

APPLICATION

Study field "Health Care" for assessment

Study field	<i>Health Care</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 "Health Care"

Daugavpils Medical College of University of Daugavpils

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1. Information on the Higher Education Institution/College

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

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. The first director of the school was Tatyana Vsesvyatskaya. 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:

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- study programme „Nursing” (41723) with the qualification of a „nurse”;
 - study programme "Medicine" (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”;

Study direction "Medicine"
(accreditation sheet No 88)

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- study programme “Social care” (41762) with the qualification of a „social caregiver”;
 - study programme „Social rehabilitation” (41762) with the qualification of a „social rehabilitator”

Study direction „Social welfare” (accreditation sheet No 89)

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.

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 2015-2020; 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 2021-2027 of DU DMC.

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).

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 "Medicine" (41721) with the qualification of a "Physician assistant (paramedic)";
- study programme "Medical 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.

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).

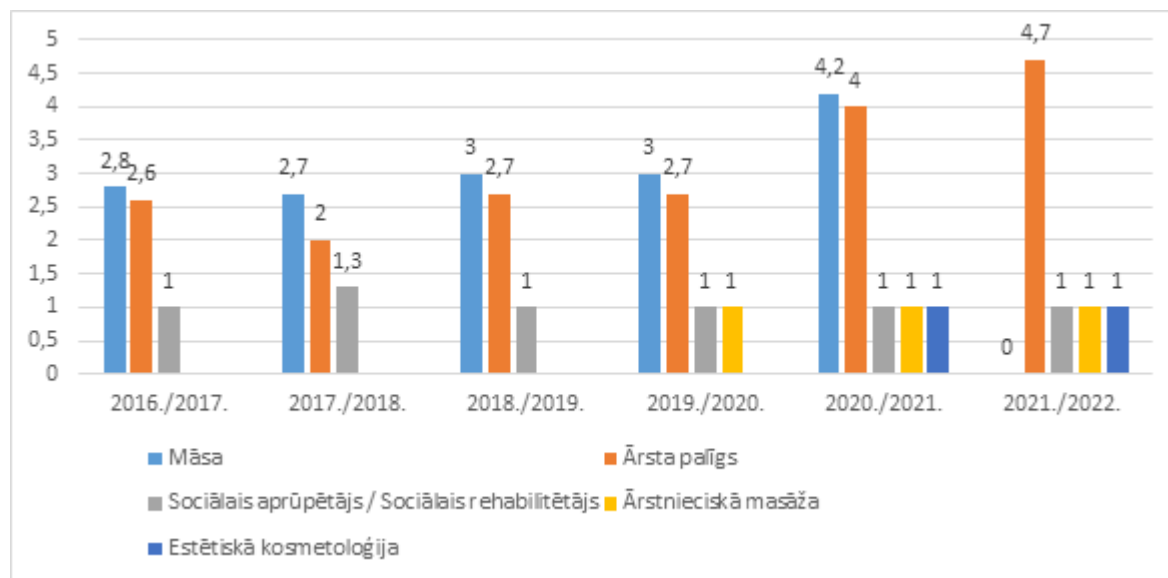


Figure 1. Admission coefficient

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).

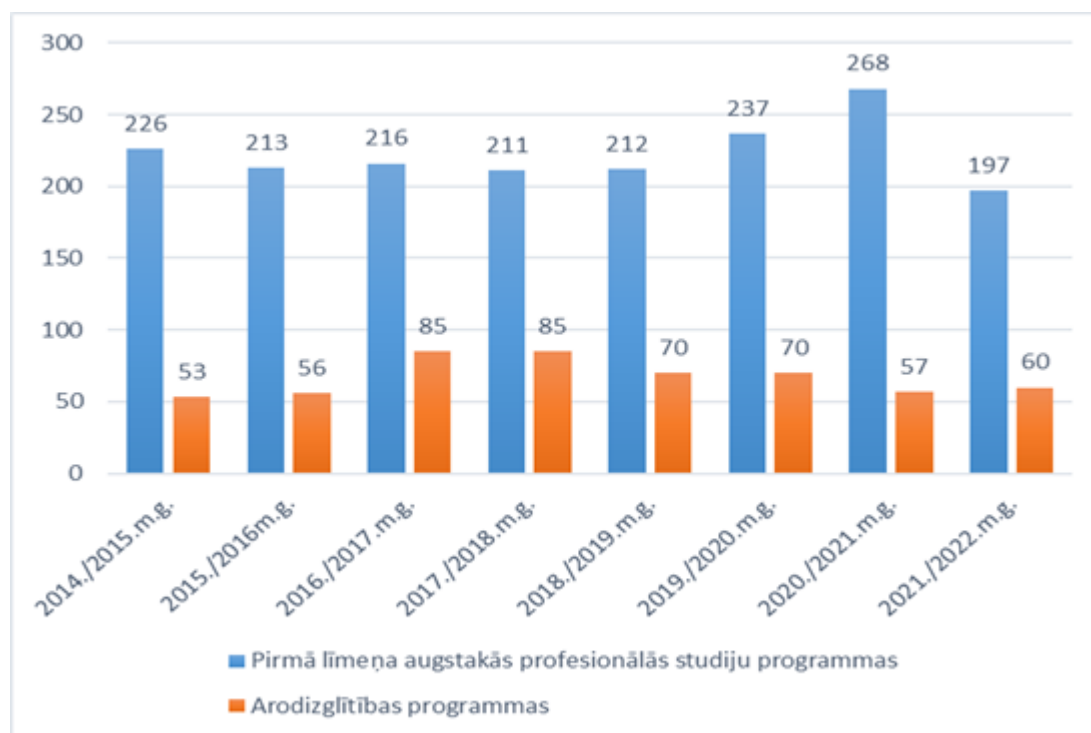


Figure 2. Number of students in the College

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.

The development aims of DU DMC are envisaged in “Daugavpils Medical College Development Strategy 2021-2027 (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.

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;
- to promote methodological work of teachers, further education of teachers and self-improvement

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.

Description of the mechanism for quality policy implementation and procedures for ensuring the quality of higher education. Description of the parties involved in the development and improvement of the quality system and their role

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
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<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. It analyses the weaknesses, risks, development opportunities of the study direction and the study programmes included therein. 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>	<p>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.</p>
<i>Surveys</i>	<p>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.</p>
<i>Self-assessment of the study direction and preparation of the self-assessment report</i>	<p>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.).</p> <p>The main solutions are reflected in the self-assessment report of the Study direction for the previous period.</p>

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>	<ul style="list-style-type: none"> - 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 it 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.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>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.</p> <p>Chapter 1.3 contains a table describing the quality assurance procedures:</p> <ul style="list-style-type: none"> • strategic planning of the study process; • examination of issues related to the study process; • surveys; • self-assessment of the study direction. <p>Annex 4 specifies the structure of the quality management system.</p>
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2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	<p>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.</p> <p>The processes for the establishment and review of college study programmes are described in Chapter 2.2.2. This procedure is governed by Cabinet Regulation No. 795, DU DMK Regulations, Du DMK Department Regulations (see Annex 1) and other documents governing the study process.</p> <p>Review and improvement of the content of the programme is based on the results of surveys of students, graduates and employers.</p>
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>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.</p> <p>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.</p>
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>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.</p>
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.	<p>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.</p> <p>Regular cooperation with the Student Council, exchange of opinions, consideration of suggestions.</p> <p>Information on students' achievements is analysed at the meetings of the Departmental Council, Methodological Committee, and academic staff.</p>

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	<p>Information on graduates' employment is collected and analysed at the beginning of each academic year.</p> <p>DU DMC follows the guidelines of the European Higher Education Area.</p> <p>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.</p>
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2.1. Management of the Study Field

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

DU DMC is registered in LR ESM education institutions register (No.2747002489, January 10,2011 by resolution No.2-26/24 of licensing and registers department of LR ESM the Education Quality state service "Making changes in education institutions register and registration certificate delivery to education institution "). The college is accredited as legal LR education institution for unlimited period. Accreditation sheets No.066 June 15,2006.

Basing on Cabinet of Ministers order No. 495 "Daugavpils medical college reorganization" September 13,2017 the reorganization of DMC took place thereby the legal status was changed on March 1,2018.

Daugavpils University agency "Daugavpils University Daugavpils Medical College" implements the first level higher education study programmes in the directions "Health Care" and "Social Care". Till September 1, 2021 DU DMC implemented four first- level higher education study programmes in the framework of study direction "Health Care":

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- study programme "Nursing" (41723) with the qualification of a "nurse";
 - study programme "Medicine" (41721) with the qualification of a "Physician assistant (paramedic)";
 - study programme "Medical massage" (41722) with the qualification of a "massage therapist";
 - study programme "Aesthetic cosmetology" (41722) with the qualification of a "beauty specialist".

Study direction "Health care"
(accreditation sheet No.88,
02.05.2018)

DU DMC study direction "Health care" is accredited till June 26, 2019, basing on study accreditation commission decision No.130, 07.06.2013. In connection with the reform of nurse profession duration of the accreditation is extended till 31.12.2022.

DU DMC policy is based on LR normative acts and is implemented according to long term strategy. College long term strategy is connected with college mission: to prepare needed qualified and competitive specialists for health care field who gained the first level vocational education, thus providing realization of the state health care purposeful strategy in related to health care institutions. Study direction improvement is based on health care strategy, labour market requirements, European Union requirements and DU DMC activity and development strategy, which shows the ways to use successfully possibilities and to avoid threats which could be faced during realization.

Due to the health care system reform in 2021 the number of budget places in DU DMC was reduced for 92 ones and nurses' education was stopped. To develop study direction, new programmes were created: in 2018 the license for the new first level vocational higher education programme "Medical massage" (41722) with the qualification of a "massage therapist" was received (license No. 041033-5) in the framework of "Health care" direction and in summer 2019 admission of reflectors was started.

In 2020 the license was received for implementing the first level vocational higher education programme "Aesthetic cosmetology" (41722) with the qualification of a "beauty specialist" and in February, 2021 reflectors admission took place for 2-year and 3-year programme. In 2021 the programme "Podology" (41722) with the qualification of a "podologist" was submitted getting the license.

Daugavpils University agency "Daugavpils University Daugavpils Medical College" (hereinafter – DU DMC) is a modern vocational higher education programmes implementer in the field of health care and social welfare in Latvia as well as for people in other countries. The strategic mission of study direction "Health care" is to prepare competitive health care specialists corresponding Latvian economy needs and labour market demands, to be a part of international education, research and health care system, to obtain knowledge, skills and competences in accordance with European Union requirements, interests of people and society.

The mentioned above mission implements health care education for economical needs and matches Daugavpils University agency "Daugavpils University Daugavpils Medical college" strategy (for 2015-2020) and activity goals.

According to the strategy study direction goal is to provide the first-level professional higher education in study programmes "Medicine", "Therapeutic massage" and "Aesthetic cosmetology", scientific base for professional activity, providing students with professional knowledge, skills and competences, developing ability to research independently, developing analytical abilities in profession, to act independently in various situations, following professional ethics norms, to promote professional growth and create motivation for further professional improvement.

Territorial priority applicability of study direction "Health care" is Latvia. At the same time interests and competitive activity direction is European Union and labour market of other countries.

General Goals:

1. to provide the first-level higher education in the field of health care and beauty care;
2. to prepare professional specialists who are able to satisfy public needs in health care and beauty care;
3. to promote professional growth and provide possibilities to gain the second-level professional

higher education;

4. to inform the public about activity, to promote scientific reviews and practical recommendations in field of health care and beauty care, to organize other kind events in order to promote introduction of modern health care methods and technologies in the college;
5. to work out and implement programme “Health care” for further and professional improvement courses in education thematic groups.

To achieve the goals of the study programme the college highlights the following tasks:

1. to offer modern qualitative study programmes highly evaluated in labour market;
2. to license and implement new study programmes under the conditions of changable labour market.
3. to improve quality of the offered programmes keeping up strategic cooperation with representatives of economy;
4. to improve the selection system of academic staff in order to promote qualified, involving excellence oriented staff, to provide appropriate working conditions and payment for academic staff;
5. to widen academic staff and students’ international projects mobilities;
6. to develop students’ professional ethics and social basic communication skills, in independent and team work, to motivate them to continue studies;
7. to create modern studies and research environment for research quality improvement, according to new technologies and labour market needs;
8. to develop college infrastructure, promote and improve study process digitalization;
9. to develop staff and students’ skills and competences for working in digital and innovation ecosystem;
10. to cooperate with Latvian and foreign higher education institutions, to take part in international scientific research conferences as well as in different projects;
11. to develop modularity, to support working-out DVB programme;
12. to act sustainably with confidence about tomorrow, to plan sustainably, to teach sustainability;
13. to promote personal development and growth of studying, academic and general staff.

In informative report of Ministry of Economics (hereinafter EM) it is written that till 2020, lack of specialists with higher education in engineering, production and construction, agriculture, health care and social welfare can appear. EM prognosis confirm that till 2030 the mentioned disproportions in the long run will grow if not to change the emphasis in education offerings.

According to EM calculations in 2032 in comparison to 2020 bigger inconsistency between demands and offers in different thematic groups is predicted. Demands for working force in different thematic groups will never meet offer.

Significant lack of working force with secondary vocational education is predicted in education thematic group “Health care and social welfare” where demand exceeds offer for 22%.

In 2016 Health care Ministry in conceptional report “On health care reform” planning criteria of human resources appropriating work load and a kind of health care service were determined. According to the prognosis made in 2016, in 2025 health care sector loads of 937 doctors, 3040 nurses, 314 dentists, 55.1 midwives, 312 physician assistants, 1708 nurse assistants will be not occupied totally. Data witness that all stationary institutions the number of not-occupied positions is predicted to twice bigger number because not all hospitals gave information on vacant loads – because hospitals were surveyed in this way for the first time, perhaps, not all hospitals have this significant staff planning, in the aspect of loads distribution among structure units.

EM predicts the growth of difference between offer and demand among education thematic fields. In 2020 the biggest lack of labour forces in the field of health care is predicted (3 100 specialists (doctors, nurses, medical assistants) and 500 specialists with secondary vocational education.)

Basing on EM prognosis it is possible to conclude that demand for specialists whom DU DMC educate in profile activity in thematic groups will be rather high and both in long term and short term will exceed offer.

That is why DU DMC has the opportunity to provide high competitiveness of obtained education, to create good preconditions for successful competition in labour market.

Though in the last years positive tendencies can be found in education offers however, saving the current intensity of specialists' education risks and both in long term and short term non-compliance between demand and offer exist yet.

Study direction "Health care" is implemented according to Higher Institutions Education Regulations and Vocational Education Regulations norms. It provides DU DMC graduates' appropriate preparation for professional activity. Many students already during the study process are ready to get involved into labour market. They are professionally prepared both in theoretical knowledge and practical work.

DU DMC implements two accredited and two licensed study programmes in the framework of study direction "Health care" (Figure 1):

Fig.1. Study direction "Health care" study programmes.

No.	Programme	CP/ECTS	Qualification	License / accreditation sheet No	Type of study	Level
1.	The first-level vocational higher education study programme "Nursing" (41723)	120/80	A nurse	041033-2 02.05. 18/88, 02.05.18	Full time	
2.	The first-level vocational higher education study programme "Medicine" (41721)	120/180	Physician assistant (paramedic)	041033-1 18/88, 02.05.18	Full time	5.LKI/EKI The first-level vocational higher education 4-th professional qualification level

3.	The first-level vocational higher education study programme "Medical massage" (4172	80/ 120	A massage therapist	041033-5 13.12.18 -	Full time
4.	The first-level vocational higher education study programme "Aesthetic cosmetology" (41722)	120/ 180 80/ 120	A beauty specialist in cosmetology	041033-6 13.10.20 -	Full time

Role and characteristics of Study programme "Medicine".

LR State Control in the audit of 2019 summing up data on medical practitioners and treatment supporting persons ascertained that in the country on 01.01.2017 there are 2621 physician assistants including 1700 certificated physician assistants or 134,4 physician assistants per 100 000 citizens. Physician assistants are occupied in Ambulance Service (hereinafter AS), in hospital inpatient department and first health care. It is impossible to compare provision with physician assistants to EU average indicator due to qualification and medical practitioners distribution. The number of physician assistants is 11 per 10000 on average. According to the auditors' conclusion number of physician assistants can be added to number of nurses, thus number of treatment and patients' care staff (nurses, physician assistants) is not dramatically low and in fact it may resemble indicators in Estonia, but it is far from European average indicator.

Due to the EU funds financial support increasing of number of physician assistants grew up – in 2010 there worked 7,9 physician assistants per 10 000 citizens, but in 2019 there were 12,2 physician assistants. Physician assistants are occupied in AS mostly, stationary emergency department and first health care. Provision with physician assistants can't be compared to EU average indicator due to different medical practitioners distribution and qualification. In the beginning of medical institutions 2019 informationed about 303,7 physician assistants vacant loads, among them 116,25 loads in AS. The big number of vacant loads is connected with difficult work (saving lives of badly ill patients), long working hours, low pay, principles of working management in AS.

Study programme "Medicine" supplies modern labour market with demanded knowledge, skills and competences aggregate and assigns fourth-level qualification "Physician assistant". The content of the programme corresponds LR legislation including Treatment Regulations, regulations "Regulated professions and professional qualification acknowledgement", in p.7 of MC regulations No. 268 "Regulations on medical practitioners and students who study in the first or second- level higher medicine education programmes, gain competences in treatment and their practical knowledge capacity " (March 24, 2009) appropriate professional skills of a medical practitioners and physician assistants standard.

Study direction programme "Physician assistant" is connected with the state order for a long time to provide the state with demanded qualified specialists in the field of health care. In DU DMC study direction programme "Health care" the state order was 167 study places in 2020/2021 school year in two study programmes were covered by the state budget. The state budget paid for 75

study places in the programme “Medicine” in 2021/2022 school year.

To provide rational and qualitative faced to citizens growth of the branch in long term, health education process and its planning are in close connection with human resources provision in health care system. Professionalism of specialists and distribution all over the state significantly affect supplying state citizens with services.

At the same time with wide analogical programmes offer along it should be taken into consideration that educated in DU DMC medical practitioners make a big contribution into provision with human resources and health care services.

Role and characteristics of Study programme “Medical massage”

Besides education of medical persons (nurses, physician assistants, nurse assistants) DU DMC makes a sufficient contribution into provision with human resources and health care services in Latgale region demand in specialists exceeds offer.

At the same time the college is ready to increase students' number in the direction “Health care”.

During the last years the professions of massage therapists and beauty specialists in cosmetology obviously change in Europe – they have got the wide acknowledgement and became an independent discipline among health care professions.

In Latgale region there is a relatively little number of professional massage therapists and beauty specialists working in state institutions, however, a big number of these specialists work in private sector. Demand in these specialists is growing that is why in 2018 the college licensed new study programme “Medical massage” (41722), qualification a “massage therapist”.

During the last years the profession of a massage therapist and became an independent discipline among other physical therapy and rehabilitation professions.

In Latvia these changes in Treatment Regulations took place, too where since 2012 it is determined that a massage therapist is a medical practitioner. It considers that these specialists must have the first-level vocational higher education. Actuality of the study programme is determined by labour market mostly, its demands and possibilities. After education in the programme “Therapeutic massage” graduates have the possibility to get involved into labour market – rehabilitation centres, hospital rehabilitation departments and doctorates highlight that the study programme is actual and necessary for the growth of human resources.

The first-level vocational higher education programmes “Nursing” and “Treatment” which are implemented in the thematic group “Health care and Social welfare” and which are included into STEM programmes list. To widen the number of these programmes and in this way to strengthen the college as a higher education institution there was introduced the programme “Therapeutic massage”.

DU DMC “Development strategy for 2016-2020” is available: www.dmk.lv.

The goals of the study programme describe the goals of study direction “Health care”.

The study programme “Medical massage” (41722) goal is to provide students with professional knowledge and skills developing abilities to use various kinds of massage independently, to promote patients health and functional condition, life quality and good feeling improvement taking into consideration ethics norms demands.

General Goals of implementing Study programme “Medical massage”:

- to provide opportunity to gain the first-level vocational higher education in therapeutic

massage;

- to educate qualified massage therapists who are able to cover public health care needs in massage therapists;
- to promote professional growth and the opportunity to get the second-level or academic education.

The study programme “Medical massage” development is provided by the study programme correspondence with labour market demands, a choice and variety of study activity forms and methods emphasizing development of massage therapists’ necessary knowledge, skills and competences as well as paying attention to the biggest proportion of professional and personal skills improvement and students’ targeted work. The study programme corresponds the study direction “Health care”. The study programme is worked-out to achieve certain study results which correspond Latvian classification the 5th-level knowledge, skills and competences of European qualification framework.

In MC regulations (23.05.2017) No. 264 “Regulations for professions classifier, basic tasks and classification basic requirements” the profession “Massage therapist” (the 4th-level classification, profession code -3255 08) was included.

In MC regulations (24.03.2009) No.268 “Regulations on medical practitioners and studying persons who are gaining the first or second level vocational higher education medicine education programmes and their theoretical and practical knowledge capacity” it is reflected that a massage therapist is a medical practitioner who got the first-level vocational higher education. A massage therapist practices in treatment and using various massage kinds promotes patients’ or clients’ (hereinafter – patient) health and functional condition, life quality and well-being improvement. A massage therapist works in health care and rehabilitation institutions or according to the gained profession as a self-employed person or individual merchant. In Treatment regulations p.26 chapter 3 it is foreseen that the persons who gained education programme have the right to claim for a medical practitioners certificate that is necessary for this speciality.

Role and characteristics of Study programme “Aesthetic cosmetology”

A beauty specialist in cosmetology is a medical practitioner with the specialization in different fields of beauty cosmetology who works in . beauty cosmetology institutions, health care institutions , works with new cosmetological technologies and methods, with cosmetological products for solving face and body problems following professional work ethics, safety standards, general hygiene demands and other normative acts; knows cosmetology market, cosmetology and is concerned about own growth to work successfully in profession of a beauty specialist in cosmetology -cosmetology and cosmetological products management, solarium equipment management and cosmetology technologies and cosmetological products consultant.

According to the published by Health care inspection data on registered beauty salons in Daugavpils where cosmetology, beauty and massage services are delivered on May 10, 2020, there are 10 physical persons who are registered in medical practitioners register, beauty care and massage services are delivered by 43 persons but only one of them delivers biovitalization services. It could be concluded that only 1 person has higher medicine education. In Balvi county there is only 1 person who offers biovitalization services, at the same time according to public information there is no such person in Rezekne and Ludza counties at all. According to Health care inspection data it could be concluded that in Latvia and Latgale region there is a lack of qualified and certificated beauty specialists in cosmetology.

Daugavpils University agency “Daugavpils University Daugavpils Medical college”, educating appropriate qualification specialists, has the possibility to educate public, and to promote prestige

and popularity of this profession in the region and to offer clients services of high difficulty. This is an opportunity for persons with higher medicine education to gain additional qualification promoting life-long education.

The college created modular study programme in aesthetic cosmetology. The profession of a beauty specialist in cosmetology can be gained by working according to an individual plan and in accordance with own financial possibilities.

The necessity of this programme is determined by a lack of educated, qualified and certificated specialists in Latgale region.

The possibility to study theoretic part distantly is in realization and promotes possibility to involve highly qualified specialists of this field from other regions. A beauty specialist in cosmetology learns and uses in accordance with the chosen profession cosmetology technologies and methods, cosmetics and cosmetological products, consulting methods as well as delivers other cosmetology services following the frames of professional role and competences.

Evaluating offered dynamics of beauty care services, surveying employers and college graduates different tendencies in beauty care salons in Riga and regions can be noticed.

One of the implemented reform directions in the field of education during five last years is the intergration into economy increasing employers' role in creating vocational higher education study programmes, formulation of study results and programme correspondence evaluation. During the last years activities in restructuring of higher education which is aimed at change of studying proportion(in study levels and study directions) and distribution of budget places according to state interests and labour market requirements.

