APPLICATION

Study field "Health Care" for assessment

Study field	*Health Care*
Title of the higher education institution	*Rīgas Stradiņa universitātes Sarkanā Krusta medicīnas koledža*
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Self-evaluation report

Study field "Health Care"

Red Cross Medical College of Riga Stradiņš University

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1. Information on the Higher Education Institution/College

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

The Red Cross Medical College of Riga Stradiņš University (hereinafter - College) is a professional higher education institution overseen by Riga Stradiņš University (hereinafter - RSU) and in the responsibility of the Ministry of Health of the Republic of Latvia, which is the College's, as an educational institution's, successor of rights and liabilities of previous periods.

The College's origins are connected with the Latvian Red Cross Merciful Nursing courses founded on September 21, 1920, which was transformed into the Latvian Red Cross Merciful Nursing School in 1927. In June 1940, after the occupation of Latvia and its inclusion into the USSR, the government removed the status of the Latvian Red Cross Merciful Nursing School, renaming it as the Nursing School of the Department of Health at the Riga Hospital No. 4. After the restoration of Latvia's independence, Riga Medicine School No. 4 recovered the name of the Latvian Red Cross Riga Nursing School on March 4, 1992, but on 01.07.2004, the Red Cross Medical College. However, on August 25, 2009 (Order No. 578 of the Cabinet of Ministers of the Republic of Latvia), the College became a medical college under the supervision of RSU. The College regulations were approved by the RSU Senate meeting on May 25, 2010, protocol No. 1-2/25.05.10.

First level professional higher education programs are implemented in the College, creating the possibility for citizens to acquire a high quality education that meets the requirements of the Bologna Process Principles, the European Union Directives and the labour market. In addition to the first level professional higher education (5 LQF) programs, the College implements the labour market demanded vocational education (3 LQF), vocational secondary education program (4 LQF) and, in the context of lifelong learning, professional development and continuing education programs. The College's work is very important for the health care system because the industry is greatly affected by the lack of labour.

The College's **mission** is to prepare high-quality specialists so the knowledge, attitudes and skills acquired during studies are appropriate for the field of health care and for sustainable development, to be inclusive and based on humanitarianism as one of the basic principles of the Red Cross, creating altogether a solid basis for lifelong learning and research.

The College's **vision** is a modern, prestigious and recognisable educational institution in the field of health care and social welfare in Latvia and Europe.

The College's **values** are the basic elements of our development. Those are: honesty and responsibility, people, quality, sustainability.

The College provides high quality studies and scientific activities in the field of health care. This is evidenced by an international certificate which was granted to the College's quality management system, for compliance with the ***EFQM (The European Foundation for Quality Management)*** quality model requirements for internal quality assurance (see "Other attachments" Annex 1), also available electronically here: Certificate of EFQM (the European Foundation for Quality Management)

During the reporting period, the College's activities were implemented in accordance with the College's Development Strategy for 2015-2020 and the implementation of the Development Strategy for 2021-2027 and Sustainability Policy has begun. **The College's Development**

Strategy for 2021-2027 is available at "Other attachments" Annex 2 and electronically here: The College's Development Strategy for 2021-2027 , Sustainability Policy is available here.

The College has also endorsed the college's Sustainability Policy, which is modelled on the United Nations Sustainable Development Goals. Basic documents of state policy are taken into account in the planning of college studies, professional secondary education, vocational education programs and professional development programs such as the ''Sustainable Development Strategy of Latvia until 2030'', the National Development Plan of Latvia for 2014-2020 and the National Development Plan of Latvia for 2021-2027 (only in Latvian); the Ministry of Health's Public health guidelines for human resource planning, medium and long-term labour market forecasts of the Ministry of Economics and Education development guidelines for 2021-2027 "Future skills for the society of the future", "National Development Plan of Latvia for 2021–2027" prepared by the Ministry of Finance. In accordance with the goals of the state education policy, ***the directions of development determined in the College are: quality, digitalization and innovation, inclusion and sustainability***.

The College implements one **1st level professional higher education field of study** - "Health Care", which, in the self-assessment reporting period, included five study programs. The College also implements one vocational education and one secondary vocational education program, including in a modular form.

The College`s **overarching long-term development goal** is to provide the College with a high-quality, internationally recognized study process, develop research activities, as well as promote the continuous professional development of readers and close cooperation with employers to prepare highly qualified and competitive specialists for the health care sector`s changing conditions of the labour market, including in the framework of lifelong learning.

The College's **medium-term strategic development goals** are shown in Table No.1.

Table No.1

The College`s medium-term strategic development goals for 2021-2027

Goal No.1	**Ensuring the internal quality of the College and the study environment in accordance with the culture of excellence approach.**
Goal No.2	Promotion of **research development in the study process**, promotion of public health in directions of priority, cooperation with the health care industry and involvement in cooperation projects with international partners.
Goal No.3	**Development of professional competencies of the** pedagogical and academic **staff**, including internship and WBL supervisors in the context of organising studies and research development issues, and the development and integration of all involved pedagogical and digital skills in industry study courses.
Goal No.4	**Implement** the principles of **good governance**, diversify the College's income stream and manage resources, ensure a sustainable financial base and improve the professional competencies of the administrative staff.
Goal No.5	**Development of lifelong learning** programs, including the further education of health professionals and development of future competencies necessary for the society, including the promotion of digital transformative competence of individuals, improvement of professional and personal (soft skills) skills in adult education.
Goal No.6	**Sustainable development of the College,** promotion of a safe, socially inclusive and green environment, including international cooperation in mitigating climate change.

The goal of the "Health Care" study field is to provide high quality studies in the first level professional higher education study programs**. Two first level professional higher education**

study programs were implemented by 2014 in the ''Health care'' study field which was implemented by the College, **from 2015 there were three, from 2016 four and starting from the 2017/2018 study year - 5.** The implemented study programs are:

- "Treatment (with the qualification - physician assistant)" (41 721)
- "Treatment (with the qualification - emergency medical physician assistant)" (41 721) (since 2017)
- "Therapeutic massage (with the qualification - massage therapist)" (41 722) (since 2015)
- "Nursing (with the qualification - nurse)" (41 723)
- "Pharmaceuticals (with the qualification - pharmacist assistant)" (41 725) (since 2016)

The **uniqueness** of the College is that the College is the **only one** of all the health care educational institutions in Latvia to implement two first-level professional higher education "Treatment" study programs - with the qualification "Physician Assistant" and "Emergency Medical Physician Assistant", as well as a postgraduate professional development program "Ambulatory Care Physician Assistant". Therefore, the College ensures the acquisition of all 5LQF-compliant qualifications required by the health care industry. Every year, up to 260 prospective physician assistants are educated in the study program "Treatment" and in the professional development program "Ambulatory Care Physician Assistant", who are highly sought after specialists in the Emergency medical services and in inpatient departments and general practitioner practices.

According to the Graduate Monitoring data of the Ministry of Education and Science (being developed since 2018), the employment rate of the College`s graduates, for the tax periods 2018 and 2019, was 92%, which is the 5th highest graduate employment rate among all Latvian colleges[1] and one of the highest results in the entire Latvian higher education system.

While striving for excellence in the educational process, the College has been directing 1% of its funding to scientific activities since 2015, being the only Latvian college to do so. In addition to base funding, during the period 2015-2020 the College also received performance funding for the investment in the development of research in universities and colleges. The College has received several letters of appreciation and recognition from the health care industry for the high quality of its studies and well-trained specialists. Letters of appreciation have also been received from the Ministry of Health of the Republic of Latvia and the National Guard of the Republic of Latvia for involvement and cooperation. An important assessment of the quality of the College's studies is the "TOP 10 most recommended colleges" ranking created by employers, in which the College has been included for several years in a row, receiving an honorary congratulations for qualifying (in 2018, 2019 and 2020).

[1] https://www.izm.gov.lv/lv/media/11040/download

An overview of the College's student statistics

As of 01.10.2020 (academic year 2020/21), the College had 607 first level professional higher education students, 134 vocational education students and 55 professional secondary education students, 309 of them studied at the expense of the state budget and 435 financed their education with the funds of natural/legal persons.

Admission to the college is organized both electronically and in-person - by submitting documents on obtaining secondary education. From June 1, applicants can apply electronically and, from July 1, in-person. Figure No.1 shows a graphical overview of the number of applications in the period from the 2013/2014 study year until the 2020/2021 study year. ***It can be deduced that the number of applications has a steady upward trend.*** This indicates that the study programs

implemented by the College are interesting for the applicants and the College is recognisable among the applicants. The Covid-19 pandemic has also not been an obstacle to the applicants' interest in the College's study programs and to ensuring a successful admission process, namely, the number of applications has **increased by 8%** compared to the 2019/2020 academic year.

