge and skills in practice, identify and strengthen the professional functions of social caregivers and social rehabilitators in the structural units of the municipal department of social affairs.

The communication between the place of internship, the student and the DU DMC is provided by an education methodologist on internship issues, delegated by the DU DMC, who supervises the quality of the internship at any internship place.

The education methodologist provides informative support to students on internship issues. The course of the student's internship is managed, controlled and evaluated by the internship supervisor, who also provides students with advisory support.

At the end of the internship, feedback is received from students by conducting both oral and written surveys. In order to improve the internship in the future, the results of the survey are also presented to the internship organizers - potential employers of graduates.

Cooperation with employers is carried out by organizing clinical internships, which are structured according to the basic tasks of each study year. When selecting internship places and internship supervisors, the compliance of the education and qualification of potential internship supervisors with the requirements specified in regulatory enactments is taken into account. Internship supervisors from health and social care institutions take part in student knowledge testing in the College, in the organization, management and evaluation of internships. Qualification internships are also organized in close co-operation with employers and usually take place in future places of work of students. This is also evidenced by the data on graduates - 80% -90% find employment in health and social care institutions, where they worked during the qualification internship.

Qualification internships are also organized in close cooperation with employers and usually take place in future places of work of students. The same is evidenced by data on graduates - 80% -90% of them are employed in health and social protection institutions, where they worked during the qualification internship.

During the internship in the "Student Internship Diary" students record the knowledge, skills and competencies acquired during the qualification internship.

Most graduates of the study direction "Social Welfare" work in the structural units of Daugavpils City Department of Social Affairs. Regular cooperation with employers takes place during the study process. Representatives of employers actively participate in the work of the College Council, in the meetings of the methodological commission, in the meetings of the Study Direction Council. Employers participate in the development and evaluation of new study programmes, organization of the study process, development of qualification papers, and adjustment of study course programmes. Cooperation with employers, personal experience, coordination of requirements with the administration, teaching staff and students give positive results in the training of new specialists.

The College has established good co-operation with Daugavpils City Council and Daugavpils Department of Social Affairs in solving the main business issues of the College. The branch of the Latvian Red Cross Society has been established in the College. The College has an active cooperation with the Daugavpils City Disabled Society. Students participate in events organized by the Red Cross: charity events, Donor Days, emergency medical competitions, and other events.

Students, in cooperation with social workers, participate in the work of an inter-professional team in the social rehabilitation process and in the implementation of the social rehabilitation plan. When working with clients, students observe the general norms of human rights and ethics - to ensure confidentiality and anonymity, to observe the principles of non-discriminatory practice.

Cooperation has been established between the College and other European higher education and social services institutions to promote the mobility of students and academic staff. Cooperation is implemented both within the ERASMUS + project and on the basis of inter-institutional cooperation agreements.

Students are offered and provided internships from the college side. Before starting an internship, a contract is concluded with students from the college with student and internship places. Students are offered internships based on the task of study programme students' internships. That a student can also do an internship if they already work in this field, in agreement with the employer and the college administration.

Students are issued a "Student Diary" before the internship, which is an official document of the college, where the student writes down each day of practice based on the acquired knowledge, in conjunction with the study programme. The internship manager (for example, the Head of the Social Service) ensures that students reach the tasks of the student placements included in the study programme with the study results, analysis and assessment to be achieved in the study programme, which is recorded in the "Student Daygrats and Assessment Forms". The final evaluation of the practice is summarized and "Success Books" is posted.

For example, studying works at VSAC Latgale branch Kalupe, a contract is concluded with the head of the college, student and VSAC Latgale branch Kalupe. Before starting an internship, the student listens to a job safety briefing. The student, according to the study programme, undergoes an internship at his/her workplace and assesses the acquired knowledge in conjunction with the study results to be achieved by the head of VSAC Latgale Kalupe in conjunction with the study programme.

The knowledge acquired in the Student Diary is written daily, and the practice manager confirms with a signature. At the end of the internship, the diary is transferred to the college, as well as the characteristics of the student. A rating is posted when you summarize everything.

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.

Based on their knowledge and professional skills and/or the interests of a particular organisation, as well as existing work experience, students have the opportunity to offer their own topic of qualification work. If necessary, the student may consult with the council of the study field or with the teaching staff of the relevant field regarding the topicality of the topic of qualification work or the conformity with the requirements of the study programme and the choice of the scientific manager. According to du DMK requirements, all qualification papers must be applied and practical in the environments and organizations studied.

Students of the first level professional higher education programme "Social Rehabilitation" chose topics directly related to current events in the sector and labour market during the relevant period of time for their final works:

- Social rehabilitation opportunities for the elderly in a social care centre;
- Social rehabilitation opportunities for children with cerebral palsy;
- Social rehabilitation and integration for people with hearing impairments;
- Social rehabilitation for the homeless;
- Social rehabilitation and integration of former prisoners into society after release from prisons;
- Social rehabilitation opportunities for children with hearing impairments;
- Work with people with visual impairments;
- Provision of social rehabilitation for alcohol addicts;
- Social rehabilitation opportunities for victims of domestic violence;
- Social rehabilitation for persons with mental disorders;
- Social rehabilitation and integration of the elderly into society;
- Social rehabilitateer's understanding of working with teenagers with drug addiction.

In the study programme "Social Rehabilitation" the average evaluation of closing works is 7.8.

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.

Daugavpils University Agency "Daugavpils University Daugavpils Medical College" has provided the material and technical base for the implementation of the study process of the programme "Social Rehabilitation". The assessment of the provision of resources in the direction of study can be found in Part II, sub-paragraphs 2.3.1-2.3.3 of the Self-Assessment Report.