The study programme is created basing on the college strategy. The phone and electronic survey of students and graduates was done about their interest to gain the profession of a beauty specialist in cosmetology in Daugavpils. More than 50% of respondents answered positively.

In the process of creating the programme DMC consulted with Latvian Association of beauty care specialists and Latvian Unit of medical practitioners professional organization .

The consent on the programmes implementation in the college was recieved from Latvian beauty care specialists association.

The similar programme ("Aesthetic cosmetology") is realized in LU Pauls Stradiņš medical college and International cosmetology college.

Implementation of the programme "Aesthetic cosmetology" in Daugavpils ensures wider education possibilities and promotes education availability in the region and will promote possibility for citizens to obtain qualitative services of aesthtic cosmetology.

The study programm is created with the support of Daugavpils city municipality referring to employers appeal as well as basing on survey results of health care specialists. During the programme creation regular consultations by employers on new specialists education for region needs took place. Thanks to tight cooperation employers get acquainted comprehensively and in detail with the education programme and its resources and its adequacy to programme goals.

In cooperation with employers practice programme was created which foresees practice distribution among semesters providing achieving the goals on specific practice stage. During programme creation process elected and invited academic staff was involved. The task of the academic staff according to the study programme was to to create and improve description of the study courses, their delivering and methods and criteria of knowledge evaluation, methodic materials and using the feedback to give recommendations for study courses mutual matching and succession.

Active involving of employers and academic staff into creation of the study programme “Aesthetic cosmetology” promotes adequacy of the study content to labour market demands, forms of study activities choice and variety of methods, emphasizing development of necessary for beauty specialists in cosmetology knowledge, skills and competences and allocating the biggest proportion of professional and personal improvement and students’ purposeful work.

Goals of the study programme “Aesthetic cosmetology” (41722)

To provide students with the opportunity to study in National Higher education qualification framework system in the first-level vocational higher education study programme “Aesthetic cosmetology”. After gaining secondary education and business professional studies to gain European higher education space in framework analog of first cycle qualification (3 years – 120 KP/ 180 ECTS), and after gaining first-level professional higher medicine education to gain European framework analog of short cycle study qualification (2 years – 80 KP/ 120 ECTS in order to become the fifth qualification level of beauty care specialists in cosmetology, creating free, responsible and creative personality responding European labour market.

Tasks of the study programme “Aesthetic cosmetology” (41722).

- To prepare students in academic, intellectual and professional aspects corresponding vocational higher education state standards and profession standard “Beauty specialist in cosmetology” and its demands, to provide opportunity to gain necessary theoretical knowledge, skills and practical skills in order they could work successfully in health care field, in institutions of health care or commercial system of beauty care as employers or employees or work in self-employed person status or as individual merchant using modern technologies and methods, using cosmetic products for face or body problem to solve aesthetic problems, following professional working ethics, work and technical safety standards, common hygiene demands and other normative acts of professional
- Guided by Bologna and Bergen conference postulates the main goals for gaining higher education are aimed at not only correspondence and ability to compete in labour market but also to formation of personality, preparation for life in democratic society and development of business knowledge.
- To motivate students superintend cosmetics and cosmetological market and through life-long education to care about further education and professional improvement in the field of beauty care, cosmetological products management, solarium apparatus or cosmetology technologies and methods in order to become knowledgeable, skillful, professional labourers, consultants, activity managers and/or heads, merchants.
- To provide students with opportunity to get ready for continuing the second -level vocational higher education programmes to obtain the 5th-level professional qualification.
- In cooperation with employers to improve and update the study programme in correspondence with the profession and state education standards taking into consideration development technologies tendencies.
- To collaborate with Latvian and foreign education institutions in the field of higher education.
- To inform society about college activity and possibilities of vocational education in the college.

Three scenarios of gaining the profession are created:

- 1) former demands – secondary comprehensive education, duration of study is 3 years or 6 semesters, full-time education. The programme capacity is 120 credit points (KP) or 180 ECTS;
- 2) former demands – first- or second -level of medicine education, duration of study is 2 years or 4 semesters, full-time education. The programme capacity is 80 credit points (KP) or 120 ECTS;

3) former demands – first- or second -level of medicine education, duration of study is 2 years or 6 semesters or 5 semesters of part-time education. . The programme capacity is 80 credit points (KP) or 120 ECTS;

Development of the programme “Aesthetic Cosmetology” is provided by study content correspondence with labour market demands, choice and variety of activities forms and methods, emphasizing beauty care specialists’ necessary knowledge, skills and competences paying attention to personal improvement and students purposeful work. the study programme is included into the study direction “ Health care”. The programme study courses are to achieve certain study results which correspond Latvian classification the 5th-level knowledge, skills and competences of European qualification framework.

Both in the state and especially in the region there are few big health care employers. Thereby it is a free niche for the college graduates to start-up health care business reacting on the growing number of local citizens or foreign tourists in the region. It is the possibility for self-realization offering services to persons who come to Latvia for health tourism. The positive factor is the region location near Belarus and there is a sufficient number of people who speak Russian (based on demographic situation data) and it is the positive factor in the field of services.

The new decade in the world history highlighted with numerous transformations: from climate changes that influence everyone’ s life till digital technologies that radically change people relationships. Tendencies show that beauty care industry develops rapidly in globalization process. In the future a beauty specialist in cosmetology will have to learn new knowledge about how to work with people of different races and skin colour, various ethnic groups. It is necessary to study foreign languages to service clients more skillfully. Perhaps, salon services and concept will change.

The given study programme is created in accordance with Latvian Republic existing beauty specialists professional standards, regulations “On regulated professions and professional qualification acknowledgement”, MC regulations No.268 “Regulations on medical practitioners and studying persons who are gaining the first or second level vocational higher education medicine education programmes and their theoretical and practical knowledge capacity” and other normative documents. In Latvia attention is paid to labour resources professional preparation issues accordingly to set labour market requirements, especially emphasizing labour market in regions. In Latvia there are more than 10 rehabilitation centres. Rehabilitation and physical therapy departments can be found in multidisciplinary and in regional hospitals. DU DMC is the only education institution which provides the opportunity to gain the first-level vocational higher education in health care. It promotes continuity of sections in the region and involves students and teaching forces, besides, it promotes specialists retention in the region and positively affects labour market and its development in Daugavpils and Daugavpils region. Topicality of the study programme is mostly determined by labour market, its requirements and possibilities. Labour market guarantees development of education system and supplies the necessary qualification for professional activity. After gaining the study programme “Aesthetic cosmetology” graduates have possibilities to get involved fully fledged into labour market – references and reviews of regional rehabilitation centres, regional hospital departments and beauty care institutions indicate it and that the study programme is actual and necessary for high quality health care human resources replenishment. Educated specialists whose bulk of knowledge, skills and competences conforms qualification a “Beauty care specialists in cosmetology” will be competitive in implementation of beauty care specialists in cosmetology activity activity performance. Graduates will be able to get involved into labour market and to supplement health care human resources for long-running branch development. In MC regulations No. 268 “Regulations on medical persons and studying persons who are gaining the first or second level vocational higher education medicine education programmes and their theoretical and practical knowledge capacity” (24.03.2009) it is said that a

beauty care specialists in cosmetology is a medical practitioner who got the first - level vocational higher education. A beauty care specialists in cosmetology practices medicine and using various procedures promotes improvement of client's health and functional condition, life quality and good-feeling improvement. . A beauty care specialists in cosmetology practices in beauty care, health care and rehabilitation institutions or in accordance with gained profession as self-employed person or individual merchant. In treatment regulations p.26 chapter 3 it is envisaged that persons who gained the education programme corresponding requirements which are necessary for obtaining this speciality have the right to claim for a medical practitioner certificate. The development of study direction is coordinated and rearranged matching DU DMC development strategy. The main directions of the programme development are academic, methodological, professional, scientific research and international.

A new strategy is currently being developed.

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

In order to determine the objectives and goals of the indefinable development directions through the planning cycle strategy the college performed an activity analysis (SVID analysis) evaluating capacity of study direction.

SVID Analysis of the Study Direction "Health Care"

Strong Points:

- The biggest education institution in Latgale region which educates specialists in the field of health and social care.
- Correspondence of the study programmes to Latvian and EU regulatory documents.
- Persistent and general attraction of different generations and all levels human resources in health care to the process of education.
- Stable and positive reputation in public and international space.
- Graduates' good competitiveness within the international scale.
- Development direction – satisfaction of real labour market needs and implementation of economic positions of the state.
- Highly qualified, competent and aimed at excellence teachers and academic staff.
- Wide net of health and social care institutions with the licence for provision with practical studies.
- Strategic and efficient college management.
- Modern educational and medical equipment, the newest technologies for getting information and quality increasing.
- Study process focused on students.
- High quality of study programmes.

Licensed and performed the new programme of the first level vocational higher education “Medical massage”(41 722) with the qualification of a “massage therapist”.

- Licensed and performed the new study programme of the first level vocational higher education “Aesthetic cosmetology” (41722) with the qualification of a “beauty specialist in cosmetology.
- The new study programme of the first level vocational higher education “Podiatry” (41722) with the qualification of a “podiatrist” is to be licensed.
- Wide opportunities for students and teachers to participate in Erasmus+ activities related to the study process.
- Active digitization of the study process.

Weak Points:

- Badly predictable state budget and insufficient financing for students.
- Due to health care system budget cutting the number of budget places for students has been shortened up to 92 and “Nursing” was stopped.
- Foreign languages knowledge of students and academic staff is insufficient.
- Low motivation of foreign students to study due to economical, political and epidemiological situation in the state.
- The lack of succession of Bologna principles in the study programme “Treatment” (with the qualification of a “physician assistant (paramedic)”).
- Low promotion activity of academic staff.
- In-person practical activities and practice is limited under the conditions of Covid-19 pandemic.

Opportunities

- The reconciliation in implementation of the programmes and further development with the state development guidelines documents, for example,- attraction of development plan (NAP) and necessary resources.
- Programmes sustainability and competitiveness in European common space and labour market context.
- The state financing for study places.
- The number of college students has increased due to study programmes with private financing.
- Attraction of private financing for studies.
- Upkeep of the college stability, introduction of paid programmes.
- Employers’ positive withdrawals on graduates’ preparation for labour market.
- Involvement into education conducive and investment projects, mastering EU funds for developing material and technical base.
- Regular improvement of programmes, meeting modern actualities of labour market in the alternating social, economical un political situation in the state.
- Provision of the study succession in cooperation with higher education institutions.
- Active and close cooperation of the administrative and academic staff with employers, social institutions and societies, practising specialists.
- Improvement of cooperation between DMC and DU, uniting resources implementing the professional Bachelor study programme “Nursing”.
- Development of the college digitization and e-environment.

Threats

- Uncertainty in the State education system politics and the lack of further development vision have the negative effect on planning of education programmes.
- Based on the Latvian Republic Education and science Ministry Order 4-6e/21/483 on admission of students in the programme "Nursing" in autumn 2021 and the Latvian Republic (hereinafter –LR) Health Care Ministry conceptional report "On Further Development" on September 1, 2021 the first level vocational higher education study programme "Nursing" is not realized by DU DMK any more.
- Negative affect on the study direction "Health Care" development due to reduction of education programmes and budget places.
- Gradual aging of academic staff.
- Difference in payment in Latvian and European institutions of health care, in education system in conditions of labour market.
- The demographic situation determines the reduction of students who gained high education.
- Changes in health care institutions.

DU DMK activities to improve weak blows:

- Foreign language skills for students and lecturers improve by participating in Erasmus+project activities, as well as by attending foreign language courses in DU DMK, DU and other organizations;
- New study programmes were developed and licensed to increase the number of students: "Medical massage", "Aesthetic cosmetology", "Podology";
- The professional training of high-quality physician assistants (paramedics) increases the demand of this specialist in the labour market and the promotion of the profession in society;
- Motivation of teaching staff for the doctoral thesis will activate scientific activity in the college and scientific recognition;
- Maximum on-site implementation of the study process contributes to the preparation of highly qualified medical staff for the public.

DU DMK avoidance of threats to the knees:

- Effective personnel management policy;
- Sustainable study programme implemented;
- Attracting private funding for studies;
- Development of technology and college infrastructures;
- Effective communication and cooperation with educational institutions and professional institutions;
- Internationalisation of the College;
- Development of applied research;
- Close cooperation with Daugavpils University;
- Participation in various EU and State-funded projects.

Main strategic development areas of DU DMK 2021-2027:

- Increasing the number of students;
- Development of academic staff;
- Research;
- Development of study content and type;
- Development of college as an organization;
- Technological and digitalisation development;
- Infrastructure development;
- Development of internationalisation.

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.

Study direction management structure (Annex) fits into the general DU DMC management framework. Study process is in Study direction management structure Annex) and fits into the general DU DMC management framework. The study process is organized in accordance with DU DMC Regulations and other normative documents which are in force in the appropriate time stage in Republic of Latvia.

The study direction “Health Care” management structure implements activities in various directions “Treatment”, “Medical Massage” and “Aesthetic Cosmetology”.

Study direction Council initiates and provides innovative forms of activities, using methods and techniques in accordance with necessary changes (for example, Covid-19) which give the possibility to provide and save high study results.

The activities of this structure provide students’ active and conscious studies which include learning, teaching, development and upbringing within one organic system.

After successful gaining the first level vocational higher education in study direction “Health Care” the former DU DMC students have the possibility to continue learning, professional improvement and self- improvement in relation with their specialization.

In the framework of study direction management the general staff provides study successful running and processing which reflect in well-organized learning and studying process.

The heads of study programmes are experienced specialists in the relevant field, who have been successfully working in the field of health care for many years. They know the development of the relevant field in a historical context, current events and problems of today, as well as participate in prospective planning. Study programme managers together with lecturers participate 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 from all those involved in the study process because the heads of study programs understand and are aware of the importance of preparing prospective specialists in the field.

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 DMC Admission Regulations” are issued in accordance with the requirements of Articles

45, 46, 47 of the Law on Higher Education and according to Regulations No. 846 of 10 October 2006 of the Cabinet of Ministers of the Republic of Latvia on Regulations “Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes”, paragraph 4.8 of the Regulations of Daugavpils University Agency “Daugavpils University Daugavpils Medical College”.

“DU DMC Admission Regulations” sets requirements for persons wishing to study in the College, mutual rights and obligations of the College and this person in the admission process, contain information on the study programmes of a particular academic year, additional requirements for applicants' previous education, training, competition assessment criteria.

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

The Admission Committee approved by order of the College Director organizes the admission process. The Admission Committee acts in accordance with the regulations approved by the College Council. The Admission Committee determines and approves the results of the competition.

For admission to the study programme an open and equal contest, taking into account:

- the assessment of the centralized examination in English or the result of the foreign language proficiency test, which is not less than the assessment indicated in the table. If the secondary education was obtained before 1 January 2004, the transcript of secondary education must contain a successful assessment of the subject: final examination or acquisition of a foreign language (English), which is not less than the assessment indicated in the table;
- the assessment of the centralized examination in Latvian, which is not less than the assessment indicated in the table. If the secondary education has been obtained before January 1, 2004, the transcript of secondary education must contain the following subjects: Latvian language and literature or successful assessment of the final examinations or acquisition of the Latvian language:

Centralized exam (%)			Centralized exam grade with level (before 2012)	Assessment on a 10-point scale (including Foreign language proficiency test)	5-point grading scale	Points
Latvian language	English language					
	before 2013	since 2013				
80 - 100	84 - 100	95 - 100 (C1)	A	10	5	5
65 - 79	68 - 83	70 - 94 (B2)	B	8 - 9		4
50 - 64	52 - 67	40 - 69 (B1)	C	7	4	3
36 - 49	36 - 51	11 - 39	D	5 - 6		2

21 - 35	19 - 35	5 - 10	E	4	3	1
<ul style="list-style-type: none"> the average grade of the achievements of the Certificate of secondary education (grades = points); interview results: 						
Interview assessment criteria				Grade		
Understanding of the chosen profession				from 1 to 3 points		
Motivation to study in the chosen profession				from 1 to 3 points		
Social activity				from 1 to 3 points		
Past achievements (activities) in the sector				from 1 to 3 points		

Within three working days after the announcement of the results of the competition on the website of the College, the applicant shall be entitled to contest or appeal against the decisions related to the admission process by giving a written appeal addressed to the Director of the College.

The commencement of studies in later stages of studies at the DU DMC is determined by the "on the Assessment and Recognition of Competences Acquired Outside Formal Education or in Professional Experience and of the Learning Outcomes Achieved in Previous Education".

Commencement of studies at later stages of study is possible if the required examinations of the previous stages of the respective study programme have been passed in another higher education institution or college and the submitted documents contain clear, unambiguous and complete information on the achieved results. If these conditions are fulfilled and the College has the appropriate facilities, it may not refuse admission to applicants at later stages of studies. The most frequent entrants to the later stages of studies are former students from other Latvian colleges and universities.

So far, only recognition of formal education acquired previously has been in health care programmes, for example, when former students come to study another programme of the direction of health care as the possibilities of recruitment and placement change. For example, a previously acquired program "Nursing", later, when the need arises, the former student comes to study the program "Medical treatment". 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.

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.

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).

<https://dmk.lv/dokumenti/doc.zip>

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”.

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
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.

Employers evaluate students' knowledge and skills for improvement of work tasks during the internship, because the creators of DU DMK practices are mostly prospective graduate employers. During the internship, one can evaluate the ability to independently make decisions, motivation to work in the chosen profession.

Some of the du DMK students are already offered jobs during the internship.

<https://dmk.lv/dokumenti/doc.zip>

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.

To consider complaints related to the admission, DU DMC operates "Admission Regulations", according to which a person may challenge the decision of the Admission Commission on the results of the competition by submitting an application to the DU DMK director within seven working days. In accordance with the "Regulations on the desire for studies and examinations", students are entitled to submit a motivated appeal to the Dean of the faculty regarding the results of the examination within one working day after their announcement. The appeal shall be examined within three working days by a commission established by the decision of the Dean, with the participation of the examiner and the Head of the relevant department.

Students may submit complaints and proposals to the college administration, whether orally, in writing and electronically, by writing to any DU DMK e-mail: info@dmk.lv, info@dmk.lv, etc.

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.

The quality and flexible implementation of DU DMC study process is helped by the improvement of feedback – anonymous surveys (questionnaires) of students, graduates and employers, which are held at the end of each academic year. Based on the results of students surveys, graduates and employers, the content of study programmes is reviewed and improved. Such informative professional discussions reveal the necessary adjustments to the study programme, which become the basis for the continuous improvement of the study programme. Feedback obtained from students, graduates and employers is particularly important in order for study programmes to meet the requirements of the labour market. 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 valuable element of improvement of the study process. 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. After careful analysis and evaluation of the obtained results, appropriate decisions are made to improve the quality of the study process. DU DMC organizes surveys of various types of students, employers and graduates. In the academic year 2020/2021, respondents to DU DMC (vocational higher education study programmes: Medical treatment, Therapeutic massage, Aesthetic cosmetology) were asked to assess the quality of the study process (see image 1). Questionnaires are sent to respondents by e-mail, or they can be completed in person at the college. Survey data show that 68% of students noted that the quality of the study process is high, 30% of students indicated – quality average, and 2% of students believe that the quality of DU DMC student process is low. More than half of respondents of the academic year 2020/2021 have indicated that the quality of the study process in DU DMC has been developed, thought out and is at a high level. In addition, there was a survey carried out on whether students would recommend their acquaintances to study in DU DMC (see image 2). According to the survey, 62% of applicants would definitely recommend college, 36% would rather recommend, 1% would rather not recommend and definitely not recommend it -1% of respondents. 2020./2021. results of surveys on graduates in the survey "Does the studies continue after graduation?" (see image 3). 2% of applicants replied – yes, continue studies at DU DMC, 18% - continue their studies at another educational institution, 2% - continue their studies abroad, while the majority – 78% do not continue their studies, but work in various health care institutions. College graduates quickly fit into the labor market, many graduates work already at graduation, a few more become employees within a couple of months of graduating from college. There is also no frequent tendency among graduates to discontinue work started after studies, on the contrary – the number of employed persons is increasing. Graduates are ready for the global labour market and have the opportunity to realize themselves successfully in the chosen profession by promoting professional development. The aim of the survey on study practice is to improve the organisation of study processes and practices. The survey in the academic year 2020/2021 is carried out in order to evaluate, understand and, if necessary, 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 one of the questionnaires (see 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. After the survey (see image 4) it can be concluded that the internship provides students with specific abilities, skills and competences. This is also evidenced by the fact that 27% of students have prioritised the organization of internships in DU DMC - new practical skills were acquired during the internship, 19% - receiving accurate instructions on the tasks and duties to be performed in practice, 11% of respondents prioritized the assessment of the internship

offer, 10% prioritized the atmosphere of the internship and the overall impression of the department, and the assessment of the organisation of the internship is also important – 9% of respondents, 7% of respondents prioritized the goals and tasks of the internship, 6% of respondents have an important sufficiency of information about the practice, 5% - the applicability of theory in practice, internship documentation – 4% and 2% of students prioritized the criteria for the assessment of internships. In general, it can be concluded that students are satisfied with the course of the internship, the education of the graduates is actual and students will be competitive in the labour market. One of the ways in which the management of DU DMK 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 organized (see image 5). 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 proves that with 75% of employers, the good theoretical and practical preparedness of students ranks first, but whereas, compared to the 2018/2019 academic year, it is higher than in the academic year 2018/2019 (see image 6) 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 supervision of an experienced specialist. Employer survey data are collected. Based on the results of the questionnaire, the conclusions are summarized. Employers involved in the survey are invited to objectively assess the knowledge and skills of graduates and their compliance with the requirements of the labour market, their theoretical preparedness and practical skills. Oral surveys of employers are also held in which they express their views, visions and recommendations. One in five employers say that by attracting new recruits to hire, attention is paid to whether a potential employee has undergone an internship during training at their health institution. 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.

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.

On the DU DMK website some information is available in Latvian, some of it is also translated into English.

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 institution implements three first level vocational higher education programmes in the field of medicine:

Study direction "Health Care"

- the study programme "Medicine" (41721) with the qualification of a "physician assistant (paramedic)";
- the study programme "Medical massage"(41 722) with the qualification of a "massage therapist;
- the study programme "Aesthetic cosmetology" (41722) with the qualification of a "beauty specialist in cosmetology.

The budget of the college is approved in the college normative documents. In 2018-2021 the dotation was got for the study direction "Health Care" for 75 students. The state budget dotation did not change much. The payout per one student reached from 4412 EUR to 4726 EUR within several years.

Information on the Programme Financial Resources is given below:

indicator	2018	2019	2020	2021
Number of places	75 students	75 students	75 students	75 students
State financing	337202 EUR	330890 EUR	330890 EUR	354461 EUR
Payout per one student	4496 EUR	4412 EUR	4412 EUR	4726 EUR

Since September 1,2021 the college state financing is not the only financing study source. Study charge is an extra financing for this programme. 12 students were admitted for tuition fee.

Tuition fee for the entire study (2 or 3 years) is 1500 EUR a year.

In 2019 paid study programme "Therapeutic massage" was implemented in the college for the first time.

Tuition fee for the entire study (2 or 3 years) is 1200 EUR a year.

Tuition fee is covered by physical or legal persons' money. It may be personal money of a student, their parents or other relatives, as well as of an employer or education credit. There are the following possibilities for tuition fee: to pay for one study year, for one study semester or to pay according to the agreement on payment schedule, that is 10 payments each school year.

In 2019 this programme brought 9780 EUR. In turn, in 2020 there were 23800 EUR in comparison to 2019 it increased for 143,4%. In 2021 the amount of 3460 EUR was received from this programme.

In 2021 from February 1 paid study programme "Aesthetic cosmetology" was implemented for the first time.