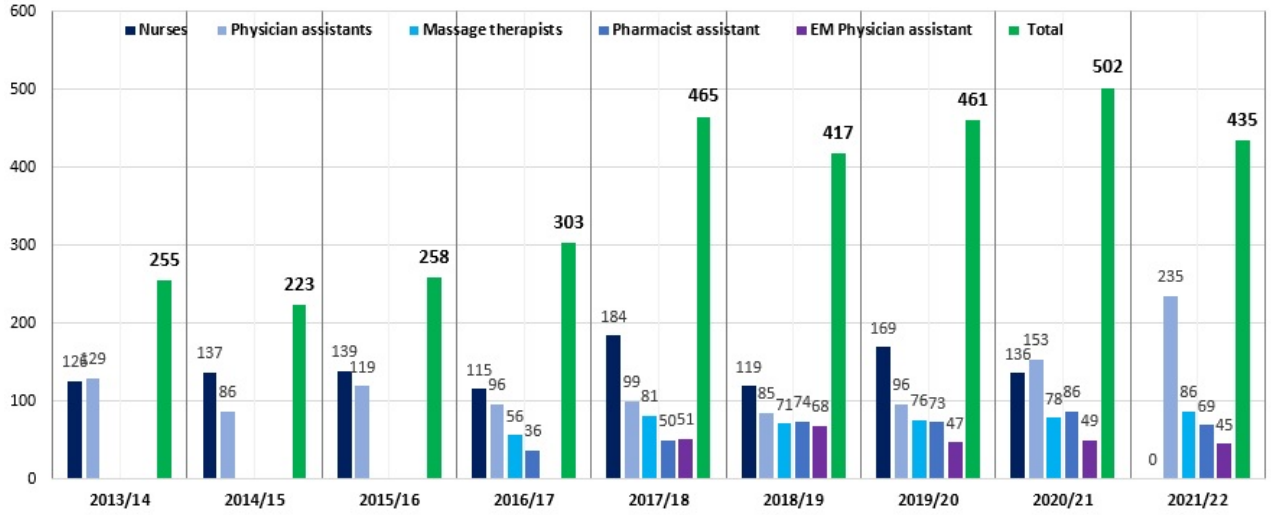


Figure No.1

Number of applications at the College from 2013/2014 - 2021/2022

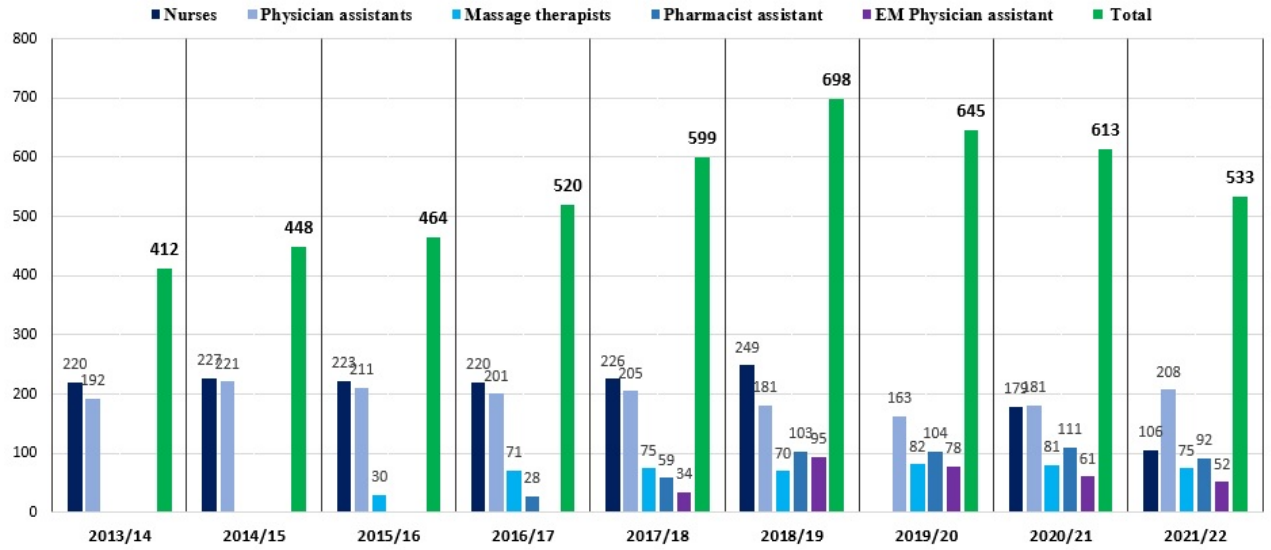


Figure No.2

Changes in the number of students 2013/2014 - 2020/2021

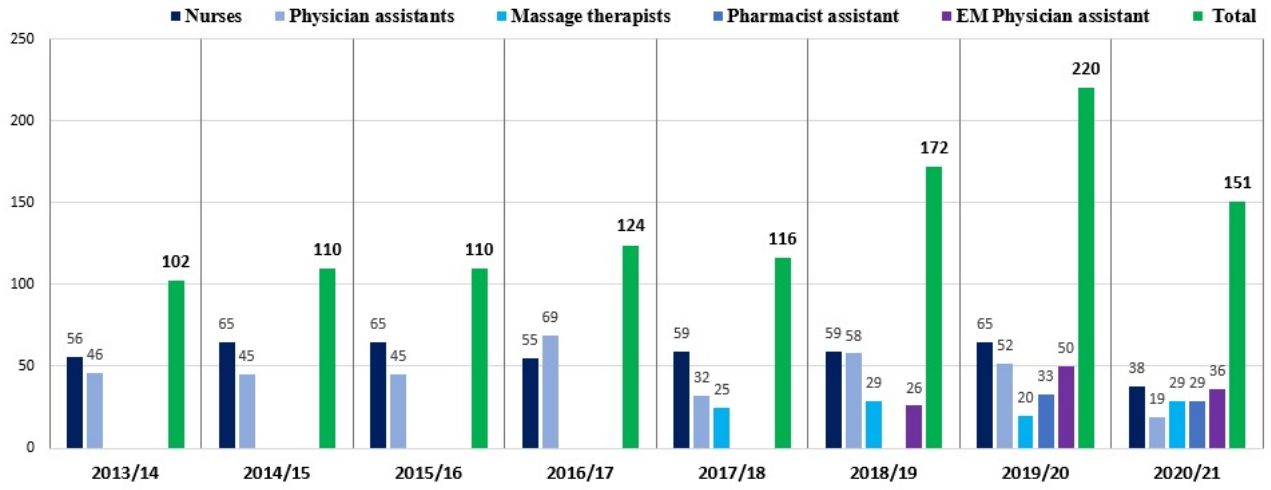


Figure No.3

Graduates 2013./2014. -2020./2021.

For the past three years, the College has paid special attention to reducing student dropouts. Assessing the dropout rate of students in the period from 2018 to 2021, it can be deduced that it is decreasing (see Figure No.4). This can be related to the student-centred approach implemented by the College and one of the measures of this approach - introduction of the student support (mentor) system in the College in 2019.

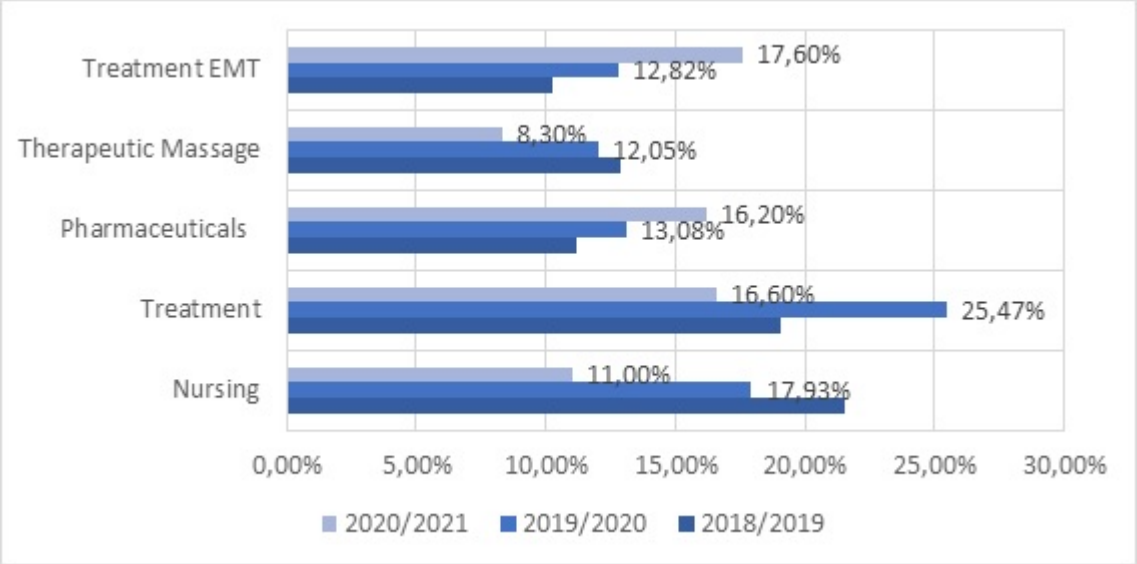


Figure No.4

Dropout % of students in the period from 2019/2020 to 2020/2021.

The College keeps up with the reasons for students' exmatriculation (see Figure No.5). By regularly analyzing the data, the main reason for dropping out of studies is due to their own wishes to do so, which is most related to the student's economic situation. The second most common reason is the non-fulfilment of study contract obligations.

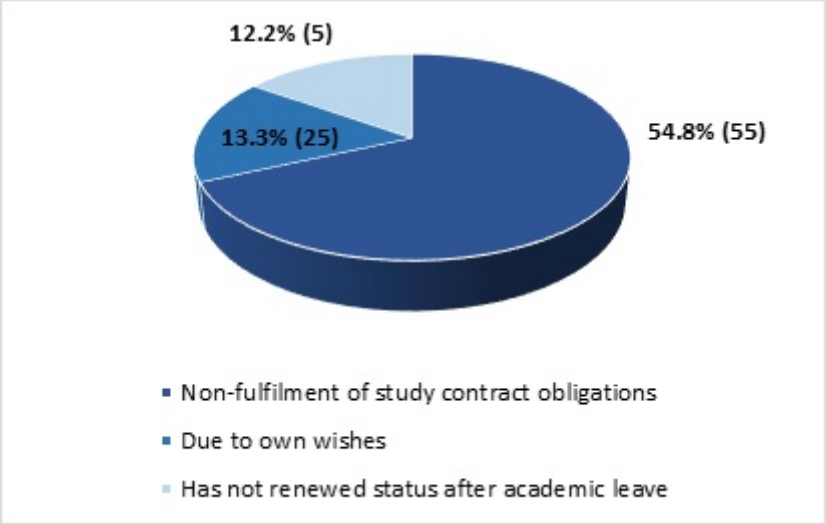


Figure No.5

Reasons for exmatriculation of students 2017/2018 - 2020/2021 st.y. autumn semester (%)

In order to find out exactly the reasons that the College could prevent in order to reduce student dropout levels, the College has been conducting surveys since 2017/18. Students who choose to drop out are invited to anonymously indicate in the survey the reasons that led to the termination of the study contract. The created survey offers several possible reasons and the student is asked to evaluate each of them, marking on the Likert-type scale from “did not affect at all” to “greatly influenced the choice to discontinue studies”. Summarizing the indicated reasons, “Lack of self-motivation”, “During the study process I realised that the qualification is not suitable for me” and “I could not combine studies with work” were often indicated. After evaluating the obtained data, the College concluded how important it is to inform potential students about the study environment, about the specifics of the field, and about the work in the field. The College has taken the obtained results into account by organizing informative events that introduce the study environment in the College and by introducing the health care system and work in the field, together with companies from the field. During the “Open Days” and “Career Days” organized by the College, prospective students are introduced to the study environment and the requirements of the acquired professional qualification, so that they can assess their compliance with the requirements of the study program and the study environment in advance. In order to ensure a higher number of respondents with 2021/2022. the form of the autumn semesters of the study year was changed. The reasons why students drop out of school were integrated into the application for exmatriculation.