Sufficient material and technical base is provided for the implementation of the study process of the DU DMC programme "Social Rehabilitation". Students have access to modern technologies and their intensive use. The library provides access to literature and information. Every year the methodological material of the study courses is improved, as well as the material and technical provision is supplemented to enable the practical activities of the study course to be performed successfully and qualitatively.

1. Rehabilitation room -for twelve students. The room is equipped with:
 - computers, work tables, medical cabinets and small tables; medical couches - 7, medical trolleys WZ-2 - 2, medical crutch set, toilet chair, shower chair „Magda”, medical screens - 2 , equipment for walking skills - wheelchair, spine board patient immobilisation (safety kit), equipment for developing various functional capabilities, bed TERRA with accessories, vacuum mattress set, sick bed with stand (electrically operated functional), flexible mattress with waterproof coating, NIAGARA;
 - technological equipment, devices and tools - rehabilitation balls, television, video recorder, massage devices, light therapy device "Biopton", blanket stretchers with 6 handles, etc.
2. Patient care process study centre - for twelve students. The room is equipped with:
 - computer equipment, work tables, medical cabinets and small tables;
 - technological equipment, devices and working tools - a set of hygiene procedures, medical models of a teenager and a child, a feeding set, newborn care set and child hygiene accessories - Bebi Anna, vital signs set;
 - materials, additional materials, visual aids - tables, posters, moulages, etc
3. Centre for Emergency Medical Simulation – for 12 students. The centre is equipped with:
 - computer , work tables, medical cabinets and small tables, couch, functional bed;
 - technological equipment, devices and tools - patient transport equipment, resuscitation simulation moulage (adult, intubation), adult model, wound treatment moulage, etc.
 - Materials, additional materials - dressings, first aid kits, etc.
4. Development room - for twelve students: The room is equipped with:
 - computer equipment, desks, children's playground;
 - technological equipment, devices and tools - a set of speech therapy equipment, sewing machines, irons and ironing boards, materials for creativity, etc.;
 - materials, additional materials, etc. - handicraft materials and tools, natural and floristic materials, costumes for celebrating traditions and festivals, etc.

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 financial resources of the study direction "Social Welfare" consist of state budget funding grants, paid services and other own revenue, as well as European Union funding (Erasmus+ mobility projects).

The financial resources of du DMK shall be used according to the priorities and needs set by the college, in accordance with the procedures laid down in laws and regulations. Daugavpils University Agency "Daugavpils University Daugavpils Medical College" has a budget approved in accordance with the procedures laid down in regulatory enactments. The costs per student in 2018-2020 amounted to EUR 3 874, but in 2021 eur 4 150.

Number of study places financed from the State budget by DU DMK in 2018-2021

Program	Year 2018	Year 2019	Year 2020	Year 2021
Social care	10	10	10	7
Social rehabilitation	10	10	-	10
Together:	20	20	10	17

Funding received in the years 2018-2021 of the study direction "Social Welfare"

Program	Year 2018	Year 2019	Year 2020	Year 2021
Social care	38 749	38 749	38 749	29 049
Social rehabilitation	38 749	38 749	-	41 499
Together:	77 498	77 498	38 749	70 548

The minimum number of students in the study programme to ensure the profitability of the study programme is 10-15 students.

Daugavpils University Agency "Daugavpils University Daugavpils Medical College" is:

- rational distribution, use of the funding necessary for the implementation of educational programmes is ensured according to the established development needs;
- planning of the economic work of the college according to the possibilities of the existing budget is ensured;
- systematic professional development and further training of school staff is ensured, coordinated, with the financial support of the school.

In 2019-2021, the DU DMK did not provide additional funding for research and/or artistic creation, however, the college, within the framework of the approved budget, realized the following tasks:

- involved students in creative activities and education process;
- agreed on cooperation on the unified use of human resources and research infrastructure in the study process and research with universities and colleges and branches of higher education institutions and colleges existing in Latgale region;
- cooperated with employers in the development and improvement of study programmes and in the provision of traineeships.

The financial resources of the study programme "Social Rehabilitation" consist of state budget funds grants, paid services and other own revenue, as well as European Union funding (Erasmus+ mobility projects).

The financial resources of du DMK shall be used according to the priorities and needs set by the college, in accordance with the procedures laid down in laws and regulations. Daugavpils University Agency "Daugavpils University Daugavpils Medical College" has a budget approved in accordance with the procedures laid down in regulatory enactments. The costs per student in 2018-2020 amounted to EUR 3 874, but in 2021 eur 4 150.

Number of study places financed from the State budget by du DMK in 2018-2021

Program	Year 2018	Year 2019	Year 2020	Year 2021
Social rehabilitation	10	10	-	10
Together:	10	10	-	10

Funding received in the study programme "Social Rehabilitation"

2018-2021

Program	Year 2018	Year 2019	Year 2020	Year 2021
Social rehabilitation	38 749	38 749	-	41 499
Together:	38 749	38 749	-	41 499

The minimum number of students in the study programme to ensure the profitability of the study

programme is 10-15 students.

The institution has a budget approved in accordance with the procedures laid down in laws and regulations. In the academic year 2019/2020, a state grant of EUR 38 749 per 10 students was received in the study field "Social Welfare" after the study programme "Social Rehabilitation". The cost per student within the framework of this study programme amounted to EUR 3 874.

Source of funding for the Programme "Social Rehabilitation"	Year 2019
State grant	38 749 EUR

Expenditure of the programme "Social Rehabilitation"	Year 2019
Reward	25 301 EUR (65%)
Goods and services	10 740 EUR (28%)
Subsidies, grants and social benefits	1 508 EUR (4%)

Daugavpils University Agency "Daugavpils University Daugavpils Medical College" In the process of implementation of the study programme "Social Care", the following are:

- rational distribution, use of the funding necessary for the implementation of educational programmes is ensured according to the established development needs;
- planning of the economic work of the college according to the possibilities of the existing budget is ensured;
- systematic professional development and further training of school staff is ensured, coordinated, with the financial support of the school.