Tuition fee for entire study (2 or 3 years) is 2000 EUR a year.

In 2021 during 10 months this programme gave the amount of 32612 EUR.

Finances are spent in accordance with college raised priorities and needs and certain procedures reflected in the normative documents. These expences are efficient.

Necessary finance rational distribution, use according to the raised development needs provide the study programme implementation. Economical activities are provided according to the possibilities of the college budget. Regular professional improvement and continuing education is provided and coordinated with the college financial support for the college staff.

Research and/or artistic creation funding is not foreseen for the DU DMC.

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 du 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.

Two thirds of the du DMK library collection is related to the programmes included in the Healthcare Direction.

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 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.

<https://dmk.lv/dokumenti/doc.zip>

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.

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.

In the first level vocational higher education programme "Medicine", "Aesthetic cosmetology", "Therapeutic massage" 54 lecturers are involved, among them 17 there are 1 docent, 14 lecturers and 2 assistants who are selected academic staff, the others, taking into consideration their education in this field and professional experience, deliver some study course on the base of the agreement with the college in accordance with Higher institutions Regulations which envisage professional study programme in profile subjects delivering by a person without science or academic degree but who has got the higher education and corresponding practical experience in delivering subject. 60% lecturers involved into the programm implementation are medical

practitioner working in different medicine institutions in the city. (The list of the teaching staff and CV in Annex).

The Academic Staff Working in 2021/2022 study year

Seq.number	Position	Quantity
1.	docent	1
2.	lecturer	14
3.	assistant	2
4.	teachers	30
5.	guest docent	2
6.	guest lecturer	4
		54

-

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.

In the direction of study "Health Care", 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 "Health Care" 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, Meghabyan Medical Institute, Adana University, Nisa Higher Medical School, etc.).

Further international cooperation in applied research in study programmes "Medical treatment, therapeutic massage, Aesthetic cosmetology is planned in connection with the opportunities offered by ERASMUS+.

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 "Health Care" 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.Jankovska, I.Briža, N.Riņģe, R.Bespjatijs) 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.

For students of the programme "Medicine", research topics are offered for the performance of applied research, which are determined by specialists in the field (EMS). Students are happy to participate in these studies and gain full insight into the activities of the EMS, study operational statistics.

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 "Health Care" 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.

Table 1 International agreements concluded

Contract name	Cooperation partner	Contract duration	Brief description of the content
Interinstitutional agreement	Jugendwerk "Die Insel" gGmbH (Social care center in Schwerin), Germany	For the duration of erasmus+ programme activities September 2014 - open-ended	Tri-student contracts for the implementation of student traineeships
Interinstitutional agreement	Pro Curand SeniorenResidenz (Senior SocialCare Facility in Magdeburg) Germany	For the duration of erasmus+ programme activities September 2014 - open-ended	Tri-student contracts for the implementation of student traineeships
Inter-school agreement	Utena College (Lithuania)	For the duration of erasmus+ programme activities September 2014 - open-ended	Inter-university agreement on the implementation of Erasmus programme activities (studies, internships, staff professional development)
Interinstitutional agreement	ZAKŁAD AKTYWNOŚCI ZAWODOWEJ Training Centre (Poland)	For the duration of erasmus+ programme activities September 2014 - open-ended	Tri-student contracts for the implementation of student traineeships
Interinstitutional agreement	Axa Center	For the duration of erasmus+ programme activities September 2014 - open-ended	Tri-student contracts for the implementation of student traineeships
Interinstitutional agreement	AWO-Hospital Calbe (Magdeburg Municipality)	For the duration of erasmus+ programme activities September 2014 - open-ended	Tri-student contracts for the implementation of student traineeships

Interinstitutional agreement	Ostrava Medical College	For the duration of erasmus+ programme activities September 2015 - open-ended	Inter-university agreement on the implementation of Erasmus programme activities (studies, internships, staff professional development)
Interinstitutional agreement	Associazione Artistica Culturale "A Rocca"	For the duration of erasmus+ programme activities September 2015 - open-ended	Tri-student contracts for the implementation of student traineeships
Interinstitutional agreement	AWO Association Wittenberg	For the duration of erasmus+ programme activities September 2014 - open-ended	Tri-student contracts for the implementation of student traineeships
Inter-school agreement	Nisa Państwowa Wyższa Szkoła Zawodowa w Nysie (Poland)	For the duration of erasmus+ programme activities September 2014 - open-ended	Inter-university agreement on the implementation of Erasmus programme activities (studies, internships, staff professional development)
Inter-school agreement	Medical University Plovdiv Bulgaria	For the duration of erasmus+ programme activities September 2014 - open-ended	Inter-university agreement on the implementation of Erasmus programme activities (studies, internships, staff professional development)
Inter-school agreement	Ankara University	For the duration of erasmus+ programme activities September 2014 - open-ended	Inter-university agreement on the implementation of Erasmus programme activities (studies, internships, staff professional development)

Inter-school agreement	Sugarlow University	For the duration of erasmus+ programme activities September 2014 - open-ended	Inter-university agreement on the implementation of Erasmus programme activities (studies, internships, staff professional development)
Cooperation agreement	Megrabian Institute of Medicine in Armenia	January 19, 2008 - Open-ended	Exchange of student and staff experience
Cooperation agreement	Science and art Volunteers Turkey	September 2015 - open-ended	Exchange of student and staff experience
Cooperation agreement	Belarus Orsha State Medical College	September 2014 - open-ended	Exchange of student and staff experience
Cooperation agreement	Belarus Orsha State Professional Technical College of Medicine	September 2014 - open-ended	Exchange of student and staff experience
Cooperation agreement	Tbilisi Medical Institute (Georgia)	January 16, 2014 - Open-ended	Exchange of student and staff experience
Cooperation agreement	BI Project Consulting UG (Germany)	September 2020 - open-ended	Exchange of student and staff experience
Cooperation agreement	Marneuli Medical College (Turkey)	September 17, 2015 - open-ended	Exchange of student and staff experience
Cooperation agreement	Irkalia Pagawa Academy "Dastakari" in Georgia	February 20, 2014 - open-ended	Exchange of student and staff experience

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.

International cooperation based on many years of experience determines the goal of the college to continue to develop and improve as a high-quality higher education institution, which is oriented towards international cooperation for ensuring and improving the study process (including mobility), as well as promoting research in the college in order to gain international experience in the future profession. It also points to the need to develop study programmes in cooperation with both local and international experts, as well as to promote the internationalisation of study programmes. In line with the objective set, the College intends to continue the activities of the Erasmus+ programme through both student mobility (studies and traineeships) and staff mobility.

College Internationalization Plan, included as a separate section of the College's Joint Development Strategy 2021-2027 Among others Provides:

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

The College provides *all* full-time students who are studying first level professional higher education study programmes and college staff with the opportunity to participate in international mobility by providing informative support, communication with cooperation partners, preparation of mobility, problem solving and dissemination of good experience, etc..c

The objectives 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 developments in the field of European higher education, to introduce good practice and experience of higher education institutions in other countries in college, thus promoting international recognition of the college.

The College's Development Strategy aims to build long-term and sustainable international cooperation with related colleges, universities and institutions. The college has many years of experience in attracting cooperation partners. Cooperation partners were sought by participating in international projects and information events. The range of cooperation partners has been established on the basis of the existing international experience, therefore the College plans to continue to participate in new international projects, as well as to constantly expand the range of cooperation partners.

The main criteria for the selection of partners are the compatibility of the offered study programmes and the appropriateness of the internship. The College has already established stable and successful cooperation with several educational institutions and organisations operating in the field of health care in Germany, Lithuania, Turkey, Poland, the Czech Republic, Italy, the Netherlands, and have concluded agreements for cooperation under the Erasmus+ programme, which both students and staff have been informed about. In parallel, new contacts with potential study/internship providers in the field of health care are being sought to ensure future mobility opportunities for college students and staff.

Under the terms of the Erasmus+ programme, the mobility of students and staff is implemented between college and university, as the Erasmus Charter applies, or by agreeing with other relevant institutions or companies.

Outbound mobility also makes a significant contribution to the expansion of the network – participation in conferences and other international events, as well as during the visit of other educational institutions, new contacts are established, which will later result in mutual cooperation and joint projects.

The college also supports the initiative of students and staff themselves to seek appropriate study or internships for the program. Prior to mobility, discussions with partner institutions are held to clarify and clarify the conditions for admission of mobility participants and to harmonise programmes that meet the capabilities of both study programmes and the host party.

In accordance with the college's development strategy, which envisages the creation of an open long-term development-oriented medical educational institution in Daugavpils and the region as a whole, it is important to take over examples of good practice from Europe, transfer and improve innovative methods not only in your institution, but also to be ready to share experience with others.

Therefore, the participation of the College in the EU programmes promotes the mobility of students and staff, the college has become "more attractive", resulting in an increase in the prestige of vocational education in society and the number of students in first-level vocational higher education programmes, improving the quality of education and providing contribution to international cooperation.

The activities implemented within the framework of international cooperation are fully in line with the college's development strategy and are inextricably linked to the quality of college higher education programmes and the professional development of students and staff. As a result of international cooperation, proposals/recommendations for ensuring better quality first level professional higher education in line with European standards are collected.

The College will continue to actively search for new internships for the provision of student internships/studies in international institutions. The college's management will continue to provide informative support and advice to outgoing and incoming students and information on mobility opportunities.

The aim of the college is to continue the work that was started in the previous programming period and to use the best experience and conclusions for work 2021-2027.

It is planned to promote Erasmus+ activities through the college's website, publishing reports and statistics on participation in the mentioned activities, a catalogue of courses, as well as presenting results and best examples of experience for focus groups on college information days and information materials. The Erasmus University Charter and EPS are published and mentioned together with information on completed or planned Erasmus activities.

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.

Regular planning, coordination and implementation of Erasmus+ activities has always been an important task for college in the short and long term. It is determined by new guidelines in health care, new modern and much more effective technologies are emerging, thus changing the requirements for academic and administrative staff and medical students.

The college regularly innovates, improves the content of study programmes, searches for new ways of teaching and teaching, uses innovative study methods and tools that attract local and international students. We work with partner institutions participating in the Erasmus+ programme, following the programme's recommendations and national priorities.

Until now, international cooperation has been more extensively in the study programmes "Nursing" and "Medicine". In the new period of development strategy, the college plans to intensively develop internationalization in other study programmes, more actively involving students and staff in the study programmes **"Therapeutic Massage" and "Aesthetic Cosmetology"**. Since these study programmes have been licensed relatively recently, the possibilities of international exchanges and the attraction of cooperation partners to these programs is the future direction of the college's development.

The college's international cooperation is intended to diversify the network of available cooperation partners by attracting new cooperation partners, which expands the range of partner institutions and opportunities for exchange of internships. The college organizes conferences, lectures, practical classes, to which foreign specialists are invited, among other things.

Since its participation in the Erasmus programme, the number of incoming students and staff mobility has increased, which confirms the College's successful involvement in international cooperation. Both students and staff have positively appreciated the time spent in mobility and recommend the college as a place of modern studies and internships for other interested persons.

Each year, within the framework of the funding allocated by the European Commission and the State budget, the College implements mobility of at least 40 students on average and at least 6 staff according to the number of outgoing mobility specified in the funding agreement with the State Education Development Agency. The exception was the school year 2019/2020, when the implementation of mobility was postponed due to the restrictions imposed due to the spread of the COVID-19 pandemic. Currently, the college has successfully resumed the implementation of student and staff mobility in person.

In order to facilitate access to information and student mobility, the College is reaping the implementation of an online administrative procedure in 2021 to ensure the administration of interinstitutional and learning contracts for the implementation of Erasmus+ mobility. The College will promote the use of the Erasmus+ mobile app among students to learn about the benefits of the European Student Card.

Under the conditions of the Erasmus+ programme, the mobility of studies/traineeships and staff has been implemented within the framework of previously concluded inter-university agreements between the college and the host university (to which the Erasmus Charter has been granted) or an agreement with another institution or company. Student study and internship agreements are agreed with the head of the relevant study programme and the host high school/company by agreeing on the content of the programme/practice to be acquired before the mobility period. Koleja has already established stable and successful cooperation with various educational institutions and organisations operating in the field of health care in Germany, Lithuania, the Czech Republic, Poland, Bulgaria, Turkey, Italy, interinstitutional agreements on cooperation within the

framework of the programme, which both students and staff have been informed about.

The college's general policy is to work with both students and college staff based on nondiscrimination principles, such as integrating socially vulnerable groups and including the foundations of tolerance issues in study programs.

The College shall ensure that equal and fair opportunities are provided to all potential participants (including persons with fewer opportunities to participate in mobility programmes).

In order to ensure effective participation of students in mobility, the college applies a credit transfer system and academic recognition for successfully implemented activities during the Erasmus+ mobility period.

Erasmus+ programme activities are promoted through the college's website, publishing a catalogue of courses, information about participation in these activities, as well as presenting results and best examples of experience for focus groups on college information days and information materials. The Erasmus University Charter and EPS, course catalogue (in EN language) are available in the "projects" section of the college's website, together with information on completed or planned Erasmus activities. The college's general policy is to work with both students and lecturers on the basis of non-discrimination principles, such as the integration of socially vulnerable groups and the inclusion of the foundations of tolerance issues in study programmes.

Each international exchange has added value to the development of the college as a higher education institution. Students and staff who have gone on international mobility have received recognition from partner organisations for their professional skills, which motivates the college staff to participate in the internationalisation process of study programmes. The added value of participating in the program through international cooperation is highly valued in the college.

For objective reasons, due to the spread of the COVID-19 pandemic in Europe and globally, and taking into account that participation in Erasmus+ programme traineeship mobility was/is possible only with a valid COVID 19 certificate confirming the fact of vaccination and is a prerequisite for medical students, the planned internship mobility with European cooperation partners was implemented to a limited extent.

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 "Health Care" in general and in each study programme separately.

Modernising the study environment and actively using new technologies optimizes and improves the study process.

The expansion of the library fund improves both the study process and the research work of the

staff.

The range of traineeships has been expanded, study courses have been improved, and research activity has been raised among students and educators.

The policy of improvement of teaching staff renews the group of lecturers. Lecturers are constantly involved in continuing education courses, various events in Latvia and at European level.

Improvement of quality system management ensures both minimal student drop-out rate and a stable high admission rate for applicants (4 people per 1 budget place).

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).

1. The implementation of recommendations for the study programme "Aesthetic Cosmetology" (41722) can be viewed in Annex 19.
2. The implementation of recommendations for the study programme "Medical Massage" (41722) can be viewed in Annex 19.
3. The implementation of recommendations for the study programme "Medicine" (41721) can be viewed in Annex 18.

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 L.docx	1.pielikums_iekšējie_normatīvie_akti_L.docx
The management structure of the higher education institution/ college	Annex 2-3.docx	2.-3.pielikums.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex 5.docx	5.pielikums_Attīstības_plāns.docx
The management structure of the study field	Annex 6.doc	6.pielikums_Studiju_virziena_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.docx	7.pielikums.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.	Proof.pdf	Apliecinājums.pdf
Standard sample of study agreement	Annex 9.docx	9.pielikums.docx
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Annex 10 ENG.docx	10. pielikums LV.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.docx	11.pielikumss.docx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	12_CV_ENG.pdf	12_CV_LV.pdf
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.docx	13.pielikums_Apliecinājums_par_latviešu_valodu.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_Zinātniskās_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_latv..docx
Statistical data on the teaching staff and the students from abroad	Not applicable.docx	Nav attiecināms.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Incoming Erasmus.docx	Izejošā mobilitāte.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Table 2 Statistics on college mobility under the Erasmus.docx	Izejošā mobilitāte.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.docx
An application for the evaluation of the study field signed with a secure electronic signature	1_11_3_IESNIEGUMS_DUDMK_Health_care-signed.edoc	1_11_3_IESNIEGUMS_DUDMK_Vesel_aprūpe-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		25.pielikums_kursu apraksti ĀM papildināts.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
Mācībspēki	11.pielikums_AM.xlsx
Mācībspēki	11.pielikums_EK.xlsx
Mācībspēki	Annex 11.xlsx
Mācībspēki	Annex 11.xlsx
19.pielikums	19.pielikums.docx
Annex 19	Annex 19.docx
STRUCTURE OF THE QUALITY MANAGEMENT SYSTEM	4.1. Annex.docx
HUMAN RESOURCES DEVELOPMENT	4.2.Annex.docx
KVALITĀTES VADĪBAS SISTĒMAS STRUKTŪRA	4.pielikums.docx
DU DMK_Descriptions of the study courses_Annex 25.docx	DU DMK_Descriptions of the study courses_Annex 25.docx
DU DMK_25.pielikums_kursu apraksti.docx	DU DMK_25.pielikums_kursu apraksti (6).docx
Annex 1_AbonEtiis datubiizes, kuras satur informfcliju mediclnā.pdf	Annex 1.pdf
Annex 2 _Literature.docx	Annex 2 _Literature.docx
Annex 3 Diploma_pielikums EK.doc	Annex 3 Diploma_pielikums EK.doc
Annex 4 Diploma_pielikums ĀM.doc	Annex 4 Diploma_pielikums ĀM.doc
Annex 5 Diploma_pielikums ĀP.doc	Annex 5 Diploma_pielikums ĀP.doc
ANSWERS TO ADDITIONAL QUESTIONS.docx	ANSWERS TO ADDITIONAL QUESTIONS.docx
Annex 23 Table 1.docx	Annex 23 Table 1.docx
Annex 23 Table_The basic tasks and duties of professional activity require skills in attitudes, professional knowledge and competences 2.docx	Annex 23 Table 2.docx
1_foreign teaching staff_stud.docx	1_foreign teaching staff_stud.docx
2_Compliance of the Programme.docx	2_Compliance of the Programme.docx
3_COOPERATION AGREEMENT.docx	3_COOPERATION AGREEMENT.docx

4_RCMC LETTER OF INTENT.docx	4_RCMC LETTER OF INTENT.docx
5_Aesthetic cosmetology.docx	5_Aesthetic cosmetology.docx

Medicine (41721)

Study field	Health Care
ProcedureStudyProgram.Name	Medicine
Education classification code	41721
Type of the study programme	First level professional higher education study programme
Name of the study programme director	Vladimirs
Surname of the study programme director	Bistrovs
E-mail of the study programme director	info@dmk.lv
Title of the study programme director	Ārsta palīgs, Profesionālā bakalaura grāds uzņēmējdarbības vadībā un uzņēmējdarbības vadītāja kvalifikācija
Phone of the study programme director	28387714
Goal of the study programme	<p>Objectives of the study programme "Medicine":</p> <ul style="list-style-type: none"> • To ensure the acquisition of the first level professional higher education in the profession of physician assistant. • To prepare professional physician assistants who are able to meet public health needs. • Promote professional and personal development and provide an opportunity to prepare for the second-level professional higher education. • Provide the basis for the knowledge and skills that are necessary for a scientific approach to medicine.
Tasks of the study programme	<p>Tasks of the study programme "Medicine":</p> <ul style="list-style-type: none"> • Using critical thinking, apply the knowledge, skills, competences acquired in the humanities and related sciences, ensuring health for different individuals. • Use effective communication skills, work with patients and healthcare team members in practice to meet the health promotion, maintenance, restoration needs of different patients. • Establish, implement and evaluate a patient education plan to meet their health maintenance, restoration, promotion needs. • Integrate medical theories that ensure clinical decision-making of studies and improvement of medical assistant practice. • Integrate the concept of uniqueness and respect for each person and his life into professional practice as a physician assistant. • Implement and take responsibility for education and professional growth for physician assistants. • To provide knowledge about the organization of the work of a physician assistant.

Results of the study programme	<p>Description of study results of the study programme "Medical treatment" according to the EQF</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Basics of sociology; • Basic concepts of care; • Basic human needs; • Project management; • Organisation of the health care system and economic principles; • Clinical pharmacology; • Propaedeutics; • Etiology of all diseases, injuries and pathological conditions, pathogenesis, clinic, diagnostics, differential diagnostics; • Emergency medical assistance; • Infection control; • Clinical procedures; • Acceptance of childbirth, care of newborns; • Labour, environmental protection. <p>Skills:</p> <ul style="list-style-type: none"> • Collect anamnesis, document it. • Perform patient examination and evaluation of results. • To perform determination of the patient's vital functions, monitoring and interpretation of the obtained data. • Take an ECG appointment. • Perform an assessment of the condition of a pregnant woman. • Carry out an assessment of the condition of the birther during childbirth, accept childbirth. • Perform the evaluation of the newborn. Primary finish. • To evaluate the level of psychomotor development of children. • Prescribe the examinations necessary for the clarification of the diagnosis. • Use express diagnostic methods. • Prepare patients for examination. • Provide emergency med. Assistance for patients of all age groups. • Perform the necessary manipulations for stabilization of emergency states. • Detect the patient's death. • Prescribe medication. • To purchase, store, report medications. • Take the necessary counter-epidemic measures. • To perform various types of necessary educational work for patients and their relatives. • Design and store medical documentation. <p>Competence:</p> <ul style="list-style-type: none"> • To conduct examination of patients of all age groups, assessment of health condition and diagnosis of disorders. • In cooperation with the doctor, provide continuous medical assistance. • To provide emergency medical assistance to those who have fallen ill and injured in critical health and life situations, in accordance with algorithms, guidelines and recommendations. • Independently use and prescribe medical preparations. • Detect the patient's death. • In cooperation with the doctor, take preventive measures for patients of all age groups. • Perform an assessment of a woman's health condition during pregnancy. Diagnosis of disturbances, investigation and emergency medical assistance are required. • To perform an assessment of the condition of the birther during the period of childbirth and to independently accept childbirth at the pre-hospital stage. • To carry out evaluation of a carried and undated newborn, primary finishing of the umbilical cord, care and preventive measures Educate health care professionals, medical support persons and members of the public. • Participate in the organization of ambulances, disaster medicine system and primary health care work. • Think critically and solve problems under physical and psycho-emotional stress. • Ensure and maintain a safe working environment t.sk. to comply with labour protection requirements. • Ensure confidentiality of the information obtained about the patient's private life, their treatment, diagnosis of the disease and treatment. • Ensure compliance with the norms of employment legal relationships. • Use information technologies to do your job. • Use medical technologies in patient care. • Use medical terminology in the official language and at least two foreign languages. • Communicate in the official language and at least two foreign languages.
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Final examination upon the completion of the study programme	State Final Test
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Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</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>Physician assistant (paramedic)</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 "Medicine" (41721) is implemented within the framework of the study field "Health Care" (AccreditationPage No. 88 of the study direction "Health Care", Decision No. 78-A of the Study Accreditation Commission of 11 April 2018).

For the first level professional higher education program "Medicine" (41721) with the qualification "physician assistant (paramedic)" the name, code, degree.

External evaluation (licensing, accreditation and evaluation of independent experts) is the most important quality assessment form and at the same time the quality assurance mechanism of the study process. Cyclical external quality assurance is also a requirement of the European Higher Education Area. The last assessment (accreditation of the study field) took place on 07.06.2013 (decision No. 130) after the change of the legal status of du DMK to DU DMK on 01.03.2018, licenses for study programmes were renewed, included in the study field "Health Care": study programme "Medicine". This happened on 11.04.2018 (Decision No. 60-L).

Accreditation page of the study direction "Health Care" has also been updated on 11.04.2018 (Decision No. 78-A). From the last evaluation, the programme was modified on the basis of the recommendations made.

Thus, the qualification to be obtained "physician assistant (paramedic)" was specified after 14.04.2011 approved in the professional standard. Currently, pending new recommendations after the assessment of the current study field, changes in study programmes, optimisation and improvement will be planned (if necessary).

External quality assurance can act as a catalyst for improvement, as well as give the college new perspectives.