Information and publicity materials about the College's representative and public events, as well as announcements and scientific activities, are represented on the College's website: https://rcmc.lv/en/about-us/photo-video-gallery/

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.

The activities of the College are regulated by the College Regulations approved by

RSU, which are available here:
"Red Cross Medical College of Rīga Stradiņš University" regulations. The representative, governing and decision-making bodies of the College are the College Council, the Head of the College (Director) and the Audit Commission. The Director of the College is the highest-ranking official of the College. According to the Regulations, the highest governing body and decision-making body of the College in strategic, financial and economic matters is RSU.

The College Council is a collegial governing body and decision-making body. Meetings of the College Council take place 5 times a year. The College Council consists of 10 members of the College Council: the Director (according to the position to be held); Deputy Director for Study Work (according to the position to be held); 2 Persons elected to academic positions in the College; one representative of the College's general staff; 2 representatives of the College's student union; 1 authorised representative of the RSU Faculty of Public Health and Social Welfare Council; 2 authorised representatives of employers or professional organizations. The staff of the College Council is approved by the Rector of RSU for a period of 3 years.

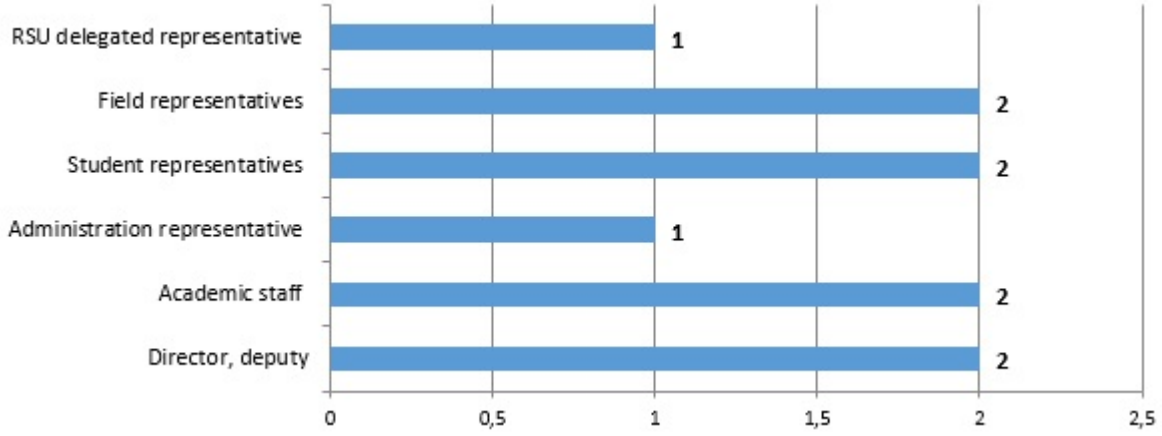


Figure No.6.1.

Composition of the College Council

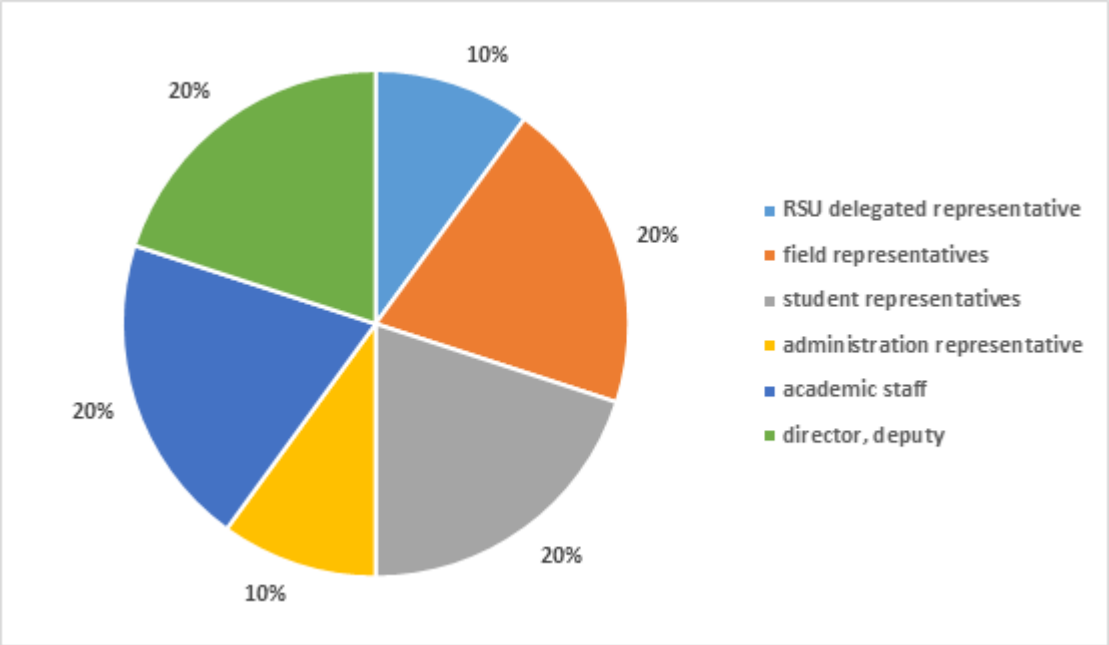


Figure No.6.2.

Composition of the College Council, percentage

The **College Council** determines the main directions of academic activity, discusses and submits the medium-term activity and development strategy for approval to the RSU Senate; approves study programs, submits them for licensing and accreditation, approves study program self-evaluation reports; approves the regulations and composition of the study program councils, approves and coordinates the implementation plans of the study programs with the RSU Vice-Rector for Studies, approves the College Admission Regulations, coordinates the Regulations on the procedure of studies and the Regulations on the procedure of examinations with the RSU Vice-Rector for Studies, approves the College's admission regulations, regulations related to the study process and the activities of the structural units, approves the College's Internal Regulations, annual reports and the College structure developed by the Director and elects persons to academic and administrative positions in accordance with the procedures developed and previously approved by the College.

The Audit Commission consisting of three persons is elected by the College staff by secret ballot. The Audit Commission consists of one representative of the elected academic staff, one representative of the general staff and one representative of the Student Union. The procedure for electing representatives is specified in the Regulations of the Audit Commission. The term of office of the Audit Commission is three years. The duties of the Audit Commission include checking the compliance of the College's activities with regulatory enactments, the College's regulations, as well as the decisions adopted by the College Council and the Director no less than once per year.

The Study Program Council is a collegial institution that operates with the aim of achieving, maintaining and improving the quality and efficiency of the respective study program. Each study program implemented at the College has its own Council. The Study Program Council consists of 7 - 8 members: the Director of the respective Study Program; 4 representatives of the elected academic staff who operate in the relevant branch of science or its sub-branch; 2 - 3 students of the study program (one student from each study year; student representatives are determined by the Student Union). Study Program Council meetings take place at least twice a semester. The composition of the Study Program Council is approved annually by the College Council upon the recommendation of the study program director and coordination with the deputy director for academic affairs and research.

Updating the content of the study programs included in the study field

The study programs of the “Health Care” study field have been developed in accordance with the regulations of the Cabinet of Ministers on the state standard for the first level professional higher education. The choice, content and internship tasks of the study courses were determined in accordance with the regulations in force in the country regarding the “Medical Assistant”, “Massage Therapist” and “Pharmacist Assistant” professional standards and “Emergency Medical Physician Assistant” qualification requirements. In order to improve this process, a College normative document 'Regulations for the development and maintenance of study programs and study course descriptions' has been created. The normative document is available here: Regulations For Developing And Maintaining Study Programme And Study Course Descriptions

The implementation of the study process is regularly evaluated in the annual self-evaluation reports of the study fields and programs. Each structural unit prepares a report on the activities of its structural unit, also processes that should be improved are evaluated, the opinions of readers on the necessary changes are collected and electronic surveys of students are performed every semester.

Self-evaluation reports are analysed at the Council meetings of each study program, reviewed at

the College's internal quality management council meetings and approved at the College Council meeting and coordinated with the RSU Vice-Rector for Studies to ensure the continuity of study programs. The self-assessment reports are reviewed and approved by the Internal **Study field "Health Care" Internal Quality Board**, followed by approval at the College Council meeting and coordination with the RSU Vice-Rector for Studies. By-Law Of Internal Quality Management Board Of The Study Field *"Health Care"* available at this link.

A very important process in the implementation of the study program and quality assurance is the analysis of the results of the qualification exam. The results of the exam, the knowledge and skills demonstrated by the students are analysed, and the opinions of the industry professionals invited to the exam are heard. Based on this information analysis, the content of study courses, examination forms are improved as well as other improvements are made.

The Student Union represents the interests of students in all collegial institutions of the college: the College Council, the Audit Commission, the Study field "Health Care" Internal Quality Board the Study Program Councils, and the Scientific Council. The College`s Student Union operates in accordance with the Student Union Regulations (available here Studentu pašpārvaldes nolikums) and on the basis of the rights and opportunities of each independent union member to participate in the management and administration of the affairs of the College and relevant structural units. In the section "Other annexes" 3rd annex provide an overview of the activities of the Student Self-Government during the reporting period.

The operations of the College are organized in 4 administrative departments, in accordance with the structure of the College - the Study Department, the Vocational Education Department, the Methodological Department and the Administrative Department. The departments operate in accordance with the regulations of the departments.

In order to provide methodological support to readers and students, in 2018 a new structural unit was established in the College - the Methodological Department. The job positions created within it - head of the department, e-clerk, simulated study environment methodologist and practical classes methodologist. The implementation of practical classes and simulations as a teaching method in the study process is especially important in health care education studies, therefore, it was necessary to create the position of the simulated environment methodologist and practical classes methodologist. During the 2019/2020 study year, some changes and/or rotations of the administrative staff were made in the administration. Two new vacancies were introduced - Study Process Organiser and Quality Management Systems Specialist. This provided support for a more successful implementation of the study process, including remotely, during the covid-19 pandemic. Implementing the direction of lifelong learning highlighted in the development strategy, a further education project manager position has been established during the 2020/21 study year.

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.