3.4. Teaching Staff

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

The qualification of academic staff involved in the implementation of the programme in the first level vocational higher education programme "Social Rehabilitation" complies with the

requirements of the Law on Higher Education Institutions. One lecturer has a doctorate in comparable law (Dr.iur.), one has a doctorate in pedagogy (Dr. paed.), three lecturers are applicants for a scientific degree (doctoral degree), one lecturer has a master's degree in social work, one has a master's degree in public administration, one - a master's degree in public administration, one - a master's degree in pedagogy, one - a master's degree in health sciences, one - a master's degree in philology, two lecturers have a professional higher education and the profession of social worker and extensive work experience in the field of social work.

Academic staff of the study field and specialists of various fields are involved in the study process, which with their professional experience not only deepens students' practical knowledge and skills within the framework of study courses, but also increases the employability of students after graduation.

Lecturers working in the programme, practitioners in other workplaces:

Jānis Radionovs is a sworn advocate, Helēna Soldatjonoka - head of the association "Red Cross", Jūlija Žugare - social worker of Augšdaugava municipality, Ruslans Bepjatijs - health promotion specialist of Daugavpils City Education Department, Inga Sokolova and Nataļja Žekova have practiced psychologists, Ināra Markule is a specialist of orphan's court, Irina Filipova works in children's health centre, Jūlija Magrina works in family doctor's practice.

Within the framework of the study programme "SocialRehabilitation", in the academic year 2021/2022 there are 13 lecturers for 15 students of the respective programme in the 3rd semester. The teaching staff involved in the study process have appropriate qualifications, theoretical knowledge, and rich practical work experience. The qualification of teaching staff allows to comprehensively reveal the topics included in the study courses from both theoretical and practical points of view, to broaden the horizons of students with examples from their professional activities, which allows to fully achieve the expected study results.

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

During the reporting period, the composition of the academic staff is constantly improving. Most of them - 10 academic staff have been working in the College for 10 and more years, 4 academic staff have worked in the College from 5 to 10 years, but 5 academic staff have started working in the College during the last three years. In general, it can be concluded that during the reporting period the academic staff involved in the programmes are focused on their professional development and continuous improvement and development of the quality of the courses taught. Emilija Černova, Professor Emeritus, has been working in the College since 2016, Irina Filipova with a Master's degree in Health Sciences.

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 academic staff play a key role in ensuring a high-level study process and promoting the acquisition of knowledge, competences and skills. In order to increase the total number of students and be more focused on learning outcomes, the study process needs to be student-oriented..

Academic staff in the implementation of study programmes:

- respect and reflect the diversity of students and their needs, promoting flexible approaches to study; flexible use of various pedagogical methods;
- promote students' sense of independence by providing appropriate guidance and support from academic staff;
- contribute to the development of academic career and professional growth of students;
- promote mutual respect;
- At the beginning of each study course, students get acquainted with the criteria and methods for assessing knowledge, skills and competences.

One aspect of academic integrity and ethics in academia is the control and prevention / eradication of plagiarism. The study and research processes must be conducted in accordance with moral and ethical standards, honesty, mutual respect and responsibility to one another.

DU DMC continues to work to strengthen honesty and culture in the academic environment. Internal normative documents (regulations, procedures) describing the principles of behaviour of academic staff and students are being improved, which include objectivity, responsibility, mutual respect and trust, promoting the quality and prestige of higher education and science.

The main goal of human resource development is to create such conditions for DU DMC that the goals of DU DMC are achieved, so that every employee has the desire and opportunity to discover,

develop and expand their potential.

DU DMC works to ensure that every employee takes the initiative and contributes to the excellence and international competitiveness of the College and contributes to the various aspects of its activities, thereby also ensuring personal career development. Throughout the year, regular meetings are held with staff by the College administration to discuss and analyse the achievement of individual development objectives, thus providing feedback. This form of work increases the performance of the set scientific / research / educational / administrative objectives and increases the possibility that the set goals will be achieved.

The assessment of mutual cooperation plays a very important role in the implementation of the study programme. The management of DU DMC takes care of its employees, promoting the harmonious development of their professional life. In order to create a high level of staff motivation and job satisfaction, the following aspects must be taken into account:

- interesting, diverse work;
- support of management and colleagues in work;
- sufficient autonomy in the workplace to ensure freedom of action and independence in the performance of tasks;
- good remuneration;
- development, enabling higher responsibilities and higher positions;
- recognition of expertise and capacity and recognition of individual contributions to the achievement of common goals;
- safe working environment.

Cooperation between lecturers in implementing modules in the programme "Social Rehabilitation" is highly valued, as it is a cooperation between theorists, practitioners and employers.