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

DU DMK is a modern implementer of professional higher education study programmes in the field of health care and social welfare for residents of Latvia as well as other countries. The strategic mission of study programmes of the study direction "Health Care" is to prepare high-quality health

care specialists for the needs of the Latvian economy, as well as to be a part of the education, research and health care system of other countries of the European Union, aligning the knowledge, skills and competences provided with the relevant requirements of the European Union, the interests of man and society. The abovementioned strategy implements the needs of the Latvian economy for the provision of health care education of the population and is fully in line with the strategy and operational objectives of the DU DMK. Latvia is considered the territorial priority of the applicability of the study direction "Health Care". At the same time, the labour market of the EU and other countries around the world is the focus of interest and competitive activity. Du DMK implements three first level professional higher education study programmes in the field of health care.

Based on this, the aim of the study field is to provide students with the acquisition of I level professional higher education in the study programmes "Medicine", "Medical Massage" and "Aesthetic Cosmetology". The study programme "Medical Treatment" develops a scientific basis for professional activities, develops the ability to independently conduct scientific research, developing analytical abilities in care or disease diagnosis and provision of assistance, skills and abilities to act independently in different care situations, observing the norms of professional ethics. The study process at DU DMK promotes students' professional development and creates motivation for further improvement of professional competences. Study activities in the field of "Health Care" in the academic year 2021/2022 were organized in accordance with the DU DMK strategy and regulations, work plan for the academic year 2021/2022 and the laws and regulations of the Republic of Latvia, as well as the European Union directives regarding regulated professions.

The implementation of the study programme "Medicine" is related to the state order in order to provide the necessary qualified specialists in the field of health care. The topicality of the study field is determined by the labour market, its requirements and possibilities. In Latvia, attention is paid to issues of professional preparation of labour resources in accordance with the requirements set by the labour market, especially respecting the labour market in Latgale region.

The plan of the study programme "Medicine" provides for various types of internships in the real work environment. In order to ensure practical training of students on the place of practice, bilateral traineeship agreements are concluded with institutions of the relevant sector (primary and secondary health care institutions, NMP service). The knowledge necessary for the performance of the basic tasks of professional activity is determined by the Cabinet of Ministers on 24.03.2009. Regulation No. 268 "Regulations regarding the competence of medical practitioners and students who acquire first or second level professional higher medical education programmes in medical treatment, and the scope of theoretical and practical knowledge of such persons.

The medical *treatment programme provides* a set of knowledge, skills and skills in demand in the modern labour market and assigns a 4th level qualification to a physician assistant (Professional code – 2240 01). Study programmes "Medicine" (41721) comply with the state 1st level professional higher education standard. The study programme is included in the study field Health Care. (Table 1) The study period of the programme is 3 years, full-time studies. The program has a size of 120 credit points. The content of the programme complies with the legislation of the Republic of Latvia, including the Medical Treatment Law, the Law on Regulated Professions and The Recognition of Professional Qualifications, Cabinet Regulation No. 268 of 24 March 2009, Regulations Regarding the Competence of Medical Practitioners and Students Who Acquire The First or Second Level Professional Higher Medical Education Programmes in Medical Treatment and the Amount of Theoretical and Practical Knowledge of Such Persons" and the Standard of the Profession of Physician Assistant.

The study programme "Medicine" has been developed in accordance with the requirements of the

professional standard "Physician Assistant" and other laws and regulations in higher education. The study programme "Medicine" provides knowledge and skills that meet the standard of the fourth level of professional qualification of the medical assistant of the profession.

Table 1

No p.k.	Name	Volume in KP	Type of study	Level	Qualification to be obtained
1.	Medicine	120	Full-time	1st level professional higher education	Physician assistant (paramedic)

Components of the study programme:

Compulsory choice:

1. General education study courses – 20KP;
2. Industry study courses - 68KP;
3. Practice- 20KP;
4. Qualification paper- 8KP

Free choice:

1. Professional development course – 4KP

Studies are carried out according to the plan of the study programme "Medicine". This is provided by a team of qualified lecturers. The work uses various didactic and interactive methods – lectures (mostly with PowerPoint presentations), seminar classes, practical classes, group training, demonstrations, discussions, situational task modelling. The entire study programme is interconnected, on principle from the easiest to the hardest. Initially, you need to study the basic medical disciplines on the basis of which special courses are studied.

The study programme ensures the readiness of its graduate for professional work in the selected field, as well as the right to study in the bachelor's or second level professional higher education study programmes of health sciences.

The strategic objective of the study programme is to ensure the acquisition of theoretical knowledge and research skills for students by achieving the study results specified in the study programme, which correspond to the knowledge, skills and competences of the European Qualification Framework Level 5 (EQF 5) specified in the Classification of Education of Latvia. The aim of the study programme follows from the 5th level of the Latvian Qualifications Framework (LQF) (EQF), where knowledge skills and competences are formulated according to the 5th level LQF, which corresponds to the 1st professional higher level of education. These competences are taken into account in the establishment of a profession standard whose competences are linked to LQF competences. On the basis of the occupational standard, a study programme is developed, determining the purpose, tasks and results to be achieved.

The information included in the study courses derives from the objectives of the study course and the results to be achieved, which in turn derive from the objective of the programme and the results to be achieved. Most study courses provide students with the ability to plan and organize their work in accordance with the requirements of the regulatory enactments in the field of treatment, to work independently or in a team, to establish professional dialogue and educational work, to observe professional ethics and to implement the latest evidence-based achievements in

the field of health care in their work. During the study process, emphasis is placed on the development of the student's ability to assess the patient's current state of health, differentiate health disorders, integrate theoretical decreases into clinical practice, emergency care, life-threatening situations. The knowledge acquired in the theoretical part of the study course and the skills developed in practical classes ensure students the ability to assess and document the patient's current state of health and differentiate the disorders of the state of health.

The requirements when starting studies in the programme are regulated by the Admission Regulations for the academic year 2021/2022. Admission regulations provide for standard and exceptional cases for admission to du DMK (in accordance with the requirements of the laws and regulations of the Law on Higher Education Institutions and .c).

Surveys of potential employers (practice managers) show that specialists prepared in the field of study are in demand in the labour market. The respondents have highly appreciated the level of theoretical and practical training of students. The assessment of employers is recorded in the student practice reports and characteristics. At the end of each academic year, a survey of employers and graduates is carried out. The results of the survey reflect the demand of physician assistants in the labour market and satisfaction with the professional competencies of specialists.

Employers and graduates appreciate the usefulness of the implementation of the study programme "Medicine", the quality of training of specialists.

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0262.pdf>

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

Having assessed the shortage of qualified medical staff in Latvia, it can be concluded that this negatively affects and weakens certain stages in the health care system and is not able to ensure a high-quality level of health care. Currently, Latvia is focusing on issues of vocational training of labour resources in accordance with the requirements set by the labour market, especially respecting the labour market in the regions.

In order to ensure access to health care and high-quality emergency medical assistance to the population at the pre-hospital stage, DU DMK, in accordance with the requirements of the Latvian labour market and the economic situation of Latvia, shall prepare the first level professional higher education by highly qualified medical practitioners. DU DMK ensures appropriate acquisition of professional and theoretical knowledge, skills and competences, which ensures independent activity of a medical practitioner.

The trend of the last 5 years shows that the number of necessary specialists in the field of medicine is increasing, which confirms that qualified medical assistants will be needed in the future. Physician assistants are mostly employed in EMS, inpatient admissions departments and primary health care. The number of medical assistants cannot be compared to the EU average due to the different distribution and qualifications of medical practitioners. The large number of unfilled workloads of physician assistants can be attributed to difficult work (saving the lives of seriously ill patients), long working hours, low pay, as well as possibly the specifics of work in EMS.

Graduates of du DMK study programme "Medicine" successfully settle into the labour market (about 70% settle into work, 20% continue their education, 10% - have no information about graduates).

The survey of graduates takes place at the end of each academic year. Summarizing data on graduate employment, the following data were obtained: as of 1 January 2021, 78% of graduates of the study programme "Medicine" work in medical treatment institutions of Latgale region. 44% of the total number of graduates continue their studies at Rīga Stradiņš University or the University of Latvia, mostly combining studies with work.

Analyzing the employment of graduates, we can conclude that at the end of 2017 there were 2218 physician assistants in Latvia, at the end of 2018 – 2297. As of January 1, 2022, there are 2283 certified physician assistants in Latvia, 3091 – practicing in the profession. In conclusion, there is still a trend in the request of physician assistants. In conducting the study, it is estimated that by 2025 the shortage of physician assistants in the country will consist of – 312 physician assistants.

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 2014/2015, 30 students started their studies in the first level of professional higher education study programme "Medicine". During 6 semesters, the number of students decreased by 5 students. The reason for leaving studies in two cases was academic failure and three were the family circumstances of the students. 3 more students with previous medical education were admitted to the programme and one went on academic leave. In 2017, 29 students graduated from the study programme "Medicine".

In the academic year 2015/2016, 31 applicants for the study programme "Medicine" were enrolled. During the three academic years, 8 students stopped their studies: 5 for family reasons, 2 due to academic failure and 1 due to studies at another higher education institution. 2 students returned from academic leave. In 2018, 25 students got the qualification "Physician assistant (paramedic)".

In 2016/2017, 31 students started their studies in the program "Medicine". 4 students stopped studying for family reasons, 6 because of academic failure, 1 because of a change of place of residence, 1- started studies at another educational institution and 1 went on academic leave. 2 students returned from academic leave and 5 students were matriculated in 2017 and 2018 on the basis of the alignment of previously acquired education study courses. In 2019, 25 students graduated from the study programme "Medicine".

In 2017/2018, 35 students started their studies in the study programme "Medicine". 4 students stopped studying due to family reasons, 2- academic failure, 2- change of place of residence, 1- due to other circumstances and 1- did not return from academic leave. 1 student returned from academic leave and 5 students were matriculated in 2019 on the basis of alignment of previously acquired education study courses. In 2020, 31 students graduated from the study programme "Medicine".

In the academic year 2018/2019, 35 applicants were matriculated in the study programme "Medicine". Due to a long illness, 1 student stopped studying, 3 students left due to family reasons and 2 students went on academic leave. In 2019, 2 students with previously acquired medical education were matriculated. Thus, in 2021, 31 students graduated from the study programme.

In the academic year 2019/2020, 37 students started their studies in the study programme "Medicine". For various reasons, 7 students stopped studying. In 2020 and 2021, 5 students with

previously acquired medical education were matriculated in this course, 2 students left due to family reasons and academic failure, 2 students left academic leave, and two students went on academic leave. There are now 33 students studying in the 3. year of the study programme.

In the academic year 2020/2021, 35 students started their studies in the first year of the programme "Medicine". 4 were exmatriculated (due to family reasons and academic failure), one student was matriculated with previous medical education. 4 students were matriculated on the 2 year of the programme (private financing) with previous medical education. Now there are 38 students in the 2nd year of the program "Medicine", of which 3 - on academic leave.

In the academic year 2021/2022, 42 students were enrolled in the first-level higher education study programme "Medicine" at the College. 32 were enrolled in state budget programme and 11- private financing. 6 students left due to family circumstances, 1- health problems. Now there are 27 students studying in state budget programme and 8 private financing programme.

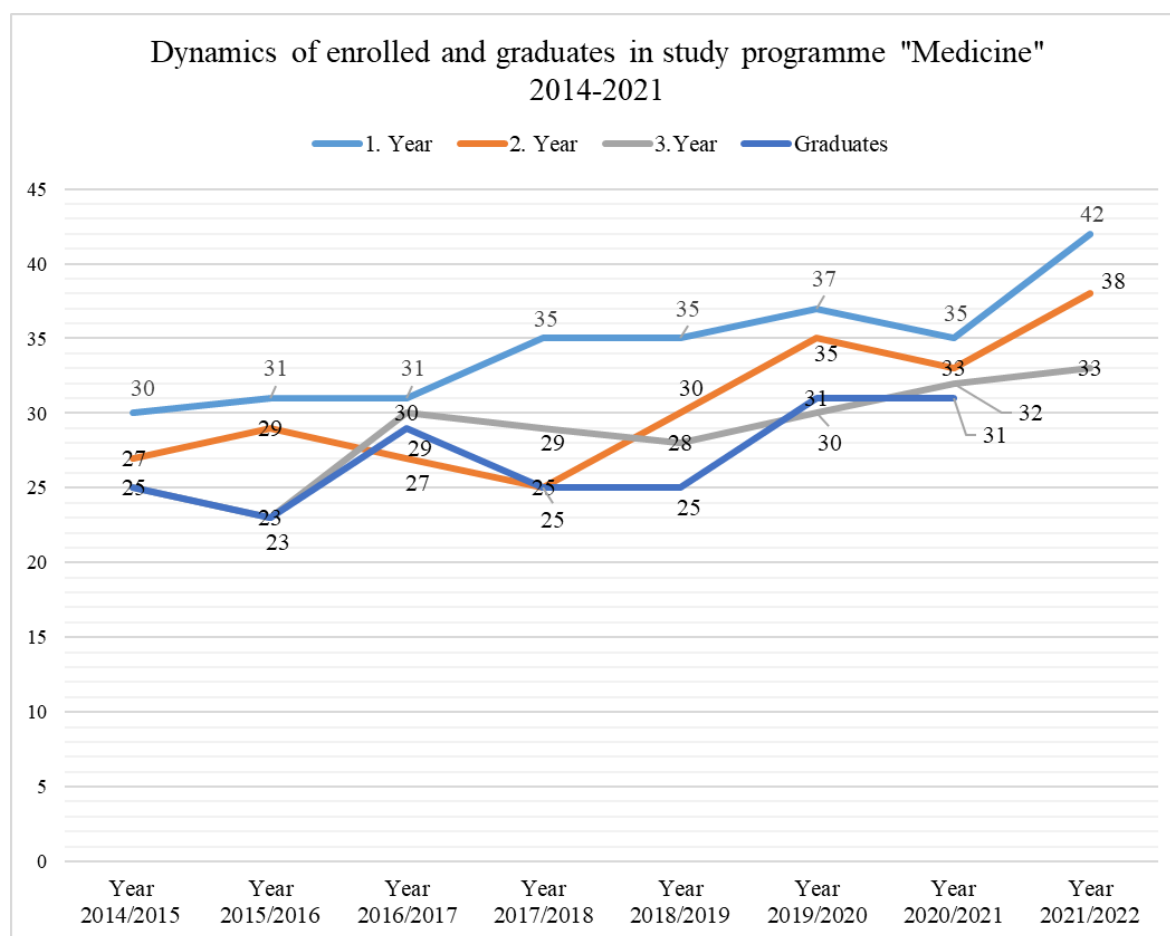


Figure 1. Dynamics of enrolled and graduates in study programme "Medicine" 2014-2021

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.

Description of study results of the study programme "Medicine" according to the EQF

Knowledge:

- Basics of sociology;
- Basic concepts of care;
- Basic human needs;
- Project management;
- Organisation of the health care system and economic principles;
- Clinical pharmacology;
- Propaedeutics;
- Etiology of all diseases, injuries and pathological conditions, pathogenesis, clinic, diagnostics, differential diagnostics;
- Emergency medical assistance;
- Infection control;
- Clinical procedures;
- Acceptance of childbirth, care of newborns;
- Labour, environmental protection.

Skills:

- Collect anamnesis, document it.
- Perform patient examination and evaluation of results.
- To perform determination of the patient's vital functions, monitoring and interpretation of the obtained data.
- Take an ECG appointment.
- Perform an assessment of the condition of a pregnant woman.
- Carry out an assessment of the condition of the birther during childbirth, accept childbirth.
- Perform the evaluation of the newborn. Primary finish.
- To evaluate the level of psychomotor development of children.
- Prescribe the examinations necessary for the clarification of the diagnosis.
- Use express diagnostic methods.
- Prepare patients for examination.
- Provide emergency med. Assistance for patients of all age groups.
- Perform the necessary manipulations for stabilization of emergency states.
- Detect the patient's death.
- Prescribe medication.

- To purchase, store, report medications.
- Take the necessary counter-epidemic measures.
- To perform various types of necessary educational work for patients and their relatives.
- Design and store medical documentation.

Competence:

- To conduct examination of patients of all age groups, assessment of health condition and diagnosis of disorders.
- In cooperation with the doctor, provide continuous medical assistance.
- To provide emergency medical assistance to those who have fallen ill and injured in critical health and life situations, in accordance with algorithms, guidelines and recommendations.
- Independently use and prescribe medical preparations.
- Detect the patient's death.
- In cooperation with the doctor, take preventive measures for patients of all age groups.
- Perform an assessment of a woman's health condition during pregnancy. Diagnosis of disturbances, investigation and emergency medical assistance are required.
- To perform an assessment of the condition of the birther during the period of childbirth and to independently accept childbirth at the pre-hospital stage.
- To carry out evaluation of a carried and undated newborn, primary finishing of the umbilical cord, care and preventive measures Educate health care professionals, medical support persons and members of the public.
- Participate in the organization of ambulances, disaster medicine system and primary health care work.
- Think critically and solve problems under physical and psycho-emotional stress.
- Ensure and maintain a safe working environment t.sk. to comply with labour protection requirements.
- Ensure confidentiality of the information obtained about the patient's private life, their treatment, diagnosis of the disease and treatment.
- Ensure compliance with the norms of employment legal relationships.
- Use information technologies to do your job.
- Use medical technologies in patient care.
- Use medical terminology in the official language and at least two foreign languages.
- Communicate in the official language and at least two foreign languages.

Components of the study programme:

Compulsory choice:

- General education study courses – 20KP;
- Industry study courses - 68KP;
- Practice– 20KP;
- Qualification paper– 8KP

Free choice:

- Professional development course – 4KP

The entire study programme is interconnected, on principle from the easiest to the hardest. In general education courses students learn the basics of medical Latin, in foreign languages (German or English) emphasis is placed on medical terminology, as well as the ability to communicate effectively with the patient, he acquires knowledge in social sciences, entrepreneurship, acquires natural sciences, learns to work with a computer, applied programs, use information networks that help both in the acquisition of the study programme and for the performance of qualification work.

In the field study courses initially acquire knowledge about the structure of a healthy and sick organism, physiological processes at different ages, acquire procedural standards, pharmacology, as well as work organisation and documentation. On the basis of this knowledge, acquires special knowledge in various medical disciplines. Learn medical tactics in emergency situations. Learns to differentiate diseases and provide medical assistance in NMP situations, as well as in family doctor's practice – in accordance with the requirements of the occupational standard. The theory of special medical subjects is closely related to practical classes, where the student sees, and learns to recognize and diagnose diseases with the patient. Practical classes of specialized subjects are held by a doctor – a specialist in the given field in specialized departments. Internships are organized in various hospitals, emergency medical centers and family doctor's practices. The free choice part contributes to the student's development – included in the C or optional part.

Internship is included in part A of studies. During the programme students improve their knowledge and skills both in contact with the patient and in patient examination (also performing the necessary manipulations), assessment of the condition, diagnosis, action and assistance, to stipulate knowledge and skills in the performance of procedures, learn to layer and provide the necessary care at all levels of health care, to carry out patient education, acquire skills in working with medical documentation. Learn to work as a team. To comply with the norms of professional ethics.

During the qualification work, students carry out research work on the selected topic and approved by the College Council under the guidance of a competent lecturer. The topics are mostly related to possible preventive measures of various diseases, the frequency of these diseases in different populations, the situations that provoke them, as well as the knowledge of the population about the facts causing the disease, their prevention. Thus, already completing questionnaires, respondents often obtain up-to-date information in the field of medicine.

Students start studies with very different levels of previous knowledge and medical experience, as well as have different knowledge acquisition 100, thus individual approach is provided to students during the implementation of the programme.

Consultations are held within the framework of the course, individual approach to classes. Control of the course is carried out with the help of tests, papers, crossword puzzles, situational tasks. At the end of each course, students take an exam or test.

Student questionnaires are carried out to find out satisfaction and suggestions. Exam results are also analyzed, focusing on questions students have struggled to answer – replacing or modifying them. By gathering information, the content and implementation of studies is improved.

Regular meetings of the Department's Council, Council meetings are held, where issues related to the study process are discussed, students' study results are discussed and analysed, decisions are taken on the necessary changes for improving the quality of the programme or study work.

In recent years, there has been a large competition for applicants (approximately 4 applicants per study place). It provides educational opportunities in this programme for students with better performance and higher motivation for learning

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 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 study process is carried out according to the plan of the study programme "Medicine". This is provided by a team of qualified lecturers. The work uses various didactic and interactive methods – lectures (mostly with PowerPoint presentations), seminar classes, practical classes, group training, demonstrations, discussions, situational task modelling.

The lecture material is improved every year, taking into account the new information. Different methods encourage the material to be learned by understanding rather than "hammering" – for example, crossword puzzles, creative papers, situational tasks. Thus, students are encouraged to think creatively, analyze the obtained information, compare with previous experience and practice, develop critical thinking and model of action.

Information technologies are used in the acquisition of the program – video projectors, internet (students are taught to obtain information). As a result of esf co-financed projects, the latest technologies, new, modern procedure dummies and interactive whiteboards are available. Study courses are created and implemented in connection with the expected results of studies, which are also presented to students.

The procedure for evaluation is determined by the by-law of the DU agency "Daugavpils University Daugavpils Medical College" on the procedures for study examinations. The basic principles of evaluation are determined by the Cabinet of Ministers Regulation No. 141 of 20 March 2001 "Regulations regarding the State Standard of First Level Professional Higher Education" and the methodological guidelines for the evaluation of the DU agency "Daugavpils University Daugavpils Medical College".

Forms of organization of student work and control of results in study courses: oral and written exams (Bloom's taxonomy), tests, essays, project works, description of internships. At the end of the study – development of qualification paper (8 credit points), qualification examination.

The choice of the assessment method is determined by the lecturer of the study course and the specifics of the substance to be studied. Evaluation criteria and standards are developed in order to ensure that the evaluation is objective and oriented to the study results to be achieved.

Academic staff use different types of didactic methods in their work. Various didactic and

interactive methods are implemented in the study process according to the aim of the study course: lectures (mostly *interactive*), seminar classes, practical classes, demonstrations, problem analysis and solution search, group work, discussions, role-playing games, situation modelling, etc.c.

The aim of the teaching methods to be applied is to improve students' ability to critically analyse situations and problems *in the health care system* by applying theoretical knowledge, practical skills and attitudes, logically assess the development of situations and make a decision to solve problems, develop mutual communication skills, the ability to work both individually and in a group, in cooperation with other health sector professionals, the ability to publicly discuss and justify their opinion, to improve written communication skills is developed.

A lecture (including interactive lectures) is a way of studying a study subject in which a lecturer presents the theoretical material of the study programme. The lecture is a source of study information, a means of managing the student's cognitive activity. The lecture material is improved every year, taking into account the new information. Different methods encourage the material to be learned by understanding rather than "hammering" – e.g. crossword puzzles, papers, situational tasks. The lectures *involve* students in active learning of the study substance. Thus, students are encouraged to think creatively, analyze the obtained information, compare with previous experience and practice, develop critical thinking and model of action.

At the seminar students under the guidance of academic staff listen to and discuss independently prepared reports. The aim of the seminar is to develop the student's intellectual abilities independently, creatively think, the ability to see and evaluate the essentials, argue and analyse regularities in specific circumstances. Seminars are practiced in almost all study courses. They allow students to develop a culture of speech, develop the ability to defend their opinion in a reasoned way and know how to present a report. The seminars discuss in detail the most complex topics, train practical skills. The seminar as a form of study courses develops the student's independentness, allows to create a learning power and dialogue, to stimulate discussions among medical practitioners. Seminars are a tool by which *theorric material* is regularly updated. Problem situations *in medicine* are used, which helps students develop critical thinking and actions in different situations.

Lectures and seminars use various technical means: mannequins, mules, interactive whiteboards and multimedia projectors, sample collections, posters and diagrams.

In group work, students integrate the knowledge and skills necessary for the performance of their task, cooperate to make decisions and achieve the goal, overcome disagreements and challenges, critically analyze their performance, present the results of their work.