The College Quality Policy was developed and approved by the College Council in 2016. The normative document is available here:Quality Policy

External regulatory legislation was included in the Quality Policy development process. The Quality

Policy is issued in accordance with the Law on Higher Education Institutions, the Vocational Education Law, Cabinet of Ministers Regulation No.141 “Regulations on the state standard of first level professional higher education”, Cabinet of Ministers Regulations No.211 “Regulations regarding the State Vocational Secondary Education Standard and the State Industrial Education Standard” as well as the College's internal regulations. The Quality Policy was designed to ensure the College's drive for excellence and the achievement of balanced and sustainable outcomes that meet the needs of all interested parties. The College's Quality Policy is designed to improve the quality of services provided by the College, increase awareness of the importance of each employee's contribution to quality assurance, increase the College's efficiency, increase satisfaction and loyalty of students and partners, conduct regular self-evaluation of the College and identify possible areas for improvement.

The Quality Policy is based on the methodology of the *EFQM* Excellence Model. The *EFQM* Excellence Model consists of nine criteria: five of those cover enablers and four - results. The enabler criteria reflect what and how things are done, while the results criteria reflect achievements. Results are achieved through enablers, while enablers are improved based on the results achieved. The pursuit of outstanding performance is in line with the College's vision, as well as the interests of its customers, employees and society. Management develops the mission, vision, values and ethical standards and sets an example for the rest of the College staff. Management promotes the development, implementation and continuous improvement of an effective management system. It builds collaboration with external interested parties, builds a quality culture among the College's staff, ensures that the College operates flexibly and that change is managed effectively. The strategy is based on an assessment of the current situation and potential opportunities. The strategy and its subordinate internal normative documents of the College have been developed, are regularly reviewed, updated, explained and implemented. The College's strategy sets out the Staff Development Plan, which sets out how the College will develop and support the knowledge, skills and abilities of its staff. The staff of the College acts in a coordinated manner, they are involved and empowered, an effective internal communication system is ensured, employees are evaluated and rewarded, and a supportive work environment is provided. The College has an electronic record-keeping system (LIS), the system *HORIZON* (personnel and accounting modules), study systems *Moodle* and LAIS. A data protection policy is in place and data protection principles are respected in line with the requirements of the General Data Protection Regulation. Colleges develop, effectively promote and implement education and the services within it as a demanded and high-quality product, in order to create increasing value for them in accordance with the needs of the customers (in this sense - society and students). In 2017, colleges developed and in 2020 updated Indicators of study programme quality and performance indicators, according to which it is possible to assess how successfully the quality policy has been implemented and to forecast future performance and results. An example of the quality criterion “customer-related result” and “staff-oriented” is given below.

Customer-related result:

- The student success rate (average grade) is 7.6.
- At least 65% of the enrolled students have graduated from the study program at the planned time.
- Not less than 75% of the semester examinations have been passed within the specified term. At the beginning of the last semester - without academic debts.
- 100% research papers (course paper, qualification paper) submitted on time.
- At least 2 student representatives in each of the college's collegial councils, participation in the organization of the student olympiad and the scientific research conference.
- Each study year a number of Erasmus+ and exchange students of other international

programs have been provided.
- 75% of students got involved in filling in study course evaluation surveys.

Staff-oriented:

- 25% of the persons elected to academic positions have a doctoral degree.
- 100% involvement of qualification paper supervisors/reviewers in seminars on research methods and designs.
- Elected readers participate in class observation at least once within the study year or organize an open class for other readers. Every year they attend pedagogical skill development courses organised or supported by the college.
- After the study course, they get acquainted with the results of the surveys, and during the annual performance evaluation, provide feedback on the analysis of the obtained results.
- Attracting at least 1 guest lecturer per study year.
- Not less than 2 scientific publications in internationally cited sources during the election term (6 years).

College management, academic staff, employers' representatives, representatives of professional associations and the Student Union participate in the meetings of the Study field "Health Care" Internal Quality Board, which are organized at least once during the semester. Proposals for the improvement of study content and teaching methods have been summarized during the 2019/2020 meetings. In the section "Other annexes" 4th annex provid an example of the findings of the Study field "Health Care" Internal Quality Board meetings.

In 2020, the College, in cooperation with the Latvian Quality Association, applied for an international evaluation of the implementation of the EFQM model, and on February 24, 2021, two foreign experts Tiia Tammaru and Siret Kegel paid an evaluation visit to the College. During the evaluation, 10 employees were interviewed remotely on the Zoom platform, quality management and processes, and their documentation were evaluated. As a result of the evaluation, the College received a high rating within the EFQM model - 2 stars, which was also the goal of the College. In the "Other annexes" section 5th annex self-assessment submitted report by College is available. Joint expert report is available on annex no 11.

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.	The Red Cross Medical College of RSU has established procedures and policies for ensuring the quality of higher education. They are determined by the internal normative documents developed by the College. Internal regulatory documents are available in Section 2.2 of the report. section.

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.	Regulations for the development and maintenance of study programs and study course descriptions are valid from 30.11.2018. Chapter 2 contained within indicates the order in which the development and approval of new study programs should be organised. For the development of the content of a new Study Program, the Director of the College approves the Study Program development Working Group led by the Deputy Director for Academic Affairs and Research. The Working Group includes: the academic staff of the College, the Head of the Methodological Department, invited industry experts or members of a professional association or society corresponding to the program being developed. When preparing the description of the study program, the college describes it in accordance with the evaluation criteria specified in the guidelines of the Higher Education Quality Agency. After coordinating with the College Council, the new study program is submitted for approval to the Senate of Riga Stradiņš University and approved by the Rector of RSU. Internal regulatory documents are available in Section 2.2 of the report. section.
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.	For criteria, conditions and procedures for the assessment of students' academic achievements, which allow to verify the achievement of the intended study results are available at Study course descriptions. Course descriptions are available at the beginning of each semester in the e-learning environment Moodle at the respective study course. Internal regulatory documents are available in Section 2.2 of the report. section.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	The internal procedures and mechanisms for ensuring the qualification and quality of work of the academic staff are described in Part 2, Section 2..3.6. Compliance assessments are performed annually. It is monitored whether there is a need to adjust the mechanisms themselves.
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.	Several types of student surveys are conducted, which are listed in Part 2, Section 2.2.4. section.

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	The College guarantees the continuous improvement, development and operational efficiency of the field of study. It is available in Part 2, Section 2.2.

2.1. Management of the Study Field

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

The goal of the "Health Care" study field is to provide high quality studies in the first level professional higher education study programs**.**

The aim of the study field is based on the following national development planning documents:

- The National Development Plan 2020-2027, which includes education as one of the six priorities, defining it as Knowledge and Skills for Personality and National Growth;
- Guidelines for the Development of Education 2021-2027 "Future Skills for the Future Society" prepared by the Ministry of Education and Science, which includes the introduction of a new career model for academic staff, which will improve the professional competencies of academic staff, strengthening digital competencies and competencies as well as the strengthening of cooperation between academic staff and industry for the development of innovation capacity and the introduction of a new higher education management model in Latvia and the place of colleges in the education system;
- Digital Transformation Guidelines 2021-2027 year. Digital competence is a crucial competence for the 21st century. Investments in digital competencies throughout the Latvian education system are one of the main directions of the guidelines.

The College is a modern educational institution in the field of professional higher education in the field of health care and social welfare. The development of the College study field "Health Care" is based on Riga Stradins University Development Strategy 2021-2027. Development strategy 2021. -2027.

The College provides high quality studies and research in the field of health care. This is confirmed by the EFQM (the European Foundation for Quality Management) certificate awarded to the College.

Two first level professional higher education study programs were implemented by 2014 in the ''Health care'' study field which was implemented by the College, **from 2015 there were three, from 2016 four and starting from the 2017/2018 study year - 5*.***

The "Pharmaceuticals'' study program prepares the much-needed pharmacist assistants for the industry**.** The total number of pharmacist assistants in open pharmacies remains the same from year to year, but looking at the age groups, the ageing of specialists can be observed. By the beginning of 2020, the industry sees a need for 334 professionals. An average of up to 30 pharmacist assistants graduate from the College each year. Data are taken from the register of

pharmacists and pharmacist assistants working in pharmacies of the Latvian Pharmacist Association (LPA).

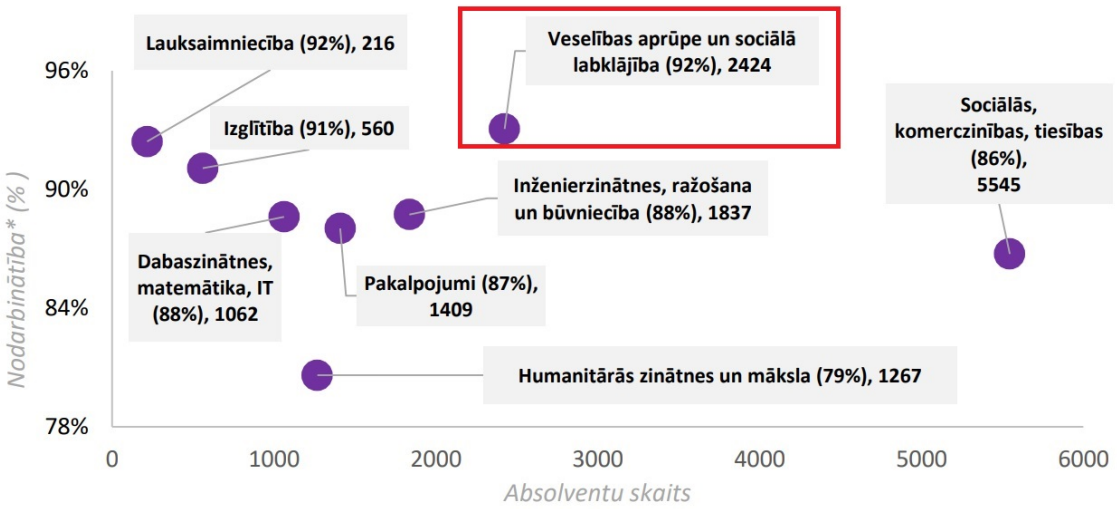
The significance of the "Therapeutic massage" study program. The profession of massage therapist has changed considerably in Europe in recent years, gaining widespread recognition and emerging as an independent, high-quality discipline among other professions of physical therapy and rehabilitation. In Latvia as well these shifts have facilitated changes in the Medical Treatment Law, which since 2012 stipulates that a massage therapist is a medical practitioner and they require a 1st level professional higher education.