The ratio of students and the number of teaching staff within the framework of the study programme (at the time of submission of the self-assessment report) is - 15 students and 13 lecturers.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Annex 20 SR.doc	20.pielikums SR.doc
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	21.annex_Statistics_SOCIAL Rehabilitation.docx	21.pielikums_Virziena_statistikas_dati_SR.DOCX
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Annex 22.2.docx	22.2.pielikums_Atbalstiba_valsts_izglitiba_standartam_SR.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex 23.2.docx	23.2.pielikums_Atbalstiba_profesiju_standartam_SR.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Studiju programmas SR kartējums EN.docx	Studiju programmas SR kartējums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 24.2.docx	24.2.pielikums_Programmas „Sociālā rehabilitācija” īstenošanas plāns.docx
Descriptions of the study courses/ modules	Moduļu apraksts SR_EN.docx	Moduļu apraksts SR.docx
Description of the organisation of the internship of the students (if applicable)	Annex 27.docx	27.pielikums_Prakses_nolikums.doc
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Social Care (41764)

Study field	<i>Social Welfare</i>
ProcedureStudyProgram.Name	<i>Social Care</i>
Education classification code	<i>41764</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Helēna</i>
Surname of the study programme director	<i>Soldačjonoka</i>
E-mail of the study programme director	<i>info@dmk.lv</i>
Title of the study programme director	<i>Sociālo zinību bakalaura grāds</i>
Phone of the study programme director	
Goal of the study programme	<i>Educate social carers and prepare them for professional activities that provide the public with high-quality social care services, promoting the basic needs of persons who, due to their age or state of health, cannot take care of themselves, thus promoting respect for social justice and human dignity in the state and society</i>
Tasks of the study programme	<i>provide students with the opportunity to acquire knowledge in social sciences by looking at the interaction between society and the individual in the context of social processes; to give students the opportunity to acquire comprehensive knowledge and understanding of the nature of social work and professional activities and cooperation of social work specialists at national and international level; to improve and develop students' specific knowledge and skills in social care, in accordance with the standard of the profession of social carer; to provide students with theoretical knowledge and develop skills in research work, teaching them to integrate the theoretical guidelines of different sciences into social care practice; offer comprehensive opportunities for differentiated practices, developing students' general and common skills in the sector, as well as specific professional skills in social care; to promote the development of students' personality traits and attitudes, in accordance with the practice of the social carer and the standard of the profession; to promote the development of creative and social activities of students and to promote cooperation with the staff of the higher education institution in the implementation of the study programme.</i>

Results of the study programme	<p><i>Upon completion of this program, students must be able to:</i></p> <ul style="list-style-type: none"> • <i>choose the most appropriate social care services, assess their results and develop proposals for their improvement;</i> • <i>organise and implement work in a multidisciplinary team, in cooperation with other health and social care professionals and institutions, ensuring confidentiality of information and non-discriminatory practices;</i> • <i>use existing knowledge, skills, skills and competences to create new ideas in the field of professional activity</i> • <i>to collect the most important information in the field of social care for the performance of professional work duties and education of the client, ensuring the quality of life;</i> • <i>to solve issues in the field of acquisition, improvement and maintenance of the client's social skills.</i>
Final examination upon the completion of the study programme	<p><i>State examination: integrated exam qualification work</i></p>

Study programme forms

Full time studies - 2 years - latvian

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

Places of implementation

Place name	City	Address
Daugavpils Medical College of University of Daugavpils	DAUGAVPILS	VARŠAVAS IELA 26a, DAUGAVPILS, LV-5404

3.1. Indicators Describing the Study Programme

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

The study programme "Social Care" is implemented within the framework of the study field "Social Welfare" (Accreditation Page No. 89 of the Study Direction "Social Welfare", Decision No. 78-A of the Study Accreditation Commission of 11 April 2018).

For the first level vocational higher education programme Social Care (41762) with the qualification of "social carer", the name, code, degree and professional qualifications of the accreditation programmes of the previous programmes have not changed since the previous programme accreditation programmes.

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

The objectives and tasks of the first level professional higher education programme "Social Care" (41762), as well as the study results obtained during studies correspond to the fourth level of the EQF (Cabinet Regulation No. 322 "Regulations regarding the Classification of Education of Latvia"), which is the level of first level professional higher education studies. The objectives, tasks and results to be achieved are mutually agreed and ensure that the graduates of the study programme "Social Care" of the study field implemented by the DMK have acquired understanding, knowledge, skills and competences based on the professional standard, the most important concepts, theories and regularities of the social field, will be able to evaluate the impact of their activities on society and will be motivated for personal and professional growth.

The content of the study programme Social Care is aligned with the objectives, tasks and results to be achieved, that is, to prepare academically educated and professionally qualified specialists necessary for the Latvian society, state and local government, as well as non-governmental sector organisations. Students of the Social Care Programme acquire in depth theoretical knowledge and research methods in the field of social welfare, as well as the necessary skills in the application of knowledge, acquire competence in the field of social rehabilitation. Students are able to comprehensively and deeply analyse social processes from different social work perspectives, are competitive in the labour market as employees, as well as in the administration and management of the non-governmental and private sector, are actively involved in the implementation of social

projects.

The training of competitive specialists provides for the organization of the study process in accordance with the development trends of education, the labour market and sectors.

Title of the study programme	Social care
Code of the study programme according to the Latvian education classification	41762
Degree and/or qualification to be obtained	Qualification - social caregiver.
Type and level of study programme	First level professional higher education
Qualification level to be obtained (EQF)	Fourth (EQF) level qualification
Professional code in the classification of occupations	3412 01
Study programme volume (CP)	80 KP
Form, type, duration and language of implementation	
Full-time	2 years
Language of implementation	Latvian
Place of implementation	26A Warsaw Street, Daugavpils; Miera street3/5 Daugavpils
Admission requirements	<p>Previous education: secondary or secondary vocational education; subjects defined in the certificate of achievements of the secondary school certificate (i.e., English, Latvian language and literature, informatics, mathematics (algebra and geometry, basics of business economics) do not have a lower score than 4 points; centralized exams in Latvian and English have been passed.</p> <p>Certificates of centralised examinations are not required for persons who have acquired secondary education until 2004, persons with special needs, submitting an affirmative document regarding exemption from ce taking,</p>

Opportunities to continue studies

Bachelor's programmes or related fields of science of the study direction "Social Welfare"

For example, the nature of social problems, their causes and development are a basic component of the programme's objectives, tasks and results to be achieved. Thus, mutual coherence is achieved, which ensures the necessary knowledge, understanding, skills and competences for graduates of the DU DMK study programme in the relevant field.