Group work is used to develop communication and dialogue skills, opinion formulation and its precise expression skills by analysing different problem situations and cases. In this case, students learn to work in teams, *discuss* and improve their communicative and presenting skills.

Modern information technologies are used in the acquisition of the program – multimedia projectors, internet (students are trained to obtain rationing). As a result of esf co-financed projects, the latest technologies, new, modern procedure dummies, mules, interactive whiteboards are available. Lecturers also use e-environment opportunities when advising students and accepting completed tasks. In most study courses, students receive prepared methodological materials in the e-environment, which greatly facilitates the perception of the content of the study course. From the academic year 2020/2021, new IT solutions are used in the study programme and remote lectures and classes are provided to students using the conference tool Zoom, *Google Meet*.

The simulation method helps to improve students' resuscitation skills and save patients in the real

environment. During the simulations, medications, necessary equipment, breathing apparatus and other types of equipment are used. Regular simulation trainings provide students with the preservation and improvement of high qualifications and skills, which ultimately strengthens patient safety.

In the practical session students, under the guidance of academic staff, acquire practical skills corresponding to the relevant topic. The training is focused on practical studies. Its aim is to realize the process of creating a complex professional skills, to develop independent work and evaluation abilities. Various technical means are used in the practical classes - multimedia projector, video camera, sample collections, posters and diagrams. A multimedia projector is used to defend course and research work. In the course of individual study courses, various study methods will be used in practical classes - small group work, demonstrations, problem analysis and solutions, role-playing games. The chosen study methods will promote the development of independent, critical and creative thinking for students. They should also promote students' communication skills, ability to work in a group, overcome and resolve conflicts, be confident and responsible for decision-making. Great attention is paid to students' independent work - study and analysis of literature. Students have the opportunity to use scientific hardware, computers, audio and video features, library resources, etc.

Using different forms and methods of study, it is possible to ensure that students acquire not only the knowledge and skills defined in the study programme, but develop and improve the specific skills and abilities necessary for the profession defined by the labour market (e.g., presentation skills, reasoning skills, decision-making, ability to work in a team and cooperate, etc.). By acquiring the study programme, the student gradually improves his or her study skills. Great attention in the implementation of the programme is paid to the integration of practical and theoretical knowledge into practice, therefore the practicalities implemented in the programme play an important role. Internships allow to test and improve the acquired knowledge and skills in a real work environment, as well as to acquire new skills. Within the framework of the study programme, students' participation in scientific conferences and seminars is stimulated.

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 first level professional higher education programme "Medicine" practice is of great importance as one of the most important components of professional study programmes. Internships at the College are implemented in accordance with the study "Practice Regulations", internship programs and methodological guidelines. It defines the objectives and objectives of the traineeship, the conduct of the traineeship, the monitoring of the practice and the evaluation criteria. The content, organisation and conduct of the practice are systematically analysed and improved, the content of the practice is monitored in compliance with the relevant occupational standard.

Three internships are planned in the study programme "Medicine". In the first year of studies "Introductory Practice in The Profession" (2KP) and in the second year of studies "Internship in speciality" (6KP) and "Qualification practice"(12KP). The internship is directly related to the knowledge, skills and competences acquired in the theoretical part, thus in practice students can improve their knowledge and improve their skills, identify and strengthen the professional functions of a physician assistant.

Communication between the place of internship, student and DU DMK is ensured by an educational methodologist in internship issues – a person delegated by du DMK, who supervises the course of high-quality internships at any place of practice.

The educational methodologist in internship issues provides informative support to students. The student's internship is managed, controlled and evaluated by the internship manager, who also provides counselling support to students.

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

Cooperation with employers is implemented by organizing internships that are structured according to the basic tasks of each study year. When choosing places of practice and trainees, the compliance of the education and qualification of potential trainees with the requirements laid down in laws and regulations is taken into account. Trainees from health care institutions participate in student knowledge tests in college, organization, management and evaluation of internships. The organisation of qualification placements is also carried out in close cooperation with employers and takes place in the students' next jobs. This is also evidenced by data on graduates – 80%-90% are settling into work in EMS or health care institutions where they worked during the qualification placement.

During the internship in "Student Diaries" students document the knowledge, skills, competences acquired in the qualification practice.

Most of the graduates of the "Medical Treatment" programme work in the EMS (Latgale region, Riga, Ogre, etc.c.) , Daugavpils city family doctors' practices, Daugavpils Regional Hospital. Regular cooperation with employers takes place during the study process. Representatives of employers are actively involved in the work of the College Council, methodological commission meetings, council meetings of the study field. Employers participate in the development and evaluation of new study programmes, organization of the study process, development of qualification papers, adjustment of sectoral study courses. Cooperation with employers, use of their personal experience, coordination of requirements with administration, lecturers and students gives positive results in the preparation of young specialists.

Students observe general human rights and ethical norms during the internship – ensure confidentiality and anonymity, observe the principles of non-discriminatory practice.

Cooperation has been established between the College and other European higher education institutions with the aim of promoting the mobility of students and academic staff. Cooperation is carried out both within the framework of the ERASMUS+ project and on the basis of interinstitutional cooperation agreements.

In order to ensure practical training of students at the place of internship, bilateral internship agreements are concluded with institutions of the relevant sector (primary and secondary health care institutions, Emergency Service).

Considering that the largest employers of physician assistants are the Neats' emergency medical

service, 4-week (4KP) students choose an internship specifically in EMS.

Cooperation with employers is implemented by organizing clinical internships that are structured according to the basic tasks of each study year. When choosing places of practice and trainees, the compliance of the education and qualification of potential trainees with the requirements laid down in laws and regulations is taken into account. Trainees from health care and beauty institutions participate in student knowledge tests in college, organization, management and evaluation of internships, providing achievement of the tasks and goals set in practice. The organisation of a qualification practice will be in close cooperation with employers and usually takes place in the students' next jobs. This is also evidenced by data on graduates – 80%-90% are placed in health care institutions where they worked during the qualification placement. The largest number of graduates work at the State Ltd. "Daugavpils Regional Hospital", State Ltd. "Daugavpils Psychoneurological Hospital", Emergency Medical Service in Latgale Regional Centre and Daugavpils City Social Affairs Administration.

The tasks of the traineeship are clearly defined. During the internship, the student fills out the internship diary. The assessment of the student's activities shall be provided by the manager of each practice by making entries on the individual student's internship assessment page, to which the evaluation criteria in the internship diary are mandatory. At the end of the internship, the student writes a self-assessment of the internship for each section of the internship.

During the study internship, students under the guidance of trainees achieved the results of the study programme (for example, in different circumstances emergency care can be provided to all patients, knows how to diagnose and treat various pathologies, etc.).

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

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

Based on the acquired knowledge and professional skills and/or the interests of a particular organisation (topics offered by the EMS), as well as the existing work experience, students have the opportunity to offer their qualification work topic. 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. According to the 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 "Medical treatment" choose topics directly related to current events in the sector and labour market during the relevant period (final works of graduates of 2021):

- Incidence of oncological diseases in Daugavpils and Daugavpils districts in the period from 2010 to 2019.

- Suicides, t.sk. suicide attempts, at the pre-hospital stage. (2017 - 2019 number by year, based on the motive of the call, age groups, manipulations performed, used medications, according to the profile of the team, place of delivery). (quantitative study)
- Childbirth at the pre-hospital stage. (2017 - 2019 number by year, based on the motive of the call, age groups, manipulations performed, used medications, according to the profile of the team, place of delivery). (quantitative study)
- Changes in the number and share of child trauma from executed calls in 2015 and 2019 and comparison according to the motive of the call and the established diagnoses in the Emergency Medical Service. (quantitative study)
- Changes in the structure of secondary calls of the ambulance service depending on the place of call/day of the month/week of the year. (quantitative study)
- Raising the prestige of the profession of assistant to emergency medicine. (qualitative and quantitative study)
- The most common reasons for delays in the provision of emergency medical assistance in the Emergency Medical Service (changes in dynamics). (quantitative study)
- Calls from the State Emergency Medical Service with the result of the call "left on site" (after the manipulations performed and the used medications). (quantitative study)
- Compliance of the motive of the emergency medical service call with the result (conformity of the result of the call and the diagnosis with the motive). (quantitative study)
- Within 72 hours after the first ambulance call, the structure and result of repeated calls (selection criteria – diagnoses, result). (quantitative study)
- Patient with anaphylactic reaction at the pre-hospital stage. Compliance of medical treatment with the European Resuscitation Board algorithm. (age, gender, motive, result, diagnosis, complications, manipulations). (quantitative study)
- Public awareness of human papillomavirus diseases and their prevention
- Emergency medical assistance in the pre-hospital stage for patients with ACS with ST elevations (selection criteria – diagnosis, manipulations performed, medications, result). (quantitative study)
- The most common reasons for transfers based on the call, comparison between medical institutions or diagnoses (changes in dynamics). (quantitative study)
- Education of patients with persistent bronchial asthma in outpatient medical practice.
- Changes in the structure of calls from the Emergency Medical Service during the COVID-19 pandemic.
- Principles of vitamin D use in the environment of medical workers and relation to health assessment.
- Patient satisfaction aspects with the services provided by the Emergency Medical Service.
- Overweight and obesity among the outpatient physician's assistant.
- Polytrauma patient care at the pre-hospital stage (possible directions - comparisons by regional centers - time, comparison by team profiles, comparison by age group, manipulations, gender, hurting, immobilization, neurological evaluation by GKS with brain injury, - comparison by team profiles). (quantitative study)
- Changes in the number and share of road traffic accidents from the executed calls in 2015 and 2019 and analysis of injuries caused by road traffic accidents (after treatment corresponding to diagnoses and diagnoses – manipulations performed, used medicines and medical goods). (quantitative study)
- Understanding and prevention of sexually transmitted infections for secondary school pupils.
- Comparison of the call structure of the Emergency Medical Service (by result, diagnosis, motive, priority, call hour, day of the week, month) in 2015 and 2019. (quantitative study)
- Young people's awareness of HIV infection.
- Mothers' attitude towards the duration and importance of lactation in the development of the

child.

- Emergency medical assistance in the pre-hospital stage for patients with acute cerebral circulation disorders (selection criteria – diagnoses, manipulations performed, medications, result). (quantitative study)
- Adherence of patients with pulmonary tuberculosis in the treatment process
- Changes in the trough of life in patients with osteoporosis.
- Structure of the patient's most common illnesses during acute hours in the family doctor's practice in the last 10 years.
- Public awareness of health investigation possibilities in score system.
- Understanding and attitude of outpatients to influenza vaccination during the COVID-19 pandemic.

In the study programme "Medicine" the average evaluation of closing works is 8.84

3.3. Resources and Provision of the Study Programme

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

The College shall provide the study base necessary for the implementation of study programmes. Its main components 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 assessment of the provision of resources of the study direction "Health Care" can be found in Part II, Clauses 2.3.1-2.3.3 of the "Self-Assessment Report".

In order to ensure the implementation of the first level professional higher education programme "Medical Treatment", the college purposefully develops a material and informative base, the provision of which is determined by the purpose, content and structure of the programmes.

The college manages the properties owned by DU DMK in Daugavpils, 26A Warsaw Street and Miera Street 3/5.

Sufficient material and technical base has been provided for the implementation of the study process of du DMK program "Medical Treatment" – both simulation centres and specialized offices, modern technologies available to students and intensive use thereof, and the library ensures access to literature and information. Every year, methodological material in study courses is improved, as well as material and technical support for audience provision is supplemented in order to successfully and qualitatively implement practical classes of study courses.

The acquisition of study courses is ensured by the College Patient Care Process Simulation Centre, the Emergency Medical Assistance Simulation Centre and the Emergency Room. Simulation centres and the innovative laboratory can be used not only by students and lecturers, but also by employees of medical treatment institutions to improve their qualification. Simulation centre

trainers are designed to promote competences, skills and skills for simulation sessions for programmed or manual scenarios.

SimMan Essential Bleeding Simulator is a patient simulation system that complements basic and improved life support skills training. This system allows the instructor to effectively assess the individual and team skills of the learner based on realistic clinical situations.

The exercise equipment maintains the functions of CPR (cardiopulmonary resuscitation), defibrillation, intravenous injection, as well as the main and additional procedures, restoring airway permeability, performance training functions. Thanks to the addition of additional models of upper and lower extremities to train first aid skills, you can also learn the technique of providing first aid and fixation of the limbs.

Child care simulator Nursing Baby is designed to imitate the skills, skills and competences taught and acquired in the care of children. Equipment capabilities - evaluation of somatometric and physiometric parameters, examination of eyes, nose and oral cavity, suction of mouth and nasopharyngeal tubes and mucus, endotracheal intubation, provision of oxygenation, etc.c.

The adult mannequin Nursing Anne for healthcare professionals is a full-human vinyl mannequin designed to acquire a variety of skills, from basic patient care to complex care, including non-invasive blood pressure measurement, as well as normal and abnormal heart, lung and bowel sounds, as well as embryonic sound for earcultation and recognition.

Emergency Medical Simulation Centre (18 m2)

Equipment

Patient simulator SIMMAN

Resuscitation bag

Life-pack defibrillator 15

Set for intubation

Pump

Breathalyser Oxylog

Set for intraosseal injection BIG

Oxygen cylinder (simulator) with Flowmeter and Humidifier

Stretchers (transport carts)

Vacuum mattress

In the event of a splint accident, short spinal immobilization board (SED device)

Immobilization board

Blades for defibrillation

Electrocardiograph Cardio Touch 3000 with spirometer SPM 300 (710-20100)

Patient Care Process Simulation Centre (36 m2)

Equipment

Part 1: Treatment room

Patient care process simulator

Couchette

Treatment table with drawers (shelves)

Treatment cabinet

Sterilizer

Stand

Perfusor

Part 2: Manipulation room

Electrically operated functional patient bed (preferably a bed with stand)

High-elasticity mattress with waterproof casing

Treatment table with drawers

Stand

Glass cabinet

Anti-bedsore

Emergency cabinet equipment and equipment

Patient transport equipment

Basic equipment of the emergency crew, ECG apparatus

Resuscitation simulation mulage (adult, intubation)

Immobilisation kit

Intubation mulage

Mulage - infant for resuscitation

Wound treatment embarrassment

Adult model

Desmurgy equipment

Tracheostomy kits

The Laboratory of Innovative Technologies has been established for the performance of research and implementation of innovations in the study process in the college.

Innovative Technology Laboratory

Equipment

Document camera (additional equipment for rooms with projector

Mobile resource to other rooms equipped with projectors)

Plotter (A1 format)

Projector (EPSON BrightLink 595Wi with digital whiteboard options)

Stationary computer kits

Portable projectors - 2 and laptops

Coloured A3 laser printer

Informative display 55" with content management solution

Video camera

The acquisition of study courses is also provided at the College's Medical Massage Training Centre.

The necessary premises are provided for the implementation of the college educational programme "Medical Treatment". The area and layout and equipment of the study premises shall conform to the study programme to be implemented by the educational institution, the activities to be carried out in the programme and the number of students.

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 institution implements three first level professional higher education study programmes in the field of medicine:

Study direction "Health care"

- study programme "Medical treatment" (41721) with qualification "Physician Assistant";
- study programme "Therapeutic Massage" (41722) with qualification "Masseur";
- study programme "Aesthetic Cosmetology" (41722) with qualification "Beauty specialist in cosmetology".

The institution has a budget approved in accordance with the procedures laid down in laws and regulations.

In 2018-2021, a state grant was received for 75 students in the study field "Health Care" after the study programme "Medical Treatment". The state budget grant has been relatively unchanged. The costs per student within the framework of this study programme amounted to 4 412 EUR to 4 726 EUR in different years.

Information on the financial resources of the programme is presented below:

Pointer	Year 2018	Year 2019	Year 2020	Year 2021
number of places	75 students	75 students	75 students	75 students
public funding	337 202 EUR	330 890 EUR	330 890 EUR	354 461 EUR
cost per 1 student	4 496 EUR	4 412 EUR	4 412 EUR	4 726 EUR

As of September 01, 2021, state funding is not the only source of funding for the study process in the College. Tuition fee is additional funding for this programme. 12 students were enrolled for a fee.

Full-time studies (2 or 3 years) fee: 1500 EUR/year.

Financial resources shall be used in accordance with the priorities and needs set by the college, in accordance with the procedures laid down in laws and regulations. Their use is effective.

Rational distribution, use of the funding necessary for the implementation of educational programmes has been ensured in accordance with the established development needs. Planning of the economic work of the college according to the possibilities of the existing budget is ensured. Systematic professional qualification improvement and further education of the college staff is

ensured, coordinated, with the financial support of the college.

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.

31 lecturers are involved in the implementation of the first level professional higher education programme "Medicine". 12 lecturers have been elected.

Five lecturers have a doctoral degree in science: one lecturer has a doctorate in comparative law (Dr. iur.), two have a doctorate in medicine (Dr.med.), one has a doctorate in biology (Dr.biol.) and one has a doctorate in pedagogy (Dr. paed.), four lecturers are applicants for a scientific degree (doctoral degree), one lecturer is studying for a doctoral degree.

Seven lecturers have a Master's degree in health sciences, one has a master's degree in natural sciences, three have a master's degree in pedagogy, one has a master's degree in social sciences and one master's degree in pharmacy.

Two lecturers improve their qualification, one studies at the University of Latvia in master's health care study programme and one – in the Bachelor's programme of nursing at Daugavpils University.

Eight lecturers have higher professional education and a doctor's degree, while 8 lecturers have a nurse's education and extensive work experience in the field of medicine. The college's lecturers work in the Latgale Region Emergency Medical Service, the Children's Health Centre, DAUGAVPILS Regional Hospital Ltd., Daugavpils Psychoneurological Hospital, family doctors' practices, the Health Inspectorate, etc.

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.

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 lecturers in the implementation of the professional higher education programme "Medicine" is stable, the majority of lecturers have been working for ten years or more (R.Bespjatijs, N.Rinģe, I.Grabļevska, J.Radionovs, A.Truskovska, V.Baranovska,

J.Pogumirskis, I.Sokolova, A.Igolniece, N.Kakurina, S.Lokteva, I.Morozova, S.Paškova, G.Oleinikova, I.Skrinda, I.Vaivode, E.Pudulis, E.Černova u.c.). The composition of lecturers is constantly improving, including 5 people who work at the College from 5 to 10 years, but there are also those whose length of service is up to 5 years, such are 7 people and one lecturer (A.Kokina) has started his work as a lecturer at the College this year. Of all lecturers, attracted to the implementation of the program "Medical Treatment", 12 have been elected to the College (one assistant professor, two assistants and 9 lecturers).

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).

Academic staff play an important role in ensuring a high level of study process and in promoting knowledge, competences and skills. In order to complement the total number of students and to focus more on learning outcomes, it is necessary that the learning process is student-oriented.

Academic staff in the implementation of study programmes:

- respect and reflect the diversity of students and their needs by promoting flexible approaches to study; flexible use of the variety of pedagogical methods;
- promotes a sense of independence in students by providing appropriate guidance and support from lecturers;

- promotes the development and professional development of students' academic careers;
- promote mutual respect;
- at the beginning of each course, students are familiar with the criteria and methods for the assessment of knowledge, skills and competences.

One aspect of academic integrity and ethics in academia is the control and prevention/elimination of plagiarism. It is necessary to strive for the fact that the processes of study and research are conducted in accordance with moral and ethical norms, honesty, mutual respect and responsibility towards one another.

DU DMK continues its work to strengthen fairness and culture in academia. Internal regulatory documents (by-laws, procedures) are improved, which describe the principles of behavior of academic staff and students, which provide for 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 conditions for DU DMK to achieve the objectives of DU DMK, so that every employee has the desire and opportunity to discover, develop and expand their potential.

DU DMK works to ensure that every employee shows initiative and participates in the promotion of college excellence, international competitiveness and contributes to various aspects of the activity, thus ensuring the development of a personal career.

During the year, regular meetings of the administration with personnel take place to discuss and analyse the implementation of the individual development tasks set, thus providing feedback. This form of work increases the performance of the set scientific/ research/ educational/ administrative tasks and increases the likelihood that the set goals will be achieved.

The evaluation of mutual cooperation plays a very important role in the implementation of the study programme. DU DMK management takes care of its employees, promoting the harmonious development of their professional life. In order to create a high level of motivation of the staff and a sense of satisfaction about work, it is necessary to observe the following aspects:

- interesting, diverse work;
- support of management and colleagues for the performance of work;
- sufficient independence in the workplace to ensure freedom of action and independence in the performance of the tasks assigned;
- good pay;
- development, making it possible to perform higher duties and hold higher positions;
- recognition of expertise and abilities, as well as recognition of individual contributions to the common objectives;
- safe working environment.

Taking into account the college's sustainability strategy in study programmes, internal and external evaluation of study programmes is regularly carried out, using the results and feedback of surveys of employers and graduates. At the end of the school year, the teaching staff's self-assessment reports are compiled. Based on the results obtained, the development plan of study programmes is reviewed annually.

106 students

31 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	Diploms ĀP_ENG.doc	Diploms ĀP LV.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	Annex 21. Medicine L.docx	21. pielikums Statistika_ĀP_L.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.docx	22.pielikums_AP.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 Medicine.docx	23.pielikums_Atbalstība profesijas standartam ĀP.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Compliance of the Programme Medic.docx	Programmas atbilstība AP.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex 26.docx	26.1_piel_St_progr_ĀP_kartējums.docx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 24 Medicine.docx	24.pielikums_AP.docx
Descriptions of the study courses/ modules	Annex 25.docx	25.pielikums. Studiju kursa apraksts Ārstniecība LV.docx
Description of the organisation of the internship of the students (if applicable)	Annex 27.doc	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)		

Medical massage (41722)

Study field	<i>Health Care</i>
ProcedureStudyProgram.Name	<i>Medical massage</i>
Education classification code	<i>41722</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Svetlana</i>
Surname of the study programme director	<i>Bekmane</i>
E-mail of the study programme director	<i>info@dmk.lv</i>
Title of the study programme director	<i>Profesionālā bakalaura grāds veselības aprūpē, Sertificēta masiere</i>
Phone of the study programme director	<i>22012830</i>
Goal of the study programme	<i>To provide students with professional knowledge and skills, developing the ability to independently apply different types of massage, to promote improvement of patients' health and functional condition, health-related quality of life and well-being, observing the requirements of professional ethics norms.</i>
Tasks of the study programme	<ul style="list-style-type: none"> ▸ <i>to ensure the acquisition of 1st level professional higher education in accordance with the Cabinet regulations regarding the State standard of first level vocational higher education;</i> ▸ <i>prepare qualified masseurs capable of meeting public health needs;</i> ▸ <i>to promote students' understanding of professional ethics as the norm of life activities in the status of national and human moral values;</i> ▸ <i>to promote the improvement of students' professional competences, which are in line with the requirements of the labour market and will promote competitiveness in the labour market;</i> ▸ <i>to promote the possibility for students to prepare for the continuation of education in order to obtain a 2nd level higher vocational or academic education.</i>

Results of the study programme	<p><i>The prepared specialists, whose set of knowledge, skills and competences will correspond to the qualification "Masseur", will be competitive for the performance of the professional activity of the masseur. Graduates will be able to enter the labour market and complement healthcare human resources for sustainable development of the sector.</i></p> <p><i>Graduates will work in medical institutions and rehabilitation centers, beauty salons, health centers, sports clubs. Graduates will be able to work as self-employed.</i></p> <p><i>The development of the study programme "Therapeutic Massage" is ensured by the conformity of the study content with the requirements of the labour market, the choice and variety of forms and methods of study work, placing emphasis on the development of the knowledge, skills and competences necessary for masseurs, as well as allocating a greater proportion to the development of professional and personal development skills and targeted work of students. The study programme is included in the study field "Health Care". Study programmes are designed to achieve the study results specified in the study programme, which correspond to the knowledge, skills and competences of the 5th level of the European Qualification Framework laid down in the Latvian Classification of Education</i></p>
Final examination upon the completion of the study programme	State Examination

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	Previously acquired 1st level higher professional education in the field of health care
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Massage therapist

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 "Medical Massage"(41722) is implemented within the framework of the study field "Health Care" (AccreditationPage No. 88 of the study direction"Health Care", Decision No. 78-A of the Study Accreditation Commission of 11 April 2018).