Study program ***Medical treatment with the acquired qualification Physician's assistant***. In the group of educational programs Medicine, according to specialists with 1st level professional higher education, a significant increase in demand is forecasted, even up to 80% (in the period until 2030) (Ministry of Economics of the Republic of Latvia 2018). Also, according to the VM Conceptual Report with the Health Care System, already in 2022 there will be a lack of specialists with the qualification of a medical assistant.

The significance of the "Treatment" study program with the qualification of an emergency medical physician assistant. The 02.06.2020 report of the Association of Emergency Medicine of the Republic of Latvia to the Ministry of Health No. 7/2020 on the necessity of the number of state-paid study places for obtaining the qualification and certificate of the EMC physician assistant: Referring to Table No.7 of the Conceptual Report of the Ministry of Health policy planning document "On the Reform of the Health Care System" (Cabinet of Ministers order No. 394 of August 7, 2017), as well as according to the publicly available information on staff shortages in the EMC service, the need for certified physician assistants in Emergency medicine will remain in the coming years.

The College provides high quality studies and scientific activities in the field of health care. This is evidenced by an international certificate which was granted to the College's quality management system, for compliance with the EFQM (The European Foundation for Quality Management) quality model requirements for internal quality assurance.

As shown in Figure No.7, 92% of graduates in the field of "Health and Social Welfare" (in latvian language "Veselības aprūpe un sociālā labklājība" which is colored in a red square) are employed, which is a very high figure.



* % no absolventiem, par kuru nodarbinātību ir informācija

Figure No.7

Employment of graduates and number of graduates (*only in Latvian language*)

source: Monitoring of higher education graduates 2017
https://www.izm.gov.lv/lv/media/2119/download

Table No.2 shows the 1st level professional higher education study programs implemented in Latvia in the “Health Care” study field. Compared to the programs implemented in the College, the study program “Pharmaceuticals” is implemented as well only in the 1st Medical College of the University of Latvia and the study program “Treatment with the qualification of an emergency medical physician assistant” only as well in the Riga Medical College of the University of Latvia. Study programs, “Treatment’’, “Therapeutic massage’’ are implemented in several educational institutions.

Table No.2

Comparison of study programs in Latvia

Study Programs / Education Institutions	Red Cross Medical College of RSU (CP)	P.Stradins Medical College of the UoL (PSMC UoL)	Riga Medical College of the UoL (RMC UoL)	Riga First Medical College of the UoL (RFMD UoL)	UoD Daugavpils Medical College (UoD DMC)	International College of Cosmetology (ICC)
Treatment	**120 CP/ 180 ECTS**	**120 CP/ 180 ECTS**	**120 CP/ 180 ECTS**	**120 CP/ 180 ECTS**	**120 CP/ 180 ECTS**	
Treatment, EMC	**80 CP/ 120 ECTS**		80 CP/ 120 ECTS			
Treatment, Outpatient care physician assistant	professional development education program		80 CP/ 120 ECTS			
Pharmaceuticals	**100**			100 CP / 150 ECTS		
Therapeutic massage	**80 CP/ 120 ECTS ****	**80 CP/ 120 ECTS**			**80 CP/ 120 ECTS**	**80 CP/ 120 ECTS**
Massage and hydrotherapy			80 CP/ 120 ECTS			
Midwife				120 CP/ 180 ECTS		
Aesthetic cosmetology		120 CP/ 180 ECTS				120 CP/ 180 ECTS
Biomedical laboratory assistant		80 CP/ 120 ECTS				
Radiologist assistant		120 CP/ 180 ECTS			80 CP/ 120 ECTS	
Podology		80 CP/ 120 ECTS			80 CP/ 120 ECTS	
Social care		80 CP/ 120 ECTS				
Social rehabilitation		80 CP/ 120 ECTS				

*** Joint study program*

In 2020, five university agencies - medical colleges - were implemented in the "Health Care" study field. As can be seen in Figure No.8, the total number of students in the College every year shows an upward trend and it is the second highest after the P.Stradins Medical College of the University of Latvia. Taking into account the ratio of the number of study programs, it can be assessed as a stable indicator.

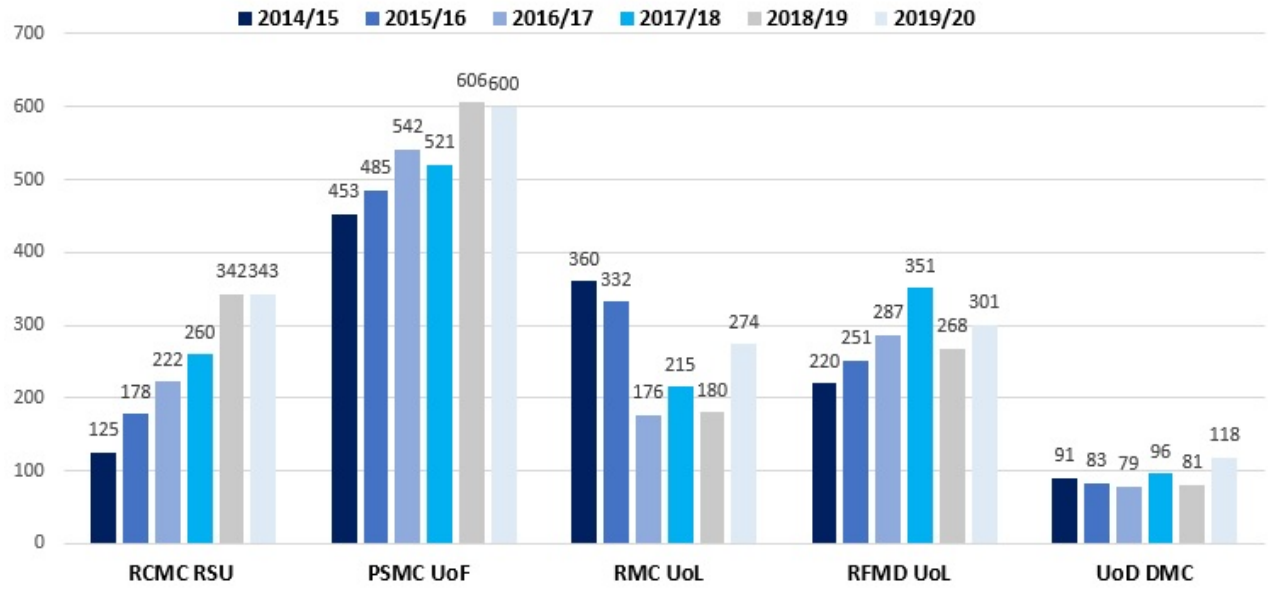


Figure No.8

Changes in the total number of students in medical colleges from 2014/2015. - 2019/2020

The offer of college education programs is similar to the offer of other medical colleges. However, analysing and comparing the number of applicants who have wanted to study at the College in the period from 2016 to 2020, we see that the applicants have largely preferred RCMC RSU as their choice (see Table No.3).

Table No.3

Increase in the number of students in 2016 - 2019.

Year	% Increase in the number of students	Compared to other medical colleges
2019	15	The largest
2018	16	The largest
2017	15	Second largest
2016	25	The largest

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.

This section will highlight the strengths and weaknesses of the College's internal environment and provide an in-depth analysis. An overview of the opportunities and threats to the College's external environment will be provided in order to fully assess the College's performance.

The RSU Red Cross Medical College **“Health care” study field development plan for 2021 – 2027** was reviewed and agreed during the meeting of the Internal Quality Management Council of the College on 30 June 2021. **Development plans have been developed for each study program**, based on both the development plan of the study field “Health Care” for 2021-2027 and the Development Strategy of the RSU Red Cross Medical College for 2021-2027. **See mandatory annex no.3.**

Table No.4

College internal environment analysis

Strengths	**Weaknesses**
A modern, stable and in-demand educational institution with more than 100 years of rich history and experience in medical education. September 21, 2020 marks the 100th anniversary of the College.	Lack of motivation for readers to start or continue doctoral studies and develop doctoral theses.
Cooperation with Riga Stradiņš University, opportunities for sharing resources, including library resources, professional development courses, new readers within the school, digital tool experience exchange.	Insufficient involvement of highly qualified industry specialists in academic work in an educational institution, due to their professional workload.
So far, the only joint study program implemented among Latvian colleges is with the RSU Liepāja branch.	Insufficient presence and involvement of those invited (guest readers) in the improvement of study programs, due to their professional workload.
Qualifications that are important for the national economy and in demand in the labour market.	Passive participation of readers in the development of publications, research project topics and applications.
Development of lifelong learning. Organisation of non-formal education courses of the Ministry of Health European Social Fund project No.9.2.6.0/17/1/001 “Qualification improvement of medical and medical support staff”.	Dropout amount of students in the first semester.
Professionally competent and stable academic staff with extensive practical work experience in the field of health care and social welfare.	Insufficient student knowledge of foreign languages.
College support for readers and students for conducting research.	

Positive dynamics of the number of students.	
Quality of study programs indicated in the surveys by graduates. High self-esteem of graduates' competitiveness, which is indicated in the surveys by graduates.	
Regular and purposeful cooperation with graduates, employers, professional associations and societies during the study process, internship, organisation of career days.	
Promoting a study-centred approach in the College: involvement of students in the internal quality of studies council, audit commission, councils of study programs, scientific activity, as a result of all this, there is an opportunity to evaluate and influence the study process, to receive feedback on the changes and improvements made in the study process.	
Use of a strong clinical training base and simulated environment and technologies in the study process.	
Development of student and reader digital skills and design thinking (Use of platforms *Zoom, Panopto, Loom*, Kahoot.com anti-plagiarism control system *Turnitin*). Implementation of modern and innovative IT solutions and tools in the study process, including the use of new e-platforms in the acquisition of study courses, virtual 3D anatomy program, use of virtual laboratories.	
Cooperation with other Latvian higher education institutions and the opportunity to gain experience in 21 partner universities.	
Attracting foreign guest readers and specialists to the study process.	
A wide range of cooperative partners, including regional health care institutions, to provide student internships.	
State budget places are regularly filled and there is successful management for efficient use of financial resources.	