Feedback with employers shows high-quality training of graduates and the appropriateness of the necessary understanding, knowledge, skills and competences.

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

The labour market social care workers who understand, know and are able to solve social problems in society according to the latest knowledge, socio-economic opportunities and are able to do so autonomously, critically. This is ensured by the knowledge, skills and competences acquired by DU DMK.

The content of the programme includes openness to the new, innovative, understanding global and local, socio-political, social welfare, economic and educational processes, providing for the improvement of professional competence for creative self-experience and activity in various social environments, using communication technologies and resources.

The study process is organized in modules, they are problem-based and driven towards a positive solution, which ensures skills in social case management and successful integration of graduates into the labour market. Successful interaction of practice and theory is ensured during the study process. The labour market opportunities of graduates are determined by the demand of social institutions for social workers, which are still higher than supply in the labour market. LM data also show that a significant part of social work specialists in the country have inadequate education.

The need for social workers is also determined by the number of social workers and the socio-demographic portrait in social services. In Latvia, a large number of social workers are in retirement and pre-retirement age, as well as in the next few years a large number of existing social workers will be in retirement or pre-retirement age.

The need for social welfare specialists in the labour market is also determined by demographic challenges (ageing population, decrease in birth rate and share of working age population, migration), because the expected labour shortage in the medium term, high rates of poverty and social exclusion in Latgale region and limited state and local government financial resources are the factors that determine the need to plan a social service system that would be focused on the social and maximise economic potential and his integration into society and the labour market.

Analysis of the number of specialists in the field of social welfare is carried out by daugavpils city municipality institution "Social Service" and participates in the study planning process.

With the development of social entrepreneurship, the ability of social workers to operate in it with the aim of innovating multidimensionality in the development of human resources is a major new challenge for social workers.

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.

In the 2014/2015 academic year, 24 students started their studies in the first level professional higher education study programme "**Social Care**". During 4 semesters the number of students decreased by 4 students. The reason for the termination of studies were the family circumstances of the students, one student has died. In 2016/2017, 20 students graduated from the study programme "Social Care".

In 2016/2017, 14 students started their studies in the programme "Social Care". 6 students dropped out for family reasons. In 2018, 8 students graduated from the study programme "Social Care".

In the 2017/2018 academic year, 20 students started their studies in the first level professional higher education study programme "Social Care". In 2019, 17 students graduated from the study programme. The reasons for leaving studies were: studies at another educational institution, death.

In the academic year 2018/2019, 10 applicants were matriculated in the study programme "Social Care". Due to family reasons, 1 student dropped out of College and 2 students were suspended of studies. In 2020, 7 students graduated from the study programme.

In the academic year 2019/2020, 17 students started their studies in the study programme "SocialCare". 2 students dropped out due to family reasons, 1 student terminated his studies because of studies at another educational institution, 1 left studies due to delays and 1 student completed academic leave. In 2021, 12 students graduated from the study programme "Social Care".

In 2021/2022, 11 applicants were matriculated in the study programme "Social Care".

In the period from 2014 to 2016 the number of students had a tendency to decrease. Dropout rate also had a tendency to increase during this period. In turn, from 2016 to 2017 there was a significant increase in the number of students and a decrease in the number of dropouts. In the period from 2017 to 2018, the number of students had a tendency to decrease, while the drop-out rate remained unchanged. In the period from 2018 to 2020, the number and drop-out of students had a tendency to increase. As of 2021, there has been a decrease in the number of students.

Currently, all 11 students matriculated in the study programme "Social Care" continue their studies in the programme. In the academic year 2021/2022, 25 students are studying in the study programmes of the study direction "Social Welfare".

Daugavpils Medical College and Daugavpils University agency "Daugavpils University Daugavpils Medical College" former graduates of first level professional higher education study programme "Social Care" continue their work in institutions subordinated to Daugavpils City Council Social Affairs Department and Daugavpils District Social Service, as well as elsewhere in Latgale region. Admission to the program "Social care" does not take place annually. It is determined by the topicality of the need for qualified specialists in the region and the demand of employers.

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 of the study programme is structured in modules. The information included in the study courses/ modules is supplemented and updated. The results to be achieved (knowledge, skills, competences) are determined according to the set objectives of the programme, as well as are aligned with the requirements for the field.

The content of the study programme as a whole and the content and provision of individual study courses are regularly evaluated. This allows to improve the organization of the study process and solves issues related to the development planning of the programme.

The information included in the study courses/ modules, the results to be achieved, the objectives set are to link each other with the objectives of the study programme and the results to be achieved. The content of study courses reflects current events in the field and corresponds to the needs and trends of the sector, the labour market. The content of study courses is assessed as appropriate for the field, as their updating is carried out by specialists and employers in the field.

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

Not applicable

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail

the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The structure of the study programme (division into modules) and the content of the study courses, methods and forms of their implementation are adapted to the requirements of the local labour market with a focus on the socio-economic aspects of Latgale region. The achievement of the objectives and tasks of the study field is determined by the content and organisation of study programmes, while the evaluation (test) is reflected in the study results, which are formulated as the knowledge, skills and competences to be acquired.

The implementation of modules ensures the linking and circulation of information within the entire module, which excludes the probability of uncharted topics. Such linkage within the scope of the module contributes to the achievement of the results of study courses and the objectives of the study programme.

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).

In the implementation of the study programmes of the study direction “Social Welfare” great importance is given to the internship as one of the most important components of professional study programmes. The internship in the College is carried out in accordance with the study “Regulations for the Internship” and methodological instructions. It defines the aims and objectives of the internship, the course of the internship, the supervision of the internship and evaluation criteria. The content, organization and course of the internship are systematically analysed and improved; the compliance of the internship content with the relevant professional standard is monitored.