In 2018, a licence was received in the direction of the new first level professional higher education programme "Medical Massage" (41722) with the qualification "masseur" (licence No. 041033-5) in the direction of "Health Care".

For the first level professional higher education programme "Medical Massage" (41722) with the qualification "masseur" kopš licensing program name, code, degree to be obtained and professional qualification have not changed.

The study program "Medical Massage" was licensed on November 21, 2018 (decision No. 82-L). recommendations received within the framework of the licensing procedure, as well as their execution, are specified in Annex 19. Within the framework of the current evaluation, it is planned to receive new recommendations for the optimization and improvement of the program, if necessary for the prospective development of the college.

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, tasks and results to be achieved of the study programme "Medical Massage" are mutually coordinated and ensure that the graduates of the study field study programme "Therapeutic Massage" implemented by du DMK have acquired understanding, knowledge, skills and competences, which are based on the current occupational standard and current events in the field.

full-time

2 years

Latvian

Place of implementation	DU agency "Daugavpils University Daugavpils Medical College", Warsaw Street 26A, Miera street 3/5, Daugavpils
Director of study programme	S.Beckman
Admission requirements	Secondary education, CE in Latvian and foreign language
Degree, professional qualification or degree to be awarded and professional qualification, so-called specialisation (if applicable)	Professional qualification "Masseur" (4th level of professional qualification)
Occupational standard, year of its approval (if applicable)	Cabinet Regulation No. 264 from May 23, 2017 "Regulations regarding classification of occupations, basic tasks corresponding to the profession and basic qualification requirements"
Purpose of the study programme	To provide students with professional knowledge and skills, developing the ability to independently apply different types of massage, to promote improvement of patients' health and functional condition, health-related quality of life and well-being, observing the requirements of professional ethics norms.
Tasks of the study programme	<ul style="list-style-type: none"> ▸ to ensure the acquisition of 1st level professional higher education in accordance with the Cabinet regulations regarding the State standard of first level vocational higher education; ▸ prepare qualified masseurs capable of meeting public health needs; ▸ to promote students' understanding of professional ethics as the norm of life activities in the status of national and human moral values; ▸ to promote the improvement of students' professional competences, which are in line with the requirements of the labour market and will promote competitiveness in the labour market; ▸ to promote the possibility for students to prepare for the continuation of education in order to obtain a 2nd level higher vocational or academic education.

Study results to be achieved	<p>The prepared specialists, whose set of knowledge, skills and competences will correspond to the qualification "Masseur", will be competitive for the performance of the professional activity of the masseur. Graduates will be able to enter the labour market and complement healthcare human resources for sustainable development of the sector. Graduates will work in medical institutions and rehabilitation centers, beauty salons, health centers, sports clubs. Graduates will be able to work as self-employed.</p> <p>The development of the study programme "Medical Massage" is ensured by the conformity of the study content with the requirements of the labour market, the choice and variety of forms and methods of study work, placing emphasis on the development of the knowledge, skills and competences necessary for masseurs, as well as allocating a greater proportion to the development of professional and personal development skills and targeted work of students. The study programme is included in the study field "Health Care". Study programmes are designed to achieve the study results specified in the study programme, which correspond to the knowledge, skills and competences of the 5th level of the European Qualification Framework laid down in the Latvian Classification of Education.</p>
Final examination scheduled for the end of the study programme	Final examination and defence of qualification work

The program "Therapeutic Massage" corresponds to the objectives, tasks of the study field "Health Care" and is included in one group "Medical Services" together with other programmes in the study direction "Health Care".

The objectives, tasks, study results of all study programmes, as well as the admission requirements would be interlinked in the 1st level vocational higher education programmes, which were implemented in the thematic group "Health Care and Social Welfare", DU DMK is "Medicine" in order to expand the number of medical practitioners prepared in order to strengthen the college as in the field of health higher education institution, in the field of its care, the study programme "Therapeutic Massage" was introduced, and later - the study programme "Aesthetic Cosmetology"

<https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-149.pdf>

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

In recent years, the profession of masseurs in Europe has changed significantly – it has gained wide recognition and has developed as an independent, high-quality discipline among other health care professions.

Latgale region has a relatively small number of professional masseurs working in state institutions. Most of these specialists work in the private sector.

The topicality of the study programme is mainly determined by the labour market, its requirements and possibilities. After the acquisition of the study programme "Medical Massage", graduates have the opportunity to fully integrate into the labour market – this is indicated by the responsiveness of rehabilitation centres, inpatient rehabilitation units and doctors' practices and an opinion that the study programme is up-to-date and necessary for supplementing qualified health care human resources.

Du DMK plays an important role in promoting access to higher education in Latgale region, because territorial aspect, i.e., reach and accessibility, is essential for the choice of college. This opens up opportunities for the region's inhabitants to learn the "Medical Massage" programme within the region, connecting the training with work.

In 2021, for the first time, 15 young specialists graduated from the study programme "Medical Massage". Currently, 9 graduates, according to the acquired specialty, work in Daugavpils (Silene Resort & SPA, Daugavpils Centre outpatient clinic, fitness halls, etc.), 2 graduates work abroad. 2 graduates continue to be educated in a program from another direction of health care. 2 graduates work in previously acquired specialties.

The number of professional masseurs in Latgale region is difficult to determine (distribution in the public and private sector). According to the Data of the National Health Service, in 2021 9 persons provided state-funded masseur services in Latgale.

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 2019/2020, 20 students started their studies in the first level professional higher education programme "Therapeutic Massage". During the 1st semester, the number of students decreased by 4 students. The reason for leaving studies in three cases was the family circumstances of the students, one student died.

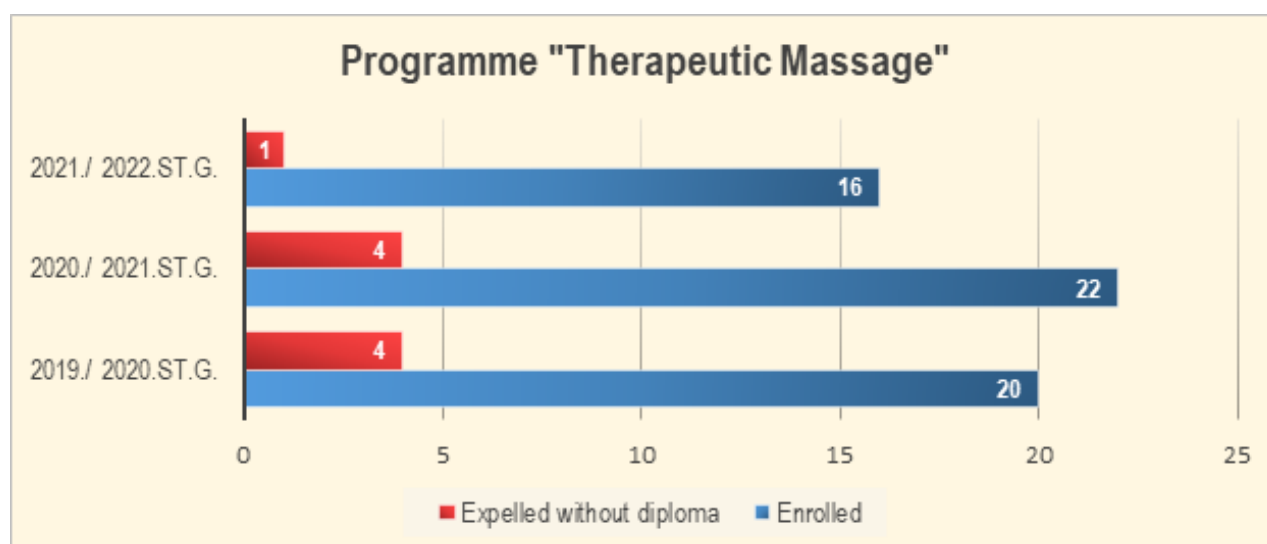
In 2019/2020, 16 students continued their studies in the 2nd semester.

In the 3rd semester of the academic year 2020/2021, the number of students was 16. In 2021, 15

students graduated from the study programme "Therapeutic Massage".

In the academic year 2020/2021, 22 students started their studies. During the 1st semester, the number of students decreased by 4 students. The reason for the termination of studies for one student were: sudden health problems, for 3 students – a decrease in the material level in the circumstances of COVID-19, which prevented them from continuing their studies.

In 2021/2022. In the 2nd year of the 2nd year programme "Therapeutic Massage", 18 students continue their studies. In the 1st year of the study year 2021/2022, 16 students were enrolled in the 1st year of the program "Therapeutic Massage".



Number of students in the educational programme "Therapeutic massage"

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.

As a result of the acquisition of the study programme, the planned acquired knowledge and skills shall conform to the basic tasks and qualification requirements corresponding to the profession of masseur (Cabinet Regulation 23.05.2017. No. 264, Cabinet Regulation 24.03.2009. No 268). The planned result is the preparation of uncertified masseurs.

Knowledge	Skills	Competence
<ul style="list-style-type: none"> Explains the basic concept of care: person, health, environment, care – and their interrelationships; evaluates the principles of safe environment maintenance for the patient, infection control; knows various types of massages, indications and contraindications, massage hygiene, materials to be used; is familiar with the examination of the patient – the examination of the skin, subcutaneous, connective tissue, musculoskeletal movement apparatus, posture, explains the constitutional peculiarities; knows the basic principles of water healing and classical nature healing. 	<ul style="list-style-type: none"> Assesses the patient's current state of health, possible contraindications to massage procedures. Prepares the working environment, the necessary equipment, apparatus, materials and aids for massage according to the patient's condition. Prepares the patient for massage. Understands the doctor's instructions on the patient's disease, the stage of the disease, the type of massage, localization and goals. Evaluates the results of the massage and documents it, ensures storage of medical documentation, ensures confidentiality. 	<ul style="list-style-type: none"> Provides professional contact with the patient. Differentiates health disorders. Use databases and independently get acquainted with novelties in the specialty. Assumes responsibility for continuous improvement of its professional. Evaluate professional results. Use medical devices and therapeutic substances appropriate for massage. Evaluate indications and contraindications for massage or individual massage techniques.

The information included in the study courses 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 organisation of the study process and addresses issues related to the development planning of the programme

The first level professional higher education study programme and the preparation of professional masseurs correspond to the satisfaction of the needs of the labour market and the state interest. The advantage of masseurs, as medical practitioners in the labour market, is an opportunity to work both in health care and rehabilitation institutions, and independently, acquiring the status of a self-employed person or as an individual merchant.

Employers each year impose new increased requirements on the qualification of the employee and the quality of work performance. This situation requires specialists of new quality in therapeutic massage, hence a new educational model for training the necessary specialists. International experience and cooperation play an important role in the development of such a model. It provides a global and objective view of educational development processes and the training of young professionals in the context of European and global requirements.

Nowadays employers are looking for professional specialists in their field who are ready for active

and creative work, are able to solve problems, respond flexibly to unforeseen situations, be communicative with customers and be able to work in a team, develop and manage projects, learn new information and other technologies, know how to present themselves in the modern labour market. This means that the employer wants to see a specialist who has more links between theory and practice.

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 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 study process is carried out according to the plan of the study programme "Medical Massage". This is provided by a team of qualified lecturers. The work uses various didactic and interactive methods - lectures (mostly with PowerPoint presentations), seminar classes, practical classes, group training, demonstrations, discussions, situational task modelling.

The lecture material is improved every year, taking into account the new information. Different methods encourage the material to be learned by understanding rather than "hammering" - for example, crossword puzzles, creative papers, situational tasks. Thus, students are encouraged to think creatively, analyze the obtained information, compare with previous experience and practice, develop critical thinking and model of action.

Information technologies are used in the acquisition of the program. As a result of esf co-financed projects, the latest technologies, new, modern procedure dummies and interactive whiteboards are available. Study courses are created and implemented in connection with the expected results of studies, which are also presented to students.

The procedure for evaluation is determined by the by-law of the DU agency "Daugavpils University Daugavpils Medical College" on the procedures for study examinations. The basic principles of evaluation are determined by the Cabinet of Ministers Regulation No. 141 of 20 March 2001

"Regulations regarding the State Standard of First Level Professional Higher Education" and the methodological guidelines for the evaluation of the DU agency "Daugavpils University Daugavpils Medical College".

Forms of organization of student work and control of results in study courses: oral and written exams, tests, essays, project works, description of internship. At the end of studies – development of qualification paper, qualification examination.

The choice of the assessment method is determined by the lecturer of the study course and the specifics of the substance to be studied. Evaluation criteria and standards are developed in order to ensure that the evaluation is objective and oriented to the study results to be achieved.

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

The study programme has developed an internship programme that ensures the strengthening of the knowledge and practical skills necessary for the masseur, observing the principle of succession. According to the study programme plan, the study practice in the study programme "Medical Massage" is planned:

- in the 2nd semester of the 1st year of study year - in the amount of 6 CP or 30 working days;
- in the 2nd semester of the 2nd year of study year - in the amount of 10 KP or 50 working days;

The tasks of the traineeship are clearly defined. During the internship, the student fills out the internship diary. The assessment of the student's activities shall be provided by the manager of each practice by making entries on the individual student's internship assessment page, to which the evaluation criteria in the internship diary are mandatory. At the end of the internship, the student writes a self-assessment of the internship for each section of the internship.

Du DMK College concludes an agreement with medical institutions that can provide internships to students within the framework of the study programme prior to the student internship. The education of medical practice managers is taken into account. For example: a contract is concluded with the largest Latgale Regional Hospital, rehabilitation department. This department employs certified doctors - rehabilitologists, certified experienced masseurs.

The head of the internship – a certified doctor – rehabilitologist and a certified masseur after achieving the tasks of the included student practices, evaluates the assessment of the acquired knowledge of the student by posting the final assessment.

The internship is directly related to the knowledge, skills and competence acquired in the theoretical part, because in practice students can improve their knowledge and improve their skills. The aim of the internship is to strengthen knowledge and improve skills in massage techniques, their execution, the ability to assess the patient's state of health, ensure comfort and educate the

patient, as well as to promote the improvement of communication skills and psychological qualities necessary for the masseur, observing the norms of professional ethics.

The planned result of the cockroach is the competence of the student to use the acquired knowledge and skills in the professional activities of the masseur. The masseur is competent to work in health care and rehabilitation institutions according to the acquired profession or to act as an individual merchant or self-employed person.

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 the acquired knowledge and professional skills, as well as the existing work experience, students have the opportunity to offer topics of their qualification papers. 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. 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 "Medical Massage" choose topics directly related to current events in the field and labour market during the relevant period (final works of graduates of 2021):

- Assessment of well-being after therapeutic back massage in patients with pain caused by spondylosis;
- Satisfaction of outpatient patients with the quality of massage services;
- Parents' opinion on the effectiveness of baby massage;
- Understanding of patients about self-massage options in cases of various pains;
- Therapeutic massage to relieve symptoms and improve quality of life; patients with chronic lower back pain;
- Masseur's understanding of ergonomic principles in his work;
- Organisation of the masseur's workplace for the prevention of occupational diseases;
- Public awareness of the use of lymphatic drainage massage in the treatment of trophic ulcers
- Understanding and knowledge of the population about therapeutic massage as a method of physical rehabilitation;
- Massage as a necessary part of flat foot treatment in the eyes of a practicing masseur;
- The effect of sports massage on athletes' well-being in case of physical exertion;
- Application of various methods of manual therapy to restore the health of a woman after childbirth;
- Peculiarities of the application of point massage in the practice of the masseur.
- Opinion of residents of Ilükste city on massage services and their availability
- Application of therapeutic massage methods in cases of chronic respiratory diseases

In the study programme "Medical Massage" the average evaluation of closing works is 7.4.

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.

A material and technical basis has been provided for the implementation of the study process of the college programme "Therapeutic Massage".

The assessment of the provision of resources of the study field can be found in Part II, Clauses 2.3.1-2.3.3 of the Self-Assessment Report.

Sufficient material and technical base has been provided for the implementation of the study process of the DU DMK program "Therapeutic Massage", modern technologies are available to students and their intensive use, and the library provides access to literature and information. Every year, methodological material in study courses is improved, as well as the material and technical support of the audience is supplemented in order to successfully and qualitatively implement practical classes of study courses.

The necessary premises are provided for the implementation of the college educational program "Therapeutic Massage". The area and layout of the study premises shall conform to the study programme to be implemented by the educational institution, the activities to be carried out in the programme and the number of students.

Medical Massage Training Centre equipped for the implementation of the study process of du DMK program "Therapeutic Massage", which

- ensures the acquisition of current professional competences;
- provides a modern study environment for qualitative acquisition of study courses.

Medical Massage Training Centre

Equipment	Number
Massage chairs	
RESTPRO RELAX Cream massage chair	2
KOR RK-7803 Executive Pro 3D	1
Chair multifunctional	1
Massage tables/ couches	

Massage table SISSEL	1
Massage table	2
Couch Medicine RESTPRO VIP 4	6
Couch Plinth	1
Massage devices/ equipment	
Massager Beurer Infrared MG 40	1
Massager Beurer MG100	1
Massager Omron E4	1
Massager leg BEURER FM 39	1
Massager SISSEL	1
Masētājierīce Thumper Sport Pro	1
Bioptron MEDOLIGHT	1
Bioptron PRO 1	1
Bioptron PRO Color Therapy	1
Screens	
Screen folding three-piece	1
Screen medical 3 panel	1
Screen medical 2 panel	1
Bath	
Hydromassage bath	1
Massage bath NIAGARA	1
Paraffin bath	1
Inventory	
Lamp bactericidal	1
Magnifier/lamp for dermoscopy	1

Sterilizer 3 L Panacea	1
Sterilizer (dry air)	1
Glass cabinet	1
Scales, adult MOD. R/150A 150kg:1000g	1
Vacuum pump medical (electric)	1
Vacuum mattress (full set)	1
Video recorder	1
Tv	1
Consumables	
Plaid	5
Blanket	23
HF Pillow 50x60 with filling	2
Pillow 40x40 2	2
Terry towel, Soft 100x150cm Galet	4
Terry towel, Soft 100x150cm Agua Sea	8
Sheet DAILY 150x210cm cotton	1
Cosmetic, massage and essential oils	
Essential Eucalyptus Oil 25ml	2
Jojoba oil 30ml	2
Oil essential Lavender 10ml	2
Oil essential Peppermint 10ml	2
Oil cosmetic olive 100ml	2
ELPIS apricot oil 100ml	2
ELPIS almond oil 100ml 2	2
ELPIS grape seed oil 100ml	2

MIRROLLA anish essential oil 100ml	2
MIRROLLA basil essential oil 10ml	2
MIRROLLA bergamota essential oil 10ml	2
MIRROLLA fir essential oil 25ml	2
MIRROLLA llang-llang essential oil 10ml	2
MIRROLLA Jasmine Essential Oil 10ml	2
MIRROLLA clove essential oil 10ml	2
MIRROLLA paegele cosmetic oil	2
MIRROLLA pine essential oil 25ml	2
MIRROLLA rosemary essential oil 10ml	2
MIRROLLA sandalwood essential oil	2
MIRROLLA tea tree essential oil 25ml	2
Bergamot essential oil 10ml	1
Cedar Himalayan essential oil 10ml	1
Mandarin essential oil 10ml	1
Anish star, essential oil 10ml	1
Basil essential oil 10ml	1
Eucalyptus Globulus essential oil 10ml	1
Geranium essential oil,10ml	1
Grapefruit essential oil,10ml	1
Ylang Ylang non-standard essential oil	1
Coriander essential oil, 10ml	1
Rose absolute (Mairese, Moroccan) 5%	1
Rosemary essential oil 10ml	1
Sandalwood Amiris, wild, essential oil	1

Tea tree essential oil 10ml	1
BIO Niauli essential oil, 10ml	1
Palm roses BIO, essential oil, 10ml	1
Sage essential oil 10ml	1
Verbena Spanish essential oil 10ml	1
Jasmine officinale 55 jojoba oil 5ml	1
Cinnamon peel essential oil,10ml	1
Cypress essential oil,10ml	1
BIO Jojoba base oil, 250ml	1
BIO coconut oil, 200g	1
Ginger essential oil, 10ml	1
Marjoram Spanish essential oil,10ml 1	1
Juniper Cade essential oil, 10ml	1

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 institution implements three first level professional higher education study programmes in the field of medicine:

Study direction "Health care"

- study programme "Medicine" (41721) with qualification "Physician Assistant (paramedic)";
- study programme "Medical Massage" (41722) with qualification "Massage therapist";
- study programme "Aesthetic Cosmetology" (41722) with qualification "Beauty specialist in cosmetology".

In 2019, for the first time, the paid study programme "Therapeutic Massage" was implemented in the institution.

Full-time studies (2 or 3 years) fee: 1200 EUR/year.

Tuition fees are covered by natural and/or legal persons. These may be students' personal funds, the funds of student parents and other relatives, as well as the funds and student loans of the student employers. The following payment options for tuition fees are specified in the college: for one study year, for one semester of studies or according to the study fee payment schedule provided for in the study contract, i.e., 10 payments per study year.

In 2019, funds in the amount of EUR 9780 were received from this programme. In its turn, in 2020 cash in the amount of EUR 23800 was received, which, compared to 2019, has increased by 143.4%. In 2021, funds in the amount of EUR 34600 were received from this programme for 10 months.

Financial resources shall be used in accordance with the priorities and needs set by the college, in accordance with the procedures laid down in laws and regulations. Their use is effective.

Rational distribution, use of the funding necessary for the implementation of educational programmes has been ensured in accordance with the established development needs. Planning of the economic work of the college according to the possibilities of the existing budget is ensured. Systematic professional qualification improvement and further education of the college staff is ensured, coordinated, with the financial support of the college.

Klasif. code	Name	Execution of Ujeta B (EUR)	Budget implementation (%)
I.	TOTAL REVENUE after the programme "Therapeutic Massage"	38 940	100,0 %
3.0		38 940	
II.		36 041	100,0 %
1000		32 234	89,4 %
1100		26 393	73,2 %
1200		5 841	16,2 %
2000		3 807	10,6 %
2200		2 800	7,8 %

2300	1 007	2,8 %
III.	2 899	7,4 %
	33	
	1 092,15	

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.

29 lecturers are involved in the implementation of the first level professional higher education programme "Medical Massage".

One lecturer has a doctorate in comparative law (Dr.iur.), one - a doctorate in medicine (Dr. med.), one - a doctorate in biology (Dr.biol.), two lecturers are applicants for a degree of scientific (doctoral) degree, one lecturer is studying for a doctoral degree.

Four lecturers have a master's degree in natural sciences, four lecturers have a master's degree in health sciences, one has a master's degree in public administration, four have a master's degree in pedagogy, one has a master's degree in psychology, one has a master's degree in labour protection.

Two lecturers improve their qualification, one studies at Daugavpils University in the study programme in natural sciences and one - in the Bachelor's programme of nursing at Daugavpils University.

Four lecturers have professional higher education and medical qualifications, four have a physiotherapist qualification, and seven lecturers have practiced masseurs. Such a confirmation of the quality of lecturers in various fields of science provides opportunities to carry out high-quality work in the implementation of the study programme.

The qualifications of teaching staff allow to provide professional and work experience knowledge to students, as well as to provide internships to prepare skilled professionals who can enter the labour market and adapt flexibly to change.