Good materially technical and methodological provision.	
Gained accurate understanding of the European Regional Development Fund project funds for the “Modernisation of the STEM educational program infrastructure at the Red Cross Medical College of RSU”.	
Ability to create and implement internationally assessed professional development programs (“Application of the cardiovascular perfusion method in nursing practice”).	
Experience in the implementation of the PUMPURS project to reduce early termination of studies among learners.	
Experience with hosting international studies “Digital Service Development and Information Management in Health care’’ within *Muddie - Multiprofessional Digital Developer*.	
History, traditions, ability to maintain the continuity of quality in the study process.	
The project “Improvement of the Sectoral Qualification System for the Development of Vocational Education and Quality Assurance” has been completed.	
ESF project “Effective management and staff development of vocational education institutions” implemented by the NCE.	
Since 01.10.2016. The College implements the professional development program “Outpatient Physician Assistant Conduct”.	

When emphasizing the strengths of the College, it is necessary to mention the very important close cooperation with ***Riga Stradiņš University***. ***The College envisages close cooperation with RSU also in the next medium-term plan, in the sharing of material and library resources,*** consolidation of intellectual resources and scientific projects, and exchange of experience in the use of digital tools. Also, the College's involvement will continue in the SAM projects implemented by RSU. Cooperation continues with the RSU Liepāja Branch in the joint study program “Therapeutic Massage”. It is currently the only jointly implemented 1st level professional higher education study program in Latvian colleges. The sharing of resources is also applicable to the 1st level professional higher education study program “Pharmaceuticals” implemented at the College, for the implementation of which the resources of the RSU Faculty of Pharmacy laboratories (chemistry, plant and animal biology, dosage form technologies, etc.) are used. In 2018, cooperation with the Olaine College of Mechanics and Technology was started, which also continued during the

2019/2020 study year and College students had the opportunity to use modern chemistry laboratories to perform certain laboratory work.

In cooperation with the RSU Faculty of Public Health and Social Welfare, the content of 1st level professional higher education study program courses implemented by the RCMC RSU is reviewed every year, thus providing continuity opportunities for College graduates to continue studies in 2nd level professional higher education study programs at RSU. In cooperation with the RSU, the College uses ***library resources, which include the use of RSU library collections***, access to all RSU subscribed databases. Within the framework of the "Research" study course, the RSU library representative annually introduces students to the use of databases, information retrieval and management. The cooperation also continues in the context of the electronic examination of academic integrity of student qualification work. There is strong cooperation between the Methodological Department and the RSU IT Department, as the Methodological Department quite often consults with the RSU on digital and e-studies issues such as Moodle, assessment book calculation, use of the Zoom platform, Respondus and Turnitin.

On January 24, 2020, the first graduation took place at the Riga Stradiņš University School of New Readers. During the eight-month classes, also the directors of the Red Cross Medical College of RSU "Treatment" study program, Jurijs Bormotovs and Viktors Gorovenko, improved their pedagogical competencies, understanding of the student-centred approach and pedagogical process. On August 27, 2020, the second reader school started at the RSU, in which the college readers Olga Pašinska and Kristīna Nagle participated. To improve the competence of the new readers, the ESF funding granted within the framework of the Riga Stradiņš University academic staff capacity development SAM project No.8.2.2.0/18/A/013 has been used. During the 2019/2020 study year, the simulated study environment and its elements were dynamically developed, which allow students to develop skills for performing in various clinical situations, as well as to improve team working skills.

Looking forward to the centenary of the Red Cross Medical College of Riga Stradiņš University, several events were organised during the 2019/2020 study year. Open door days for graduates were organized on 26.10.2019. (1966-1993 graduate years) and 23.11.2019. (1958-1993 graduate years). On October 26, the College was attended by 109 visitors and on November 23, the College was visited by 65 visitors. The next scheduled graduate days (28.03.2020. (from 1994) and 3.06.2020. (from 1994)) were cancelled as they were planned during the Covid-19 crisis.

On February 28, 2020, the scientific conference "Development of the Nursing Profession and Education in 100 Years" was held at the oldest nursing education institution in Latvia. The centenary of the College coincided with the "International Year of the Nurse and Midwife", proclaimed by the World Health Organization, so the scientific conference focused on the changes that nursing education has undergone over the years, while it has prepared employees for one of the most important health care professions.

During the 2018/2019 study year, the College began and during 2019/2020, 2020/2021 continued to implement the non-formal education ESF training of the Ministry of Health European Social Fund project No.9.2.6.0/17/1/001 "***Qualification improvement of medical and medical support staff***" (in the total amount of 176 academic hours).

Table No.5

Non-formal education programs. Projects won in the competition announced by the Ministry of Health 2018/2019. and 2019/2020.

Course name	Volume	Lecturer	Target audience
Nurse competence in interpreting electrocardiography	32 FEP 4 days	S.Hansone, A.Kozlovska I.Orleāne, I.Kļava	Nurses
Prevention and early diagnosis of cardiovascular, oncological diseases and psychological disorders, including prescribing of physical activity in primary care	24 FEP 3 days	I.Kozinda	Physicians, physician assistants
Developmental psychology		O.Nikiforovs	Physicians, physician assistants, nurses, functional specialists
Diagnosis and treatment of the most common food intolerances in children in primary care and hospital stage. The usefulness of food supplements	24 FEP 3 days	G.Zirnīte D.Kārkliņa R.Šukele	Physicians (paediatricians and physicians of pediatric subspecialties, general practitioners), physician assistants, functional specialists, pharmacists
Early diagnosis of heart pathology	40 FEP 5 days	I.Norko	Physicians, physician assistants
Consequences of inappropriate use of antibacterial agents	16 FEP 2 days	E.Ardava, I.Gūtmane, A.Prīliņa	Physicians, physician assistants, nurses, pharmacists
Cardiological patient care	32 FEP 4 days	I.Orleāne, B.Anšmite, I.Kurcalte, S.Hansone, I.Norko	Physicians, physician assistants, nurses, pharmacists

The aim of project No.9.2.6.0/17/1/001 “Qualification improvement of medical and medical support staff” is to ensure qualification improvement for the staff involved in the medical treatment process – medical practitioners, medical support staff, pharmaceutical care specialists and social work specialists in the priority health areas - cardiovascular, oncology, perinatal and neonatal children and mental health.

Training within the framework of the project has been implemented in accordance with the developed Human Resources Training Plan, in which the target audience of the training topics, training venues, the number of participants have been determined. The Human Resources Training Plan is coordinated by the Human Resources Training Consultative Working Group. 8 methodological materials have been developed within the framework of “Qualification improvement of medical and medical support staff”.

To mark the centenary of senior nursing education, the College held a series of free lectures on health-related topics in December 2020 and January 2021, open to the general public. One of the lectures is "Emotional intelligence". The aim of the lecture is to help develop emotional intelligence, to understand and manage one's emotions more easily, to form communication with others, to reduce the presence of unpleasant emotions and to increase pleasant emotions. At the end of 2020 and the beginning of 2021, RCMC RSU offers to attend five lectures: "Emotional intelligence", "Stress management", "Prophylaxis", "Hygiene", "Epidemiology". (see Table No.6)

Table No.6

Lecture course (compiled on 11.02.2021.)

No.	Reader	Theme	Establishment	Date	Number of participants
1.	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	J.G.Herder Riga Grizinkalns Secondary School	23.12.2020.	35
1.	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	College readers	05.01.2021.	20
1.	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	College students	08.01.2021.	35
1.	Mg.sc.sal. Ligija Vucāne	Prophylaxis	SSCC Riga	12.01.2021.	40
1.	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	1st Christian primary school	19.01.2021.	20
1.	Mg. sc. sal. Ilze Sauškina	Stress management	BITE	13.01.2021.	60
1.	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	Valmiera hospital	20.01.2021.	20
1.	Mg.sc.sal. Ligija Vucāne	Hygiene, prophylaxis	BENU pharmacy	28.01.2021	10
9.	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	Strenci hospital	28.01.2021.	45
10.	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	Jugla Secondary School	29.01.2021.	13
11	Mg. sc. sal. Ilze Sauškina	Emotional intelligence	Cesis municipality	11.02.2021.	16

Emphasizing the importance of simulations, a simulated learning environment room with audio technical solutions was opened in September during the 2019/2020 study year. ***Representatives from the Kajaani University of Applied Sciences in Finland visited the College in September 2019. Lecturers Taina Romppanen and Jukka Seppanen together with the College`s readers shared their experience on the challenges of the simulated environment,*** conducting simulation negotiations. Lecturers from Finland and the College's simulated environment methodologist Madara Blumberga gave the readers the opportunity to experience being the simulation leader and leading the discussion process in a short role-play, in the College's developed simulation laboratory.

To eliminate the weaknesses related to the ***high drop-out rate of students*** in the 1st semester, the College, starting with the 2019/2020 study year, held face-to-face interviews with applicants, thus clarifying the applicant's intentions, reasons and motivation for studies. To facilitate the possibility for employed students to combine work with the study process, every year the scheduling of lectures/classes is done earlier than previously, (since the 2019/2020 academic year, the College has a new position - Study Process Organiser, whose direct responsibilities are to develop a schedule of lectures/classes at the College). Other events planned in the college, such as Career Days, International Week, etc., are worked out according to similar principles, which are planned in the lecture schedule as early as possible.

To promote more comprehensive student English language and research competencies, students outside the formal study process have the opportunity to attend and get acquainted with foreign students at the International Week events, Erasmus internships, during which language skills can be improved and knowledge and experience can be shared. Scenarios that include foreign language elements are also played in simulated environment lessons.

To eliminate the weaknesses related to the workload of professionals - readers and insufficient involvement in academic work in the educational institution and the study process in general, from 2020, participation in methodological and administrative meetings was organised online or in a combined form (online + face-to-face) as a result, the attendance of readers increased significantly for different meetings and trainings.

Table No.7

Analysis of the College`s external environment

Opportunities	**Threats**
Education of specialists in demand in both the Latvian and European Union labour markets.	Poorly predictable state budget and insufficient funding per student.
Innovative teaching methods and equipment, dynamic and interactive study process.	Competing study programs in LU colleges.
Increase in the popularity of college-level education, because in Latvia in 1st level study programs, in a relatively short time (2-3 years), it is possible to obtain a qualification required in the labour market and to start working.	Changing and volatile government policies regarding planned wage increases.
Monitoring the demand for new formal and non-formal education programs, in cooperation with employers and professional associations.	Reforms in higher education regarding admission requirements for applicants.
Expanding the offer of lifelong learning programs (including continuing education and professional development programs).	Unforeseen reforms in higher education, including uncertainties regarding the implementation, organisation and accreditation of the “Nursing” bachelor's program.
A wider scope for the development of ERASMUS and NORDPLUS projects in cooperation with international partner universities.	The demographic situation, which determines the decrease in the number of graduates with secondary education and the outflow of potential students to study abroad.
Mobility of students and readers of all study programs.	Impact of the Covid - 19 virus on the limited mobility opportunities of students and readers, organisation of the International Week, implementation of practical classes and internships.
Internationalization of readers and students; attracting foreign academic staff in cooperation with RSU, within the framework of project 8.2.2.0/18/A/013.	Lack of motivation for readers to start or continue doctoral studies and develop doctoral theses.