The study programmes “Social Care” and “Social Rehabilitation” include two internships. In the first study year “Introduction to the profession” (6 CP) and in the second study year “Professional internship in social care” and “Professional internship in social rehabilitation” (10 CP in each programme). The internship is directly related to the knowledge, skills and competencies acquired in the theoretical part, thus students can improve their knowledge and skills in practice, identify and strengthen the professional functions of social caregivers and social rehabilitators in the structural units of the municipal department of social affairs.

The communication between the place of internship, the student and the DU DMC is provided by an education methodologist on internship issues, delegated by the DU DMC, who supervises the quality of the internship at any internship place.

The education methodologist provides informative support to students on internship issues. The

course of the student's internship is managed, controlled and evaluated by the internship supervisor, who also provides students with advisory support.

At the end of the internship, feedback is received from students by conducting both oral and written surveys. In order to improve the internship in the future, the results of the survey are also presented to the internship organizers - potential employers of graduates.

Cooperation with employers is carried out by organizing clinical internships, which are structured according to the basic tasks of each study year. When selecting internship places and internship supervisors, the compliance of the education and qualification of potential internship supervisors with the requirements specified in regulatory enactments is taken into account. Internship supervisors from health and social care institutions take part in student knowledge testing in the College, in the organization, management and evaluation of internships. Qualification internships are also organized in close co-operation with employers and usually take place in future places of work of students. This is also evidenced by the data on graduates - 80% -90% find employment in health and social care institutions, where they worked during the qualification internship.

Qualification internships are also organized in close cooperation with employers and usually take place in future places of work of students. The same is evidenced by data on graduates - 80% -90% of them are employed in health and social protection institutions, where they worked during the qualification internship.

During the internship in the "Student Internship Diary" students record the knowledge, skills and competencies acquired during the qualification internship.

Most graduates of the study direction "Social Welfare" work in the structural units of Daugavpils City Department of Social Affairs. Regular cooperation with employers takes place during the study process. Representatives of employers actively participate in the work of the College Council, in the meetings of the methodological commission, in the meetings of the Study Direction Council. Employers participate in the development and evaluation of new study programmes, organization of the study process, development of qualification papers, and adjustment of study course programmes. Cooperation with employers, personal experience, coordination of requirements with the administration, teaching staff and students give positive results in the training of new specialists.

The College has established good co-operation with Daugavpils City Council and Daugavpils Department of Social Affairs in solving the main business issues of the College. The branch of the Latvian Red Cross Society has been established in the College. The College has an active cooperation with the Daugavpils City Disabled Society. Students participate in events organized by the Red Cross: charity events, Donor Days, emergency medical competitions, and other events.

Students, in cooperation with social workers, participate in the work of an inter-professional team in the social rehabilitation process and in the implementation of the social rehabilitation plan. When working with clients, students observe the general norms of human rights and ethics - to ensure confidentiality and anonymity, to observe the principles of non-discriminatory practice.

Cooperation has been established between the College and other European higher education and social services institutions to promote the mobility of students and academic staff. Cooperation is implemented both within the ERASMUS + project and on the basis of inter-institutional cooperation agreements.

Students are offered and provided internships from the college side. Before starting an internship, a contract is concluded with students from the college with student and internship places. Students are offered internships based on the task of study programme students' internships. That a student

can also do an internship if they already work in this field , in agreement with the employer and the college administration.

Students are issued a "Student Diary" before the internship, which is an official document of the college, where the student writes down each day of practice based on the acquired knowledge, in conjunction with the study programme. The internship manager (for example, the Head of the Social Service) ensures that students reach the tasks of the student placements included in the study programme with the study results, analysis and assessment to be achieved in the study programme, which is recorded in the "Student Daygrats and Assessment Forms". The final evaluation of the practice is summarized and "Success Books" is posted.

For example, studing works at VSAC Latgale branch Kalupe, a contract is concluded with the head of the college, student and VSAC Latgale branch Kalupe. Before starting an internship, the student listens to a job safety briefing. The student, according to the study programme, undergoes an internship at his/her workplace and assesses the acquired knowledge in conjunction with the study results to be achieved by the head of VSAC Latgale Kalupe in conjunction with the study programme.

The knowledge acquired in the Student Diary is written daily, and the practice manager confirms with a signature. At the end of the internship, the diary is transferred to the college, as well as the characteristics of the student. A rating is posted when you summarize everything.

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.

Based on their knowledge and professional skills and/or the interests of a particular organisation, as well as existing work experience, students have the opportunity to offer their own topic of qualification work. If necessary, the student may consult with the council of the direction or with the teaching staff of the relevant field regarding the topicality of the topic of qualification work or the conformity with the requirements of the study programme and the choice of the scientific manager. According to du DMK requirements, all qualification papers must be applied and practical in the environments and organizations studied.

Students of the first level professional higher education programme "Social Care" chose topics directly related to current events in the sector and labour market during the relevant period of time for their final works:

- The role of a social carer during the adaptation of the elderly in a care center.
- Skills of social service providers in working with clients.
- Importance and specificity of the profession of social caregiver.
- Peculiarities of social care in work with children with reduced mobility.
- Availability of social care services at the place of residence in Latgale region.

- Criteria for the selection of personal protective equipment and their role in reducing work environment risks in the social care centre X
- Innovations in working with old and single people as social carers.
- What are the innovations in working with old and single people as a social carer.
- Social care and integration of children with hearing impairments into society.
- Risks of work of a social carer and their prevention of working with the elderly in home care.
- Peculiarities of social care for persons with schizophrenia.
- Satisfaction of visually impaired persons with social services provided at home.
- Deinstitutionalisation process for people with mental disorders in Latgale region.
- Customer satisfaction with the services provided by the social carer in home care.