10 lecturers have been elected

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, 29 lecturers are involved in the implementation of the professional higher education programme "Medical Massage". For the acquisition of professional specialization courses, physician rehabilitologist G. Sviridova, certified masseurs and physiotherapists, practicing medical and rehabilitation institutions in Daugavpils (DRS, DBVC, VSAC "Latgale", DPNS) V. Kotovs, A. Gorskis, J. Buiko, J. Sontockis, I. Peipiņš, A. Umbrase and c were involved in the acquisition of professional specialization courses. 10 of the attracted lecturers have been elected to the positions of lecturers of the College for the reporting period. This programme also attracts college staff with extensive academic work experience (R. Bēspjatijs, N. Riņģe, J. Pogumirskis, I. Sokolova, L. Umbraško u.c.), as well as lecturers J. Radionovs, S. Stalidzāne, J. Buiko and Assistant Professor I. Kaminska elected to do.

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).

Academic staff play an important role in ensuring a high level of study process and in promoting knowledge, competences and skills. In order to complement the total number of students and to

focus more on learning outcomes, it is necessary that the learning process is student-oriented.

Academic staff in the implementation of study programmes:

- respect and reflect the diversity of students and their needs by promoting flexible approaches to study; flexible use of the variety of pedagogical methods;
- promotes a sense of independence in students by providing appropriate guidance and support from lecturers;
- promotes the development and professional development of students' academic careers;
- promote mutual respect;
- at the beginning of each course, students are familiar with the criteria and methods for the assessment of knowledge, skills and competences.

One aspect of academic integrity and ethics in academia is the control and prevention/elimination of plagiarism. It is necessary to strive for the fact that the processes of study and research are conducted in accordance with moral and ethical norms, honesty, mutual respect and responsibility towards one another.

DU DMK continues its work to strengthen fairness and culture in academia. Internal regulatory documents (by-laws, procedures) are improved, which describe the principles of behavior of academic staff and students, which provide for 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 conditions for DU DMK to achieve the objectives of DU DMK, so that every employee has the desire and opportunity to discover, develop and expand their potential.

DU DMK works to ensure that every employee shows initiative and participates in the promotion of college excellence, international competitiveness and contributes to various aspects of the activity, thus ensuring the development of a personal career.

During the year, regular meetings of managers with staff take place to discuss and analyse the implementation of the individual development tasks set, thus providing feedback. This form of work increases the performance of the scientific/research/educational/administrative tasks set and increases the likelihood that the set objectives will be achieved.

The evaluation of mutual cooperation plays a very important role in the implementation of the study programme. DU DMK management takes care of its employees, promoting the harmonious development of their professional life. In order to create a high level of motivation of the staff and a sense of satisfaction about work, it is necessary to observe the following aspects:

- interesting, diverse work;
- support of management and colleagues for the performance of work;
- sufficient independence in the workplace to ensure freedom of action and independence in the performance of the tasks assigned;
- good pay;
- development, making it possible to perform higher duties and hold higher positions;
- recognition of expertise and abilities, as well as recognition of individual contributions to the common objectives;
- safe working environment.

Taking into account the college's sustainability strategy in study programmes, internal and external evaluation of study programmes is regularly carried out, using the results and feedback of surveys of employers and graduates. At the end of the school year, the teaching staff's self-assessment reports are compiled. Based on the results obtained, the development plan of study programmes

is reviewed annually.

34 students, 29 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	Diploms ĀM_ENG.doc	Diploms ĀM LV.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex 21_ĀM.docx	21. pielikums Statistika_ĀM.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 22AM.docx	22.pielikums_ĀM.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 ĀM labots.docx	23. pielikums ĀM Labots.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex 23 ĀM labots.docx	23. pielikums ĀM Labots.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex 26 AM.xlsx	26.pielikums_ĀM.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 24 _Massage.docx	24.pielikums_Studiju programmas_plāns_ĀM labots.docx
Descriptions of the study courses/ modules	DAUGAVPILS UNIVERSITY Agency (2).docx	Studiju kurss_Vide un veselība_ĀM.docx
Description of the organisation of the internship of the students (if applicable)	Annex 27.doc	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)		

Aesthetic Cosmetology (41722)

Study field	<i>Health Care</i>
ProcedureStudyProgram.Name	<i>Aesthetic Cosmetology</i>
Education classification code	<i>41722</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Ilze</i>
Surname of the study programme director	<i>Briža</i>
E-mail of the study programme director	<i>ilze@pumpuri.lv</i>
Title of the study programme director	<i>Mg.izg.vad.</i>
Phone of the study programme director	<i>26019896</i>
Goal of the study programme	<i>The aim of the study programme "Aesthetic Cosmetology" (41722) is to provide students with the opportunity to study in the System of the National Higher Education Qualifications Framework in the 1st level professional higher education study programme "Aesthetic Cosmetology". After obtaining secondary education, as a result of applied professional studies, acquire the qualification of the first cycle analogous to the European Higher Education Area framework (3 years -120 KP / 180 ECTS) or, after obtaining a 1st level professional higher (or higher) medical education, to acquire a short-cycle study qualification analogous to the European Framework (2 years -80 KP/ 120 ECTS) in order to become a 5th qualification level for beauty care professionals in cosmetology, a free, responsible and creative personality that meets the requirements of European labour markets.</i>

Tasks of the study programme	<p><i>Tasks of the study program "Aesthetic Cosmetology" (41722):</i></p> <ul style="list-style-type: none"> <i>• to prepare students in academic, intellectual and professional manner in accordance with the requirements of the State Standard of Vocational Higher Education and the Professional Standard "Beauty Specialist in Cosmetology", to provide an opportunity to acquire the necessary theoretical knowledge, professional skills and competencies for work in the field of beauty care, beauty institutions of health care institutions or commercial structures, or to work as a self-employed person with modern cosmetology technologies and methods of applying cosmetic products to solving aesthetic problems of the face and/or body, observing professional work ethic, work and technical safety standards, general hygiene requirements, etc. c. :</i> <i>• to go from the postulates of the Bologna Process and the Bergen Conference, the main tasks for obtaining higher education in college are not only compliance and the ability to compete in the labor market, but also personality building, preparation for life in a democratic society and the development of applied science;</i> <i>• to motivate students to know the cosmetics and cosmetology market and to take care of their further education and professional development in the course of lifelong learning in the selected field of beauty care – cosmetology, cosmetic product management, solarium hardware management or cosmetology technologies and methods to become knowledgeable, skilled, professional employees, consultants, work organizers and/or managers, as well as merchants;</i> <i>• provide students with the opportunity to prepare for the continuation of education in second level vocational higher education programs in order to obtain the professional qualification of the fifth level;</i> <i>• in cooperation with employers to improve and update the study program in accordance with the standards of profession and state vocational education, taking into account technological developments;</i> <i>• to work with Latvian and foreign educational institutions in the field of professional higher education;</i> <i>• to inform the public about the activities of the college and the possibilities of obtaining vocational education in the college.</i>
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Results of the study programme	<p><i>Study results planned in the study program "Aesthetic Cosmetology" (41722):</i></p> <p><i>Beauty specialist in cosmetology is competent to perform facial and body skin treatment and care procedures. In order to perform therapeutic activity, a beauty specialist in cosmetology must have theoretical knowledge and practical work skills in the following issues:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>anatomical structure and physiological functioning of the human body;</i> <input type="checkbox"/> <i>functioning of the skin and other organs and their systems;</i> <input type="checkbox"/> <i>the effects of illness, nutrition and lifestyle on the functions of the skin and other organs, analysis of their interrelationship;</i> <input type="checkbox"/> <i>cosmetic diagnostics of the skin and body of the face and body and decision-making that is appropriate for problems;</i> <input type="checkbox"/> <i>performance of cosmetic procedures and manipulations of the skin and body of the face;</i> <input type="checkbox"/> <i>legal basis for professional activity.</i>
Final examination upon the completion of the study programme	<i>State Final Test</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</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>Beauty specialist in cosmetology</i>

Places of implementation

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

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>Previously acquired at least 1st level higher professional education in the field of health care.</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>Beauty care specialist in cosmetology</i>
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Places of implementation

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

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

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>1st level higher professional education in the field of health care.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Beauty care specialist in cosmetology</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 "Aesthetic Cosmetology" is implemented within the framework of the study field "Health Care".

The program is licensed on September 30, 2020. License No. 041033-6

For the first level professional higher education programme "Aesthetic**Cosmetology**"(41722) with the qualification "beauty specialist incosmetology" the name, code, degree and professional qualification of licensing programmes 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 National Development Plan of Latvia for 2014-2020 has identified higher education as one of the priorities. Consequently, the goal of DU DMK is to prepare competitive specialists for the Latvian economy, who are also ready to compete in the international labour market, which so far our graduates have successfully succeeded.

The concept of higher education and development of higher education institutions of Latvia for 2013-2020, which was developed by the Council of Higher Education in accordance with Section 70, Clause 1 of the Law on Higher Education Institutions, determines the necessity:

- increase the number of graduates by attracting a wider part of society to higher education and reduce the number of students who do not complete their studies;
- improving the quality and relevance of higher education to meet the needs of individuals, the labour market and future professions, as well as to stimulate and reward excellence in research and research;
- provide more opportunities for students to acquire additional skills during their studies or studies abroad and to promote cross-border cooperation to improve higher education;
- strengthening the link between education, research and entrepreneurship to promote excellence and innovation;
- ensure the effectiveness of funding : giving greater freedom in higher education governance and investing in higher education to meet labour market needs.

The study direction is implemented in accordance with the norms of the Education Law, the Law on Higher Education Institutions and the Vocational Education Law. It ensures the training of DU DMK graduates for professional activities. Many students are already ready to enter the labour market in the learning process. They are professionally prepared both in theory and in practical work.

One of the most significant challenges for the higher education system is demographic trends in Latvia, which are characterized by a drop in the birth rate in the early 1990s, as well as a decrease in the number of population. The number of secondary school graduates decreases every year, thus reducing the number of potential students. Data compiled by the Council of Science show that since 2008/2009 the number of students in Latvia is rapidly decreasing (a slight downward trend was observed already in 2006/2007).

At the beginning of the academic year 2018/2019, a total of 27652 students were matriculated in Higher Education Institutions of Latvia, which is 2 % less than in the previous academic year. In the period from 2005/2006, when the highest number of students was recorded (131072), until 2018/2019 the total number of students in Latvia has decreased by 79% (by 103420 students).

Despite demographic forecasts of the expected decline in the population, the number of students and students in college is steadily high.

The number of students enrolled in colleges and its dynamics are influenced by birth rates (number of children born in a given year), however, this impact is not as direct as in general secondary and vocational education institutions, where young people aged 16 are basically starting their studies.

With regard to the demographic processes of the population, which affect the number of students in college, it is necessary to take into account migration processes, both long-term emigration abroad and internal migration.

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

One factor affecting the relative stability of student numbers is the linking of college to vocational education programs.

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

In the national concept of higher education and university development of Latvia for 2021-2030 elaborated by the University of Education and Science, one of the tasks in achieving the objectives of education policy is to implement measures for the restructuring of higher education, which are aimed at changing the proportion of students in accordance with the medium- and long-term forecasts of the labour market, increasing the role and motivation of employers in ensuring quality practice and providing support for the first level professional increasing the supply of higher education (colleges) and modernising the infrastructure necessary for the implementation of programmes.

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

The policy of the College is based on the laws and regulations of the Republic of Latvia and is implemented in accordance with the long-term strategy. The long-term strategy of the development of the college is related to the mission of the college: to prepare the first level

professional higher education study programmes for the health care sector necessary qualified and competitive specialists in order to ensure the purposeful implementation of the state health care strategy by the institutions involved in health care. The improvement of the study field is based on the health care strategy, labour market requirements, the requirements of the European Union and the strategy for the operation and development of the DU DMK, which indicates ways to successfully use the opportunities and avoid the threats that may be caused by future developments in the implementation of the study programme.

The first level professional higher education programmes implemented in the thematic group "Health Care and Social Welfare" and included in the STEM programme list are "Nursing" and "Medical Treatment". In order to expand the number of these programs, thus strengthening the college as a higher education institution, the implementation of the program "Aesthetic Cosmetology" was also planned.

Despite the fact that medical practitioners prepared by DU DMK (nurses, physician assistants, nurse assistants) make a significant contribution to the provision of human resources and health care services in Latgale region, the demand of specialists still exceeds supply.

Consequently, the college was ready to increase the number of students in the study field "Health Care".

In recent years, the profession of masseur and beauty specialist in cosmetology has changed significantly in Europe – it has gained wide recognition and has developed as an independent, high-quality discipline among other health care professions.

Latgale region has a relatively small number of professional masseurs and beauty professionals in cosmetology who work in public institutions, however, a large number of these specialists work in the private sector. The demand for these specialists is growing, therefore the College in 2019 licensed a new study programme "Therapeutic Massage" (41722), qualification – asier, and in 2020 – study programme "Aesthetic Cosmetology" (qualification – beauty specialist in cosmetology).

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

Until 2021, the profession of beauty specialist in cosmetology could be acquired only at the International College of Cosmetology, which is a private higher education institution, and at the P.Stradins Medical College of the University of Latvia. In Latgale region no higher education institution offered to acquire this profession. There are also no secondary vocational education institutions offering to acquire the profession of cosmetician in the region, thus offering the new programme directly to the inhabitants of the region has created an opportunity for those who want to study to acquire this profession closer to their place of residence. DU DMK already implements the program "Therapeutic Massage", which has earned great interest. Admission to the study program "Aesthetic Cosmetology" has also received a great response among those who want to study. It is also an opportunity for persons with a previous higher medical education to obtain additional qualifications, promoting competitiveness in a changing labour market and self-improvement in the context of lifelong learning.

Due to the fact that the implementation of the study programme "Aesthetic Cosmetology" was started only at the beginning of 2021, there are no graduates in this programme.

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.

From February 2021, the College is implementing the first level professional higher education study programme "Aesthetic Cosmetology" with the qualification "Beauty Specialist in Cosmetology". In 2021, 10 students in full-time (3 years) study programme, EK1(3) group and 11 students with previous medical education in full-time (2 years) study programme in the EK1(2) group were enrolled. In September 2021/2022, in the 1st year study course, 10 students in full-time (3 years) study programme, EK 1(3) group were matriculated and 2 students in full-time 2-year programme in the group EK 2(2). Due to family reasons, 6 students were expelled. At the moment " a total of 27 students are studying in the study programme "Aesthetic Cosmetology, 8 of them in full-time (3 years) study programme, EK 1(3) group, 8- in full-time (2 years) study programme EK 1(2) and 11 in full-time (3 years) study programme, EK2(3) group.

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 aim of the study programme "Aesthetic Cosmetology" (41722) is to provide students with the opportunity to study in the System of the National Higher Education Qualifications Framework in the 1st level professional higher education study programme "Aesthetic Cosmetology". After obtaining secondary education, as a result of applied professional studies, acquire the qualification of the first cycle analogous to the European Higher Education Area framework (3 years -120 KP / 180 ECTS) or, after obtaining a 1st level professional higher (or higher) medical education, to acquire a short-cycle study qualification analogous to the European Framework (2 years -80 KP/ 120 ECTS) in order to become a 5th qualification level for beauty care professionals in cosmetology, a free,

responsible and creative personality that meets the requirements of European labour markets.

Tasks of the study programme "Aesthetic Cosmetology" (41722):

- (a) to prepare students in academic, intellectual and professional manner in accordance with the requirements of the State Standard of Vocational Higher Education and the Professional Standard "Beauty Specialist in Cosmetology", to provide an opportunity to acquire the necessary theoretical knowledge, professional skills and competences for work in the field of beauty care, beauty institutions of health care institutions or commercial structures, or to work as a self-employed person with modern cosmetology technologies and methods of applying cosmetic products to solving aesthetic problems of the face and/or body, observing professional work ethic, work and technical safety standards, general hygiene requirements, etc.c. :
- (v) to go from the postulates of the Bologna Process and the Bergen Conference, the main tasks for obtaining higher education in college are not only compliance and the ability to compete in the labour market, but also personality building, preparation for life in a democratic society and the development of applied science;
- to motivate students to know the cosmetics and cosmetology market and to take care of their further education and professional development in the course of lifelong learning in the selected field of beauty care – cosmetology, cosmetic product management, solarium hardware management or cosmetology technologies and methods to become knowledgeable, skilled, professional employees, consultants, work organisers and/or managers, as well as merchants;
- to provide students with the opportunity to prepare for the continuation of education in second level vocational higher education programmes in order to obtain the professional qualification of the fifth level;
- in cooperation with employers to improve and update the study programme in accordance with the standards of profession and state vocational education, taking into account technological developments;
- to work with Latvian and foreign educational institutions in the field of professional higher education;
- (i) to inform the public about the activities of the college and the possibilities of obtaining vocational education in the college.

Study results planned in the study programme

Beauty specialist in cosmetology is competent to perform facial and body skin treatment and care procedures. In order to perform therapeutic activity, a beauty specialist in cosmetology must have theoretical knowledge and practical work skills in the following issues:

- anatomical structure and physiological functioning of the human body;
- functioning of the skin and other organs and their systems;
- the effects of illness, nutrition and lifestyle on the functions of the skin and other organs, analysis of their interrelationship;
- cosmetic diagnostics of the skin and body of the face and body and decision-making that is appropriate for problems;
- performance of cosmetic procedures and manipulations of the skin and body of the face;
- legal basis for professional activity.

During the studies, theoretical knowledge and practical skills are acquired in human anatomy and physiology, basics of therapy and pharmacology (circulatory and lymphatic system, allergies, anaphylactic reactions, acute cardiovascular problems, customer care, drug effects, (vitamins and minerals), general and aesthetic dermatology (structure and functions of skin and its derivatives,

skin and nail diseases), basics of cytology, genetics and microbiology, cosmetology, aesthetic care of the face and body skin (skin cleansing, diagnosis and analysis, massage and other manual and electro procedures for face and body), influence and use of chemical and physical factors in cosmetology, cosmetic compositions and properties, phytotherapy and aromatherapy, nutrition means regulation of processes occurring in the body, art and music therapy, color energy, physical medicine and cosmetology in medical devices used, radiation will be created (sun, solarium, laser) and solarium hardware, professional hygiene standards, work environment risk and physical factors, cosmetician and customer protection, business economy, legal basis of professional activity, personnel management and marketing, communication psychology, stress and conflict management, safety techniques, accounting and record keeping in cosmetics markets, business plans and presentations.

The prepared specialists, whose set of knowledge, skills and competences will correspond to the qualification "Beauty specialist in cosmetology", will be prepared for the performance of professional activity. Graduates will be able to enter the labour market and complement health and beauty human resources for sustainable development of the sector.

Graduates will have the opportunity to work in beauty salons, health centers, sports clubs, as well as in a self-employed capacity.

Three scenarios have been developed for acquiring the profession:

- previous requirements - secondary general education, the study period of the programme is 3 years or 6 semester full-time studies. The programme amounts to 120 credit points (CP) or 180 ECTS;
- previous requirements - 1st or 2nd level medical education, the study period of the program is 2 years or 4 semester full-time studies. The programme amounts to 80 credit points (CP) or 120 ECTS;
- previous requirements - 1st or 2nd level medical education, the study period of the program is 2 years and 6 months or 5 semester part-time studies. The programme amounts to 80 credit points (CP) or 120 ECTS.

The development of the study programme "Aesthetic Cosmetology" is ensured by the conformity of the study content with the requirements of the labour market, the choice and variety of forms and methods of study work, placing emphasis on the development of knowledge, skills and competences necessary for beauty professionals in cosmetology, as well as allocating a greater proportion to the development of professional and personal development skills and targeted work of students. The study programme is included in the study field "Health Care". The study courses of the programme are designed to achieve the study results specified in the study programme, which correspond to the knowledge, skills and competences of the 5th level of the European Qualification Framework laid down in the Classification of Education of Latvia.

Lecturers of the DU DMK study programme "Aesthetic Cosmetology" have employees and employers in the field, such students are constantly working together with practitioners or employers. During the development and updating of study courses, specialists from the field were invited to the DU DMK to create the content of the study course in accordance with the current trends in the current field, labour market and scientific development. During the study course, students are offered various seminars and guest lectures from other specialists working in the field, traders and manufacturers of cosmetic products and devices used in cosmetology, thus ensuring continuous informing of students with current events in the field and trends in scientific development. Du DMK lecturers also offer various courses and seminars in the field of beauty care, inviting students of the study programme "Aesthetic Cosmetology", thus the existing provision of study courses/modules is supplemented with the latest information.

The specified objectives, tasks and results to be achieved in the DU DMK study programme "Aesthetic Cosmetology" are ensured in three different variants of the implementation of the study programme:

Option1: Full-time study plan of study programme "Aesthetic Cosmetology"

(study period 3 years, 120 KP/180 ECTS).

Students are provided with theoretical knowledge and practical skills in the following issues:

1. anatomical structure and physiological functioning of the human body;
2. functioning of the skin and other organs and their systems;
3. the effects of illness, nutrition and lifestyle on the functions of the skin and other organs, analysis of their interrelationship;
4. cosmetic diagnostics of the skin and body of the face and body and decision-making that is appropriate for problems;
5. performance of cosmetic procedures and manipulations of the skin and body of the face;
6. legal basis for professional activity.

During the studies, theoretical knowledge and practical skills are acquired in human anatomy and physiology, basics of therapy and pharmacology (circulatory and lymphatic system, allergies, anaphylactic reactions, acute cardiovascular problems, customer care, drug effects, (vitamins and minerals), general and aesthetic dermatology (structure and functions of skin and its derivatives, skin and nail diseases), basics of cytology, genetics and microbiology, cosmetology, aesthetic care of the face and body skin (skin cleansing, diagnosis and analysis, massage and other manual and electro procedures for face and body), influence and use of chemical and physical factors in cosmetology, cosmetic compositions and properties, phytotherapy and aromatherapy, nutrition means regulation of processes occurring in the body, art and music therapy, color energy, physical medicine and cosmetology in medical devices used, radiation will be created (sun, solarium, laser) and solarium hardware, professional hygiene standards, work environment risk and physical factors, cosmetician and customer protection, business economy, legal basis of professional activity, personnel management and marketing, communication psychology, stress and conflict management, safety techniques, accounting and record keeping in cosmetics markets, business plans and presentations.

Considering that students in this study programme are without prior knowledge in the field of health care, special attention is paid to medical subjects in the first year of studies. The second and third years of studies are devoted to sectoral study courses.

Option2: Full-time study plan of the II study programme "Aesthetic Cosmetology"

(study time 2 years, 80 KP/120 ECTS).

Takin into account that students with pre-acquired medical education are studying in this form of implementation of the study programme, students have already acquired theoretical knowledge and practical skills in the following issues:

1. anatomical structure and physiological functioning of the human body;
2. functioning of the skin and other organs and their systems;
3. the effects of illness, nutrition and lifestyle on the functions of the skin and other organs, analysis of their interrelationship;

During the acquisition of the study programme "Aesthetic Cosmetology", students acquire theoretical knowledge and practical skills in the following issues:

1. cosmetic diagnostics of the skin and body of the face and body and decision-making that is

- appropriate for problems;
- 2. performance of cosmetic procedures and manipulations of the skin and body of the face;
- 3. legal basis for professional activity.

During the previous education in the field of health care, students have acquired theoretical knowledge and practical skills in human anatomy and physiology, basics of therapy and pharmacology (circulatory and lymphatic system, allergies, anaphylactic reactions, acute cardiovascular problems, effects of medication, (vitamins and minerals), general and aesthetic dermatology (structure and functions of skin and its derivatives, skin and nail diseases), cytology, genetics and microbiology Fundamentally.

During the studies, theoretical knowledge and practical skills, customer care, cosmetology, aesthetic care of face and body skin (skin cleansing, diagnostics and analysis, massage and other manual and electro procedures for face and body), influence and use of chemical and physical factors in cosmetology, cosmetic products compositions and properties, phytotherapy and aromatherapy, nutrition means regulation of processes occurring in the body, art and music therapy, in medical devices used in color energy, physical medicine and cosmetology, radiation types (sun, solarium, laser) and solarium hardware, professional hygiene standards, work environment risk and physical factors, cosmetic and customer protection, business economy, legal basis of professional activities, personnel management and marketing, communication psychology, stress and conflict management, safety techniques, accounting and record keeping in cosmetics markets, business plans and presentations.