Using the opportunities offered by the EU structural funds for research development - the new planning period for the acquisition of EU funds.	The requirement for Covid-19 vaccination affects the number of applicants for admission and the demand for study programs

When analysing the external environment threats, the demographic situation is inevitable, which determines the decrease of graduates with secondary education and the outflow of potential students to study abroad, in addition, the coexistence of competing study programs. The development of lifelong learning in the College and the creation and implementation of new professional development and continuing education programs will provide opportunities to retain numbers and attract additional learners. During the 2018/2019 study year, the College implemented nine new programs within the framework project "Improvement of the Qualification of Medical and Medical Support Staff" No. 9.2.6.0 / 17 / I / 001.

The College's opportunities are to take advantage of the growing popularity of College-level education in Latvia, in a situation where the bachelor's study program requires many years of study and young applicants are not ready to commit, the College can offer faster integration into the work environment.

The College administration has experience in developing a joint study program, which is an advantage in developing new joint study programs.

High quality of study programs and very good material-technical and methodological support, in order to create study programs in foreign languages in the future and to attract students from abroad. Cooperation with foreign partners, including health care institutions - opportunities to expand internships also abroad.

Opportunities such as the quality of study programs and very good materially technical and methodological provision, which has been especially appreciated by the College's foreign cooperation partners. The external environment opportunities offered by partner universities for the development of joint projects or implementation of joint projects are clearly usable. During the 2018/2019 study year, cooperation with the *Laurea University of Applied Sciences* and *Tartu Health Care College* continued for the implementation of a joint Part C e-course *"Digital Skills in Health Care*". The aim of the study course is to acquire basic knowledge of working with health information in the digital environment, to get acquainted with and understand the design and operational process, and to understand the structure of different types of health information data sources in user-centred digital services, including e-health services.

From the beginning of March, during the 2019/2020 study year, the College's study process was organized remotely due to the Covid - 19 virus pandemic. It was a challenging and stressful time for both the administration and the readers and students, but it also created the chance for the administration, the readers and the students to acquire new modern digital skills. ***Around 11 Zoom platform e-lectures took place in March 2020, around 48 already in April, 86 in May and June, at the end of the academic year it dropped to 45 Zoom platform e-lectures (excluding meetings, which also took place remotely and remotely organized State examinations).***

Evaluation about further Study direction Development plan for the next six years

Into developing the study direction strategy was involved RSU RCMC management, academic staff, student board representatives, as well as employer representatives and representatives of professional associations in the field. This ensured that the strategy takes into account the needs of all the parties involved. It has to be noted that the Study direction Development plan for

Healthcare - its aims, priorities and measures taken to fulfil it - are outlined in the RSU RCMC development strategy for 2021-2027. The strategy is agreed with RSU RCMC Council and RSU Senate. Thus, the study development strategy priorities and result markers are almost identical to the College strategy. This is logical, because implementing the Study direction is one of the College's main tasks, and the aims of the Study direction cannot be taken in isolation or be different from the general College's development strategy.

The main goal of the study direction is to provide **high quality education** and **scientific work** in Healthcare.

Strategical priorities for the Study direction Development plan are:

1. To improve and update the content of the study program in accordance with the requirements of the field and modern quality education criteria, which entails:
2. Including new study courses. For example, Patient Safety and Digital Skills in Healthcare;
3. Developing content of existing courses in accordance with the new trends in the field. For example, telemedicine issues, actualising understanding of personalized healthcare;
4. Involving employers and professional associations even more deeply into developing the study content; for example, including employers' and professional associations' representatives into all College collegial councils;
5. Even more actively involving students and encouraging their initiative in creating new courses and improving already existing ones.
6. Developing new study programs, including diversity of study programs' shapes in accordance with the field requirements; for example, carrying out the study program in the work environment based training, which correlates with the requirements of the field.
7. Developing digital and teaching skills of the academic staff, in accordance with the technological opportunities available in the 21st century. This is ensured by improving the methodological work; for example, by developing the e-learning environment even after the end of Covid-19 pandemic.
8. Further developing of applied research in the College in cooperation with the field, including further cooperation with pharmaceutical companies and pharmacy networks, cooperation with the Emergency Medical Service and University Clinical Hospitals in the preparation of applied research topics for the students, and further awarding of the College scientific grant to support the scientific research carried out by students and lecturers in cooperation.
9. In cooperation with the field and taking its requirements into consideration, developing the Study direction is tightly connected with providing further education and postgraduate professional development courses in Healthcare, as a part of life-long learning for the professionals.

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

The responsibility of the Study Department is to ensure and coordinate the practical implementation of the first level professional higher education programs in the College,

participating in all stages of the study process. The most important tasks of the department are to organize the implementation of study programs (lectures, practical classes, internships, exam planning, etc.); to cooperate with students, program directors, readers, other structural units of the College, Riga Stradiņš University, other educational institutions, employers, professional associations and societies, to participate in the College's promotion activities, collect and accumulate information, maintain a database of students, their progress and changes, to prepare and provide information and reports on the work of the department, students, the practical implementation of study programs, to carry out study quality control measures, to prepare and provide proposals for improving the quality of study programs and to participate in the College's research work. The responsibilities of the head of study internships include planning practical classes and student internships that take place in hospitals.

Program directors are responsible for the organisation and supervision of the study process. Their responsibilities include organising and managing the development of the study program in accordance with the requirements of the relevant field of science, responsible for preparing, implementing and developing the study program strategy in accordance with the College's mission, goals and operational strategy, to ensure systematic improvement of the study program, to plan the attraction of academic staff and its development in accordance with the study program strategy, to be responsible for the organization of academic staff work in their study program, to analyse the quality of readers involved in the study program, to cooperate with Latvian and foreign higher education institutions/colleges in matters of study content coordination and experience exchange. Program directors regularly hold meetings with students at the beginning of the semester and later as needed to discuss current events.

The Administrative Department performs tasks of an administrative nature related to the study process: staff planning and organisation, workload tariffing, reader quality and discussion organisation, vacancy announcement, study program popularisation, coordination of international cooperation, as well as deals with economic issues so that the student premises and laboratories are appropriate for the study process.

The Methodological Department provides methodological support to readers, so that lectures and classes are conducted methodically, so that feedback on tests is provided to students, so that readers can qualitatively use digital online tools (*Zoom, Loom, Panoptno, Kanoot.com, Mentimetr.com, etc.*). The Methodological department supervises and advises readers on the use of the *Moodle* e-studies environment, regarding the preparation of materials and the qualitative, timely registration of assessments in the system. The Methodological department works on the development of the simulated environment in all study programs, the development of preclinical internships in the College.

The Study process organiser maintains regular communication with the readers and plans lectures and classes scheduled for the College, makes changes as needed and makes sure that both students and readers know their schedule clearly and precisely.

Provided support. Graduates are regularly asked to evaluate the support provided by the College's administrative staff within the study field by answering the question “Administrative staff provides support” (in the answer options the student can indicate - completely agree to completely disagree). The opinion of the graduates on the work and support of the Study Department will be clearly displayed. From 2018/2019, the graduates also evaluate the work of the Head of the Study Internships and the Methodological Department, but it is not visually displayed, because there are only 2 reporting years (see Figure 6). It can be concluded that the majority of graduates indicate that they agree with the statement in full or in part.

In order to ensure the successful organisation of the College study process, the employees of the

College structural units communicate closely with each other on a daily basis, the *Google disk* document sharing tool is used, which provides more efficient work on document development, communication is supplemented by regular meetings to promote a common goal. RCMC RSU organisational structure added.

Figure No.9 shows the graduates' assessment of the support provided by the administrative staff in 2016/2017 - 2020/2021

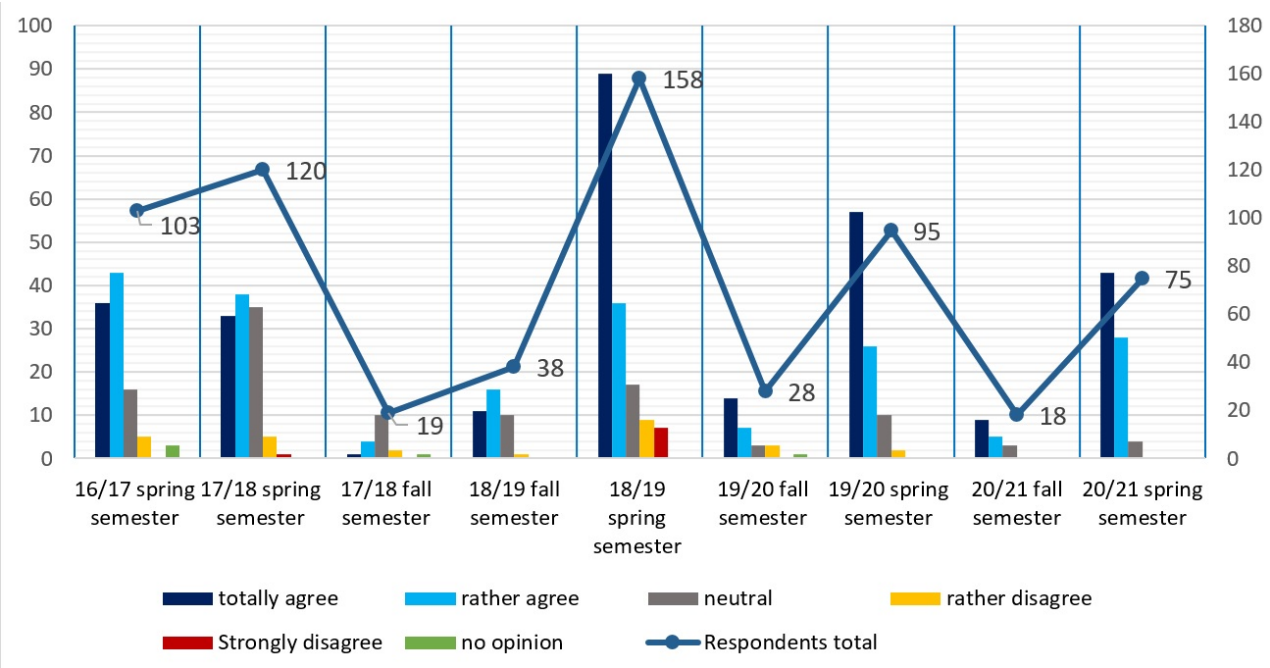


Figure No.9

Evaluation of the support provided by the administrative staff 2016/2017 – 2020./2021.