In the study programme "Social Care" the average evaluation of closing works is 6.8.

When analysing the evaluations of the final works of this study programme, it should be noted that the research phase (data collection) was affected by the COVID-19 situation, which in some places limited the possibilities and forms of data acquisition. Despite the ambiguous situation in the 2nd semester of the academic year 2020/2021, the final work "Satisfaction of persons with visual impairments with social services provided at home" scored highly of 9 (excellent).

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.

Daugavpils University Agency "Daugavpils University Daugavpils Medical College" has provided the material and technical base for the implementation of the study process of the programme "Social Care". The assessment of the provision of resources in the direction of study can be found in Part II, sub-paragraphs 2.3.1-2.3.3 of the Self-Assessment Report.

Sufficient and good material and technical base is provided for the implementation of the study process of the DU DMC programme "Social Care", modern technologies and their intensive use are available to students, the library has access to literature and information. Every year the methodological material of the study courses is improved, as well as the material and technical provision is supplemented to enable the practical activities of the study course to be performed successfully and qualitatively.

1. Patient care process study centre - for twelve students. The room is equipped with:
 - computers, work tables, medical cabinets and small tables; medical couches - 7, medical trolleys WZ-2 - 2, medical crutch set, toilet chair, shower chair „Magda”, medical screens - 2, equipment for walking skills - wheelchair, [spine board patient immobilisation](#) (safety kit),

equipment for developing various functional capabilities, bed TERRA with accessories, vacuum mattress set, sick bed with stand (electrically operated functional), flexible mattress with waterproof coating, NIAGARA.

- technological equipment, devices and working tools - a set of hygiene procedures, medical models of a teenager and a child, a feeding set, newborn care set and child hygiene accessories - Bebi Anna, vital signs set;
- materials, additional materials, visual aids - tables, posters, moulages, etc.

2. Centre for Emergency Medical Simulation – for 12 students. The centre is equipped with:

- computer, work tables, medical cabinets and small tables, couch, functional bed;
 - technological equipment, devices and tools - patient transport equipment, resuscitation simulation moulage (adult, intubation), adult model, wound treatment moulage, etc.
 - Materials, additional materials - dressings, first aid kits, etc.

3. Development room - for twelve students: The room is equipped with:

- computer equipment, desks, children's playground;
- technological equipment, devices and tools - a set of speech therapy equipment, sewing machines, irons and ironing boards, materials for creativity, etc.;
- materials, additional materials, etc. - handicraft materials and tools, natural and floristic materials, costumes for celebrating traditions and festivals, etc.

4. Rehabilitation room – for 12 students. The room is equipped with:

- work tables, chairs, massage couch, functional bed;
- technological equipment, devices and tools - rehabilitation balls, television, video recorder, massage devices, light therapy device “Bioptrons”, blanket stretchers with 6 handles.

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 financial resources of the study programme "Social Care" consist of grants from state budget funds, paid services and other own revenue, as well as European Union funding (Erasmus+ mobility projects).

The financial resources of du DMK shall be used according to the priorities and needs set by the

college, in accordance with the procedures laid down in laws and regulations. Daugavpils University Agency "Daugavpils University Daugavpils Medical College" has a budget approved in accordance with the procedures laid down in regulatory enactments. The costs per student in 2018-2020 amounted to EUR 3 874, but in 2021 eur 4 150.

Number of study places financed from the State budget by DU DMK in 2018-2021

Program	Year 2018	Year 2019	Year 2020	Year 2021
Social care	10	10	10	7
Together:	20	20	10	17

Funding received in the years 2018-2021 of the study direction "Social Welfare"

Program	Year 2018	Year 2019	Year 2020	Year 2021
Social care	38 749	38 749	38 749	29 049
Together:	77 498	77 498	38 749	70 548

The minimum number of students in the study programme to ensure the profitability of the study programme is 10-15 students.

The institution has a budget approved in accordance with the procedures laid down in laws and regulations. In 2019, a state grant of EUR 38 749 per 10 students was received in the study field "Social Welfare" after the study programme "Social Care". The cost per student within the framework of this study programme amounted to EUR 3 874.

Source of funding	Year 2019
State grant	38 749 EUR

Expenditure	Year 2019
Reward	23 749 EUR (61%)
Goods and services	13 492 EUR (35%)
Subsidies, grants and social benefits	1 508 EUR (4%)

In 2020, a state grant of EUR 38 749 per 10 students was received in the study field "Social Welfare" only after the study programme "Social Care" received a state grant of EUR 38 749 per 10 students. The cost per student within the framework of this study programme amounted to EUR 3 874.

Source of funding	Year 2020
State grant	38 749 EUR

Expenditure	Year 2020
Reward	26 959 EUR (70%)
Goods and services	9 582 EUR (24%)
Subsidies, grants and social benefits	1 508 EUR (4%)
Capital expenditure	700 EUR (2%)

Daugavpils University Agency "Daugavpils University Daugavpils Medical College" In the process of implementation of the study programme "Social Care", the following are:

- rational distribution, use of the funding necessary for the implementation of educational programmes is ensured according to the established development needs;
- planning of the economic work of the college according to the possibilities of the existing budget is ensured;
- systematic professional development and further training of school staff is ensured, coordinated, with the financial support of the school.