1. Variant: Part-time study plan of the study programme "Aesthetic Cosmetology"

Study period 2 years and 6 months, 80 KP/120 ECTS

Taking into account that students with pre-acquired medical education are studying in this form of implementation of the study programme, students have already acquired theoretical knowledge and practical skills in the following issues:

- 1. anatomical structure and physiological functioning of the human body;
- 2. functioning of the skin and other organs and their systems;
- 3. the effects of illness, nutrition and lifestyle on the functions of the skin and other organs, analysis of their interrelationship;

During the acquisition of the study programme "Aesthetic Cosmetology", students acquire theoretical knowledge and practical skills in the following issues:

- cosmetic diagnostics of the skin and body of the face and body and decision-making that is appropriate for problems;
- performance of cosmetic procedures and manipulations of the skin and body of the face;
- legal basis for professional activity.

During the previous education in the field of health care, students have acquired theoretical knowledge and practical skills in human anatomy and physiology, basics of therapy and pharmacology (circulatory and lymphatic system, allergies, anaphylactic reactions, acute cardiovascular problems, effects of medication, (vitamins and minerals), general and aesthetic dermatology (structure and functions of skin and its derivatives, skin and nail diseases), cytology, genetics and microbiology Fundamentally.

During the studies, theoretical knowledge and practical skills, customer care, cosmetology, aesthetic care of face and body skin (skin cleansing, diagnostics and analysis, massage and other manual and electro procedures for face and body), influence and use of chemical and physical

factors in cosmetology, cosmetic products compositions and properties, phytotherapy and aromatherapy, nutrition means regulation of processes occurring in the body, art and music therapy, in medical devices used in color energy, physical medicine and cosmetology, radiation types (sun, solarium, laser) and solarium hardware, professional hygiene standards, work environment risk and physical factors, cosmetic and customer protection, business economy, legal basis of professional activities, personnel management and marketing, communication psychology, stress and conflict management, safety techniques, accounting and record keeping in cosmetics markets, business plans and presentations.

This variant of the implementation of the study form ensures the specified objectives, tasks and results to be achieved for students with previously acquired medical education, studying on weekday evenings and holidays, thus ensuring combining studies with work.

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 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 study process follows the plan of the study programme "Aesthetic Cosmetology". This is provided by a team of qualified lecturers. The work uses various didactic and interactive methods – lectures (mostly with PowerPoint presentations), seminar classes, practical classes, group training, demonstrations, discussions, situational task modelling.

The lecture material is improved every year, taking into account the new information. Different methods encourage the material to be learned by understanding rather than "hammering" – for example, crossword puzzles, creative papers, situational tasks. Thus, students are encouraged to think creatively, analyze the obtained information, compare with previous experience and practice, develop critical thinking and model of action.

Information technologies are used in the acquisition of the program – video projectors, internet

(students are taught to obtain information). Students and faculty are actively using moodl and mykoob systems. Digitalisation is particularly topical in the case of remote or semi-remote study process. As a result of esf co-financed projects, the latest technologies, new, modern procedure dummies and interactive whiteboards are available. Study courses are created and implemented in connection with the expected results of studies, which are also presented to students.

The procedure for evaluation is determined by the by-law of the DU agency "Daugavpils University Daugavpils Medical College" on the procedures for study examinations. The basic principles of evaluation are determined by the Cabinet of Ministers Regulation No. 141 of 20 March 2001 "Regulations regarding the State Standard of First Level Professional Higher Education" and the methodological guidelines for the evaluation of the DU agency "Daugavpils University Daugavpils Medical College".

Forms of organization of student work and control of results in study courses: oral and written exams, tests, essays, project works, description of internship. At the end of studies – development of qualification paper, qualification examination.

The choice of the assessment method is determined by the lecturer of the study course and the specifics of the substance to be studied. Evaluation criteria and standards are developed in order to ensure that the evaluation is objective and oriented to the study results to be achieved.

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 first level professional higher education programme "Aesthetic Cosmetology", practice as one of the most important components of professional study programmes is of great importance. Internships at the College are implemented in accordance with the study "Practice Regulations", internship programs and methodological guidelines. It defines the objectives and objectives of the traineeship, the conduct of the traineeship, the monitoring of the practice and the evaluation criteria. The content, organisation and conduct of the practice are systematically analysed and improved, the content of the practice is monitored in compliance with the relevant occupational standard.

The study programme "Aesthetic Cosmetology" provides for two internships.

In 2021/2022, the implementation of the first practice will take place from the opening of the programme "Aesthetic Cosmetology".

The internship is directly related to the knowledge, skills and competencies acquired in the theoretical part, thus in practice students can improve their knowledge and improve their skills, identify and strengthen the professional functions of a beauty specialist in cosmetology.

Communication between the internship, student and DU DMK will be provided by an educational methodologist in internship issues – a person delegated by du DMK who supervises the course of a

quality practice at any place of practice.

The educational metodysser on internship issues will give students informative echoes. The student's internship will be led, controlled and evaluated by the head of the report, who will also provide advisory support to students.

At the end of the internship, feedback from students was received by conducting both oral and written surveys. In order to improve the practice in the future, the results of the survey will also be presented to the organisers of the internship – potential graduate employers.

In the activities of DU DMK, activities with employers are usually carried out by organizing internships that are structured according to the main tasks of each academic year. When choosing places of practice and trainees, the compliance of the education and qualification of potential trainees with the requirements laid down in laws and regulations is taken into account. Trainees from health care institutions participate in student knowledge tests in college, organization, management and evaluation of internships. The organisation of qualification placements is also carried out in close cooperation with employers and takes place in the students' next jobs. This is also evidenced by data on graduates – 80%-90% are settling into work in EMS or health care institutions where they worked during the qualification placement.

During the internship in "Student Diaries" students will use the knowledge, skills, competences acquired in the qualification practice.

Taking into account the fact that Latvia is in deficit in the beauty industry of large working names, DU DMK established a Health Care and Beauty Centre for the provision of student internships. Regular cooperation with employers takes place during the study process. Representatives of employers are actively involved in the work of the College Council, methodological commission meetings, council meetings of the study field. Employers participate in the development and evaluation of new study programmes, organization of the study process, adjustment of sectoral study courses. Cooperation with employers, use of their personal experience, coordination of requirements with administration, lecturers and students gives positive results in the preparation of young specialists.

Students will observe general norms of fertility and ethics during the internship – they will ensure confidentiality and anonymity, observe the principles of non-discriminatory practice.

Cooperation has been established between the College and other European higher education institutions with the aim of promoting the mobility of students and academic staff. Cooperation is carried out both within the framework of the ERASMUS+ project and on the basis of interinstitutional cooperation agreements. It is hoped that this cooperation will also be successful for students of the study programme "Aesthetic Cosmetology".

Students of the DU DMK study programme "Aesthetic Cosmetology" are offered internships in beauty salons, private practices and medical institutions of the region. DU DMK has concluded agreements of intent of employers with SIA "DS Premium", SIA "Epika", SIA "JUMVA", SIA "ANTARIS", LTD "Daugavpils regional hospital", etc. c.

DU DMK has also established a training centre "DU DMK Beauty and Wellness Promotion Centre", where beauty services are provided by practicing beauty professionals in cosmetology, while providing internships for DU DMK students under the guidance of certified specialists.

The college and the supervisor have prepared internship assignments in accordance with the practice regulations and the head of each student practice is responsible for the performance of the student's work in order to achieve the tasks set within the framework of the internship.

The tasks of the internship in the study programme "Aesthetic Cosmetology" are clearly formulated. During the internship, the student fills out the internship diary. The assessment of the student's activities shall be provided by the manager of each practice by making entries on the individual student's internship assessment page, to which the evaluation criteria in the internship diary are mandatory. At the end of the internship, the student writes a self-assessment of the internship for each section of the internship. Among the tasks of the internship are:

- Get acquainted with the structure of the place of practice, internal rules of procedure, hygiene requirements for the control and prevention of infectious diseases, occupational safety.
- To get acquainted and be able to fill in the documentation in accordance with the requirements of the laws and regulations in the field of record-keeping and beauty care;
- Organize yourself for work, maintain a safe working environment, prepare a client for the procedure;
- To get acquainted with the basic principles of ergonomics in the professional activities of a beauty specialist (cosmetology);
- To operate in accordance with the principles of professional ethics, being aware of the responsibility for the need for safe maintenance of the environment;
- To be able to educate clients based on the basic principles of a healthy lifestyle and their competence;
- To be aware of the role of the personality of a beauty specialist in professional activities;
- To learn aesthetic cosmetology techniques (eyelash and eyebrow care, waxing, manicure, pedicure, basic facial and body procedures, perform ear piercing);
- Get acquainted with electroprocedures in aesthetic medicine, modern invasive procedures in cosmetology, aesthetic surgery;
- Get acquainted with the basic takeaways of manual lymphatic drainage and reflectors segmental massage based on the client's state of health;
- Promote critical thinking and develop problem assessment skills;
- Work in a team in compliance with the principles of communication and ethics with other healthcare professionals and clients.
- Take responsibility for your professional activities.

All internship tasks are created on the basis of the study results to be achieved in the study programme, which are simultaneously implemented during the acquisition of all study courses. The tasks of the student's internship have been developed sequentially in several versions of the implementation of the internship ("Introductory practice in speciality" and "Qualification practice"), thus allowing the student to strengthen his or her knowledge and skills within the framework of the student's practice after completing the study courses.

The Practice Regulations have been updated, in which the requirements for defending the practice have been updated and the expected results have been defined.

The introductory study practice in the speciality and qualification practice is managed and coordinated by the practice manager. The traineeship must be worked and defended within the time limit according to the study schedule and is evaluated by setting the learning threshold level in the 10-point system. The assessment of the internship is given by an educational methodologist in internship issues, reviewing the feedback of the practice managers, the characteristics of the trainee, the internship diary, and.c practice documents.

The internship is directly related to the knowledge, skills and competence acquired in the theoretical part, because in practice students can improve their knowledge and improve their skills, identify and strengthen the professional functions of a beauty specialist in cosmetology in real

cosmetology companies and offices.

- The aim of the internship is to strengthen knowledge and improve practical skills, their performance, the ability to evaluate the type and condition of the skin of the client's face and body, to perform beauty treatment procedures in cosmetology, to assess and be responsible for the performed activity, to ensure comfort and to educate the client, as well as to promote the improvement of the necessary communication skills and psychological qualities, observing the norms of professional ethics.
- The planned result of the internship is the competence of the student, to use the knowledge and skills acquired by the beauty specialist in cosmetology in his or her professional activities. The beauty specialist is competent to work in health care and rehabilitation institutions according to the acquired profession or to act as an individual merchant or self-employed person.

Internships will be organised in beauty and healthcare institutions. At the internship, the student is provided with an internship manager – a certified beauty specialist in cosmetology or health care. During the internship, the student strengthens the skills and abilities included in the internship programme. At the end of the internship, students must submit an internship assessment described in the DU DMK practice regulations.

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.

Enrolment of students in the first level professional higher education program "Aesthetic Cosmetology" was started in 2021. At the moment, students have not yet chosen the topics of the final work. Students will be encouraged to choose the topics of the final work according to current events in the field and labour market, linking the acquired knowledge, skills, and competencies with current events in the field.

Based on the acquired knowledge and professional skills and/or the interests of a particular organisation, as well as the existing work experience, students have the opportunity to offer their qualification work topic. 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. According to du DMK requirements, all qualification papers must be applied and practical in the environments and organizations studied.

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.

A material and technical basis has been provided for the implementation of the study process of the programme "Aesthetic Cosmetology" of daugavpils University Agency "Daugavpils University Daugavpils Medical College".

The assessment of the provision of resources of the study field can be found in Part II, Clauses 2.3.1-2.3.3 of the Self-Assessment Report.

Sufficient material and technical base, modern technologies available to students and intensive use thereof, and access to literature and information are ensured in the library for the implementation of the study process of the DMK program "Aesthetic Cosmetology". Every year, methodological material in study courses is improved, as well as material and technical support for audience provision is supplemented in order to successfully and qualitatively implement practical classes of study courses.

The necessary premises are provided for the implementation of the college educational program "Aesthetic Cosmetology". The area and layout of the study premises shall conform to the study programme to be implemented by the educational institution, the activities to be carried out in the programme and the number of students.

Study course material technical support

Basics of phytotherapy and aromatherapy

Equipment

Water heater

Hotplate

Working tools: pipettes, metal spoons, funnels

Dishes for preparation and filling of aroma products and phyto products

Make-up

Equipment

Mirrors along the walls

Lighting along the walls

Counter along the wall

High chairs

Disposable materials – napkins, cotton wool, gauze, cotton balls, wooden spatulaes, etc.c.

Small handheld mirrors

Customer service "capas"

Professional make-up

Cleansing cosmetics

Electroprocedures in aesthetic medicine

Equipment

Couch

Master chairs

Master tables

High chairs

Magnifier lamps

Small handheld mirrors

Customer service "capas"

Professional make-up

Cleansing cosmetics

Darsenvals

Vapazaoni

Electrophoresis device

Myostimulation device

Microdermabrasion device

Basics of physical aesthetic medicine

Equipment

Disincrusting device

Radio frequency device

Mesoporation device

Ultrasonic (Injection + Peeling) Device

Light therapy device

Massage bath and shower

Lymphatic drainage device

Vapazaoni

Myostimulation device

Darsenvals

Microdermabrasion device

Electrophoresis device

Modern invasive procedures in cosmetology

Equipment

Injection technique various body mules

Skin injection mules

Mesorolleri

Dermapen

Ear piercing device

Piercing device

Micropigmentation mules

Cosmetic procedures of the body

Equipment

Couch

Master chairs

Shower and bath

Cabinet for cosmetic storage

Refrigerator for cosmetic storage

Towels of different sizes

Hot stone stove

Disposable materials – flizelins, napkins, cotton wool, gauze, wadding sticks, wooden putty, disposable towels, disposable caps, wrapping films, disposable slippers, disposable panties,.c etc.;

Lymphatic drainage device

Measuring tapes, scales

Cosmetic procedures of the body

Equipment

Flasks and dishes

Various tools for removal, preparation, filling, transfusion, etc.

Cosmetic raw materials

Cabinet for storing raw materials

Refrigerator for storing funds

Disposable materials – flizelins, napkins, cotton wool, gauze, wadding sticks, wooden putty, disposable towels, disposable caps, wrapping films, disposable slippers, disposable panties,.c etc.;

Basic facial procedures

Equipment

Couch

Master chairs

Master tables

Cabinet for storing raw materials

Refrigerator for storing funds

Towels and rugs/blankets of various sizes

Professional cosmetics

Various tools - tweezers, ulna spoons, etc.c.

Disposable materials - flizelins, napkins, cotton wool, gauze, wadding sticks, wooden putty, disposable towels, disposable caps, wrapping films, disposable slippers, disposable panties,.c etc.;

Modern aspects of aesthetic care of eyelashes and eyebrows

Equipment

Couch

Master chairs

Master tables

Cabinet for storing raw materials

Mirrors along the walls

Lighting on the walls

Counter along the wall

Various tools - tweezers, ulna spoons, etc.c.

High chairs

Natural and artificial colors of eyelashes and eyebrows

Eyelash extension kits

Eyebrow shape shaping kits

Disposable materials - flizelins, napkins, cotton wool, gauze, wadding sticks, wooden putty, disposable towels, disposable caps, wrapping films, disposable slippers, disposable panties,.c etc.;

Basics and types of waxing technique

Equipment

Couch

Master chairs

Master tables

Cabinet for storing raw materials

Small extra tables on wheels for waxing

Various wax heaters

Waxing consumables – various papers, spats, tweezers.c, etc.;

Disposable materials – flizelins, napkins, cotton wool, gauze, wadding sticks, wooden putty, disposable towels, disposable caps, wrapping films, disposable slippers, disposable panties,.c etc.;

A Medical Massage Training Centre is provided for the implementation of the cosmetic massage module.

Medical Massage Training Centre

Equipment

Massage chairs

RESTPRO RELAX Cream massage or tattoo chair

KOR RK-7803 Executive Pro 3D

Chair multifunctional

Massage tables/ couches

Massage tables

Couch Medicine RESTPRO VIP 4

Couch Plinth

Massage devices/ equipment

Massager Beurer Infrared MG 40

Massager Beurer MG100

Massager Omron E4

Massager leg BEURER FM 39

Massager SISSEL

Masētājierīce Thumper Sport Pro

Bioptron MEDOLIGHT

Bioptron PRO

Screens

The screen folds three-piece and two-piece

Bath

Hydromassage bath and

Massage bath NIAGARA

Paraffin bath

Inventory

Lamp bactericidal

Magnifier/lamp for dermoscopy

Sterilizers

Scales, adult MOD. R/150A 150kg:1000g

Vacuum pump medical (electric)

Vacuum mattress (full set)

Light therapy device "Bioptrons"

Video recorder

TV

Each study course is provided with hygiene and disinfectants and equipment.

The necessary premises have been provided for the implementation of the DU DMK educational programme "Aesthetic Cosmetology". The area and layout of the study premises shall conform to the study programme to be implemented by the educational institution, the activities to be carried

out in the programme and the number of students.

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 institution implements three first level professional higher education study programmes in the field of medicine:

Study direction "Health care"

- study programme "Medical treatment" (41721) with qualification "Physician Assistant";
- study programme "Therapeutic Massage" (41722) with qualification "Masseur";
- study programme "Aesthetic Cosmetology" (41722) with qualification "Beauty specialist in cosmetology".

In 2021, from February 1, the institution for the first time implemented the paid study programme "Aesthetic Cosmetology".

Full-time studies (2 or 3 years) fee: 2000 EUR/year.

In 2021, funds in the amount of EUR 32612 were received from this programme for 10 months.

Financial resources shall be used in accordance with the priorities and needs set by the college, in accordance with the procedures laid down in laws and regulations. Their use is effective.

Rational distribution, use of the funding necessary for the implementation of educational programmes has been ensured in accordance with the established development needs. Planning of the economic work of the college according to the possibilities of the existing budget is ensured. Systematic professional qualification improvement and further education of the college staff is ensured, coordinated, with the financial support of the college.

Klasif. code	Name	Execution of Ujeta B (EUR)	Budget implementation (%)
I.	TOTAL REVENUE (according to the programme "Aesthetic Cosmetology")	40 732	100.0%

3.0		40 732	
II.	TOTAL EXPENDITURE (according to the programme "Aesthetic Cosmetology")	37 839	100.0%
1000		31 342	82,8 %
1100		25 250	66,7 %
1200		6 092	16,1 %
2000		6 497	17,2 %
2200		4 233	11,2 %
2300		2 264	6,0 %
III.		2 893	7,2 %
		23	
		1 645,18	

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.

26 lecturers are involved in the implementation of the first level professional higher education programme "Aesthetic Cosmetology".

One lecturer has a doctorate in law (Dr.iur.), two lecturers are applicants for a scientific (doctoral) degree, two lecturers are studying for doctoral studies.

Three lecturers have a master's degree in natural sciences, four have a master's degree in health sciences, one has a master's degree in public administration, four have a master's degree in pedagogy, one has a master's degree in psychology, one has a master's degree in labour protection, one – in personnel management, one - in economics, one in pharmacy.

Two lecturers improve their qualification, one studies at the University of Latvia in master's health care study programme and one – in the Bachelor's programme of nursing at Daugavpils University.

Four lecturers have professional higher education and work experience in the field of beauty care.

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 implementation of the objectives and tasks of the College, the attraction of new specialists is gradually taking place.

Any of the lecturers is a certified specialist in a particular field of beauty care, for example, manicure, facial procedures, massages, etc., therefore they provide professional and work experience knowledge to students.

7 lecturers have been elected

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.

26 lecturers are involved in the implementation of the most recent College programme "Aesthetic Cosmetology". Specialists from all over Latvia were attracted to acquire professional specialisation courses: O.Āņisjko (Daugavpils), I.Baumerte-Loļa (Jurmala), I.Briža (Rīga), I.Ķirse (Jurmala), A.Levša (Valmiera), V.Kotovs (Daugavpils) and .c.

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).

Academic staff play an important role in ensuring a high level of study process and in promoting knowledge, competences and skills. In order to complement the total number of students and to focus more on learning outcomes, it is necessary that the learning process is student-oriented.

Academic staff in the implementation of study programmes:

- respect and reflect the diversity of students and their needs by promoting flexible approaches to study; flexible use of the variety of pedagogical methods;
- promotes a sense of independence in students by providing appropriate guidance and support from lecturers;
- promotes the development and professional development of students' academic careers;
- promote mutual respect;
- at the beginning of each course, students are familiar with the criteria and methods for the assessment of knowledge, skills and competences.

One aspect of academic integrity and ethics in academia is the control and prevention/elimination of plagiarism. It is necessary to strive for the fact that the processes of study and research are conducted in accordance with moral and ethical norms, honesty, mutual respect and responsibility towards one another.

Du DMK continues its work to strengthen fairness and culture in academia. Internal regulatory documents (by-laws, procedures) are improved, in which the principles of behavior of academic staff and students are charged, which provide for 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 conditions for DU DMK to achieve the objectives of DU DMK, so that every employee has the desire and opportunity to discover, develop and expand their potential.

Du DMK works to ensure that every employee shows initiative and participates in the promotion of college excellence, international competitiveness and contributes to various aspects of the activity, thus ensuring the development of a personal career.

During the year, regular meetings of managers with staff take place to discuss and analyse the implementation of the individual development tasks set, thus providing feedback. This form of work increases the performance of the scientific/research/educational/administrative tasks set and increases the likelihood that the set objectives will be achieved.

The evaluation of mutual cooperation is very important for the implementation of the study programme. Du DMK management takes care of its employees, promoting the harmonious development of their professional life. In order to create a high level of motivation of the staff and a sense of satisfaction about work, it is necessary to observe the following aspects:

- interesting, diverse work;
- support of management and colleagues for the performance of work;
- sufficient independence in the workplace to ensure freedom of action and independence in the performance of the tasks assigned;
- good pay;
- development, making it possible to perform higher duties and hold higher positions;

- recognition of expertise and abilities, as well as recognition of individual contributions to the common objectives;
- safe working environment.

Lecturers of du DMK study programme "Aesthetic Cosmetology" perform interactions in the implementation of the programme, thus ensuring both joint analysis of information, updating of study courses, conducting joint practical classes, etc..c activities in order to promote the interrelationship of study courses. Du DMK regularly organises both meetings of lecturers and observation of the work of lecturers in order to clarify the possibilities of non-overlap of the content of study courses during the implementation of study courses.

Ratio of the number of students and teaching staff within the framework of the study programme "Aesthetic Cosmetology" (at the time of submitting the self-assessment report):

There are 8 students studying in the EC1(3) group and 9 lecturers in the programme provision.

There are 11 students in the EC2(3) group and 10 lecturers in the programme provision.

There are 8 students studying in the EC2(2) group and 8 lecturers are in the programme provision.

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. EK.docx	Diploms EK LV.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex 21. Cosmetology.docx	21. pielikums Statistika EK.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 (EK).docx	22.pielikums latviešu EK.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_EK.docx	23.pielikums_Atbilstiba_profesijas_standartam_EK.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex_Compliance of the Programme.docx	Pielikums_programmas_atbilstiba.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex 26 EK.xlsx	Kartēšana EK.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex 24 (EK).docx	24.pielikums_Studiju_plani_EK.docx
Descriptions of the study courses/ modules	Annex 25_EK.docx	25.pielikums_EK.docx
Description of the organisation of the internship of the students (if applicable)	Annex 27.doc	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)		