3.4. Teaching Staff

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

The qualification of the academic staff involved in the implementation of the first level professional higher education programme "Social Care" complies with the requirements of the Law on Higher Education Institutions. 16 academic staff are involved in the implementation of this programme. One academic staff has a doctoral degree in Comparative law (Dr.iur.), 1 - has a scientific degree of a doctor of Pedagogy (Dr. paed.), 2- are applicants for a scientific degree (doctoral), 1- is studying for a doctorate, 1- has a Master's degree in Social Work, 2 - have a Master's degree in Pedagogy, 1 - has a Master's degree in Computer Science; 2- have a Master's degree in Public Administration, 1- has a Master's degree in Philology, 1- is studying in the Master's study programme "Epidemiology and Medical Statistics" at the University of Latvia, 2- have professional higher education and a profession of a social worker and extensive work experience in the field of social

work. The qualification of the academic staff involved in the implementation of the study programme corresponds to the achievement of the results of the study programme, as well as the realization of the goals and tasks of the College.

Both the academic staff of the study direction and specialists of various fields are involved in the study process, who with their professional experience not only deepen the students' practical knowledge and skills within the study courses, but also increase the students' employment opportunities after graduation.

Academic staff working in the programme, practising in other workplaces:

Jānis Radionovs is a sworn advocate, Helēna Soldatjonoka - head of the association "Red Cross", Jūlija Žugare - social worker of Augšdaugava region, Ruslans Bēspjatijs - health promotion specialist of Daugavpils City Education Department, Inga Sokolova and Natalija Žekova practising psychologists, Ināra Markule is an orphan's court specialist, Irina Filipova works at the Children's Health Centre, Jūlija Magrina works as a physician assistant.

Within the framework of the study programme "**Social Care**" in the academic year 2021/2022 there are 16 lecturers on the 1st semester of the respective programme for 10 students. The teaching staff involved in the study process have appropriate qualifications, theoretical knowledge and rich practical work experience. The qualification of teaching staff allows to comprehensively reveal the topics included in the study courses from both theoretical and practical point of view, to broaden the horizons of students with examples from their professional activities, which allows to fully achieve the expected study results.

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

During the reporting period, the composition of the academic staff is constantly improving. Most of them - 10 academic staff have been working in the College for 10 and more years, 4 academic staff have worked in the College from 5 to 10 years, but 5 academic staff have started working in the College during the last three years. In general, it can be concluded that during the reporting period the academic staff involved in the programmes are focused on their professional development and continuous improvement and development of the quality of the courses taught. Emilija Černova, Professor Emeritus, has been working in the College since 2016, Irina Filipova with a Master's degree in Health Sciences.

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 academic staff play a key role in ensuring a high-level study process and promoting the acquisition of knowledge, competences and skills. In order to increase the total number of students and be more focused on learning outcomes, the study process needs to be student-oriented..

Academic staff in the implementation of study programmes:

- respect and reflect the diversity of students and their needs, promoting flexible approaches to study; flexible use of various pedagogical methods;
- promote students' sense of independence by providing appropriate guidance and support from academic staff;
- contribute to the development of academic career and professional growth of students;
- promote mutual respect;
- At the beginning of each study course, students get acquainted with the criteria and methods for assessing knowledge, skills and competences.

One aspect of academic integrity and ethics in academia is the control and prevention / eradication of plagiarism. The study and research processes must be conducted in accordance with moral and ethical standards, honesty, mutual respect and responsibility to one another.

DU DMC continues to work to strengthen honesty and culture in the academic environment. Internal normative documents (regulations, procedures) describing the principles of behaviour of academic staff and students are being improved, which include objectivity, responsibility, mutual respect and trust, promoting the quality and prestige of higher education and science.

The main goal of human resource development is to create such conditions for DU DMC that the goals of DU DMC are achieved, so that every employee has the desire and opportunity to discover, develop and expand their potential.

DU DMC works to ensure that every employee takes the initiative and contributes to the excellence and international competitiveness of the College and contributes to the various aspects of its activities, thereby also ensuring personal career development. Throughout the year, regular meetings are held with staff by the College administration to discuss and analyse the achievement

of individual development objectives, thus providing feedback. This form of work increases the performance of the set scientific / research / educational / administrative objectives and increases the possibility that the set goals will be achieved.

The assessment of mutual cooperation plays a very important role in the implementation of the study programme. The management of DU DMC takes care of its employees, promoting the harmonious development of their professional life. In order to create a high level of staff motivation and job satisfaction, the following aspects must be taken into account:

- interesting, diverse work;
- support of management and colleagues in work;
- sufficient autonomy in the workplace to ensure freedom of action and independence in the performance of tasks;
- good remuneration;
- development, enabling higher responsibilities and higher positions;
- recognition of expertise and capacity and recognition of individual contributions to the achievement of common goals;
- safe working environment.

Cooperation between lecturers in implementing modules in the programme "Social Carer" is highly valued, as it is a cooperation between theorists, practitioners and employers.

The ratio of students and the number of teaching staff within the framework of the study programme (at the time of submission of the self-assessment report) is - 10 students and 16 lecturers.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Annex_20_1_SA.doc	21_1_pielikums_SA_Diploms_LAT.doc
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	21.annex_Statistics_SOCIAL CARE.docx	21.pielikums_Virziena_statistikas_dati_SA.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Annex 22.1.docx	22.1.pielikums_Atbilstiba_valsts_izglitiba_standartam_SA.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex 23.1..docx	23.1.pielikums_Atbilstiba_profesijas_standartam_SA.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Studiju programmas SA EN.docx	Studiju programmas SA kartējums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 24.1.docx	24.1.pielikums_Programmas „Sociālā aprūpe” īstenošanas plāns.docx
Descriptions of the study courses/ modules	SA moduļi ENG.docx	SA moduļi.docx
Description of the organisation of the internship of the students (if applicable)	Annex 27.docx	27.pielikums_Prakses_nolikums.doc
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)		