In the section "other appendixes" in appendix 6 graphs are given, distributing the evaluation of the support provided by the Study Department, Methodological Department, Head of Practice among the graduates. The rating given is high.

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.

The procedure for the admission of students has been developed in accordance with Sections 45, 46, 47, Section 52, Paragraph one, Section 83 of the Law on Higher Education Institutions, CoM Regulation No. 846 “Regulations Regarding the Requirements, Criteria and Procedures for Admission to Study Programmes”. Admission of students to the College takes place in accordance with the College`s Admission Regulations, which are available here: College`s Admission Regulations

The deadline for the registration of applicants (submission of documents) and the competition for summer admission is determined and announced by the Study program council in accordance with the initial deadline set by the Cabinet of Ministers for “ the registration and admission of applicants

in the first year after obtaining secondary education'' (LHEI 46.(6)), while for winter admission the deadline for the registration of applicants (submission of documents) and for the competition is determined by the order of the Director of the College, and it is announced by the College Admission Commission. Applicants for full-time studies are matriculated in the study programs on the basis of a joint competition, based on the results of all passed centralized examinations in **Latvian, a foreign language (English, German, Russian)** and **mathematics** for obtaining a general secondary education. The competition is computerized, summing up the points according to the evaluation levels of the centralized exams according to the system of evaluation for points obtained in the competition.

Applicants for the first level professional higher education study program "Treatment" (41 721) with the acquirable qualification of Emergency Medical Physician Assistant are not included in the joint competition, their matriculation takes place on the basis of the results of a separate competition.

Regulations for the recognition of competencies acquired outside formal education or through professional experience and learning outcomes achieved in previous education

In accordance with the Regulations of the Cabinet of Ministers of 14 August 2018 No. 505 "Regulations on the Recognition of Competences **Acquired Outside Non-Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education"**, a potential student has the right to apply to the College for recognition of learning outcomes. This process is regulated by the College: Regulations for the recognition of competencies acquired outside formal education or through professional experience and learning outcomes achieved in previous education

The decision on the recognition of study results is determined by the Study Program Council. A person who wishes to have the knowledge, skills and competences ***acquired outside formal education, knowledge, skills and competences acquired through professional experience*** have to submit a completed application form addressed to the director of the study program. The application must be accompanied by several documents listed in the Instructions. The Commission may prescribe an examination for recognition. The composition of the examination commission, the examination and the time of the two consultations provided for before the examination shall be determined by the order of the director, but not later than five working days after receipt of the Applicant's application. If the Commission determines a mandatory examination for the Recognition Procedure, the Applicant shall pay an additional fee for passing the examination, in accordance with the fee for passing the examination specified in the price list of the College.

The knowledge, skills and competences ***acquired in professional experience*** may be recognized only in that part of the study program which consists of practice in the study course or study module of the study program for such achievable study results that confirm the acquired practical knowledge. The application shall be accompanied by a copy of the certificate issued by the institution of professional experience, indicating the length of service at the institution (presenting the original), and a description of the professional activity in accordance with the description (s) of the study course (s) recognized by the College. The Study Program Council approves decisions on the knowledge, skills and competencies acquired through professional experience.

A person who wishes to have his / her ***previous learning outcomes recognized*** must submit a completed application form, which is available on the College's website. The application shall be accompanied by an academic certificate, recognition of the study results achieved ***in previous education*** or a diploma supplement regarding the acquired study courses. In addition, a description of the comparable study course in Latvian is attached, if they are not available in full on the home page of the higher school. The director of the study program coordinates the study programs and compares the study courses within 1 (one) month after the submission of all

documents. The previously acquired study courses are compared with the content, type and amount of examination in credit points included in the study program plan valid at the time of evaluation. Study courses that have been acquired in the comparable study program in the same or a larger amount of credit points and the content, goals, tasks and achievable results of which correspond to the study course in which it is credited can be fully credited to the study program. Additional examinations to be taken shall be indicated in the comparison protocol for the study courses partially included in the study program. The individual study plan must be arranged by contacting the lecturer of the respective study course during consultations and agreeing on the time, place and form of the study course within the specified term.

Example:

The applicant, based on previous education, has obtained the qualification Nurse, wants to start studies at College in the later stages of studies. The study programs are coordinated, and the study courses are aligned. In such a situation, an Individual study plan is developed for students, and a study agreement concludes for later studies.

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.

The College's Regulations on study procedures, which can be found here: The College's Regulations state that testing student knowledge and skills, depending on the specifics of the study course, may be organised **through various tests and various forms of testing. namely, in writing; orally; computerized; in a combined form** (for example, written and oral); in the form of an objectively structured clinical examination.

The Regulations for the assessment of study results (available here: The Regulations for the assessment of study results determine the procedure for the assessment of the study results to be achieved in the College, determining the assessment system, types and forms of examinations, and the rights and obligations of students and readers. Readers incorporate the requirements of independent studies and their assessment conditions into the descriptions of study courses. They, in turn, are registered in the e-studies environment Moodle, where they are available to students.

When implementing study courses, including the development and implementation of study examinations, the **academic freedom of each teaching staff** is observed, at the same time providing that the study and examination methods must be chosen in accordance with the study results to be achieved in the study course. In the context of study results, transversal knowledge, skills and competencies as well as attitudes are important, therefore readers additionally evaluate the **active involvement, participation, and initiative** of students. It is especially important in digital online platforms, where the reader can evaluate active participation, not just passive connection, turning off the camera and disconnecting from the lecture.

The methods of assessment of study results and the criteria for the assessment of the acquisition of the study course are defined in the **descriptions of the study courses (syllabus)**, which are placed in the e-learning environment Moodle before each semester.

A 10 (ten) point grading system is used for the evaluation of examinations, where a positive evaluation of “4” points - almost satisfactory - can be obtained at 55% - 59% acquisition. Both the course examinations and the final exam assessments are available to each student only in their own Moodle student profile.

The evaluation criteria for the state examination are determined by the State examination regulations, which are available here: State examination regulations

Situation play in a simulated environment. Lecturers are invited to actively use the College's resources - the simulated environment - to create various situation cases. Lecturers have had more theoretical and practical trainings, during which lecturers wrote scenarios. There is a storage space for the scenarios in the e-learning environment Moodle section, with the aim that lecturers can easily access them and, if necessary, exchange and use these scenarios with each other, of course, if the content of the study course allows it. A common form for scenarios has been introduced at the College. An example is available on annex no 7 in the section "Other attachments".

The methodological department of the College in cooperation with the lecturers has started work to encourage lecturers to use a new learning method among the students, namely, the **mutual evaluation of the students.**

In order to encourage students to become more involved in **self-assessment** and to critically evaluate the level of their own knowledge and skills, **formative assessment** have been actively held at the College since 2018, in parallel with summative assessment. Online digital tools in the College serve as a great way to evaluate students not only summatively, but also formally, in accordance with the Regulations for the assessment of study results. In the autumn semester of 2019, the Methodological Department started to organize regular training sessions for readers on digital tools that would promote a more interactive study process, and the ***advantages of digital tools were explained.*** The following tools were looked at during the learning process: Testmoz.com; Mentimeter.com; Kahoot.com; Plickers.com. The readers really appreciated the opportunity to practice and play out different variants of the question on their own, both on the part of the reader and the student. ***A total of 50 readers have participated and practised in this training since 2019.*** The readers acknowledged that the most convenient to use is *Kahoot.com* and *Mentimeter.com*. *Plicker.com*, on the other hand, was recognized as the most impractical in terms of preparation. The features of *Testmoz.com* are very similar to the electronic test features of the College`s *Moodle* e-studies environment. In order to ensure greater involvement of readers, an electronic tutorial with preparation steps to be performed was developed. All tutorials are available in the *Moodle* e-studies environment. Also, of course, after 2019, several trainings have been held for lecturers to practically try out these tools.

Lecturers also practice their own applications, such as Quizlet, Miro.com Mindmup.com ("Professional Terminology in English" and "Professional Terminology in Russian", Clastime "Anatomy" study course and virtual laboratory "Physiology" study course). The college has purchased a pay-per-view Kahoot Pro account for unlimited use.

In order to promote students' self-esteem, ***self-assessment tests*** have been distributed in the College in the e-learning environment Moodle. The tests are not included in the overall grading system, but the student can test his / her own knowledge. This method is especially used in Latin. In the section "Other annexes" there is a sample annex no 8 for the completed self-test by the student.

In order to promote students' self-assessment in study course surveys, students should assess not only the competencies of lecturers to lead the course, but also their, for example, how the level of digital transversal skills has improved and how students evaluate their initiative / involvement in

acquiring knowledge and skills.

Elements of board games are also used for the formative assessment of student achievements. Although there are not many readers at the moment, it is predicted that there will be more who voluntarily use game elements as a learning method in traditional tests. In support of the simulated environment, methodologists encourage readers to pay more attention to this method. College readers have used the experience from the game ***Alias*** by creating homemade cards that have medical terms that need to be explained and remembered. It is a fun and educational way to encourage students to remember medical terms with interest. At the same time, students assess for themselves how much each of them has learned. To this end, the Methodological Department of the College since 2021 is working on the development of a new innovative board game, which would be feasible in the ***Physiology study course in all of the study programs.*** This can be achieved by introducing two levels of difficulty to the playing cards.

One way to assess **the adequacy between the assessment methods and the student needs is to listen to student opinions**. In study course surveys students are asked to assess whether "Tests during the semester facilitated the acquisition of the study course", "was the number, frequency, form, variety of methods satisfactory?", "did the teaching methods used by the reader promote the acquisition of the study course? (see Figure No.10) ". It can be concluded from Figure No.10 that "strongly agree" is the predominant answer in all programs. Statistics are provided for the 2018/2019 st.y. and by deciding that the opinions of students on the specific question have been obtained, this question was not asked further.

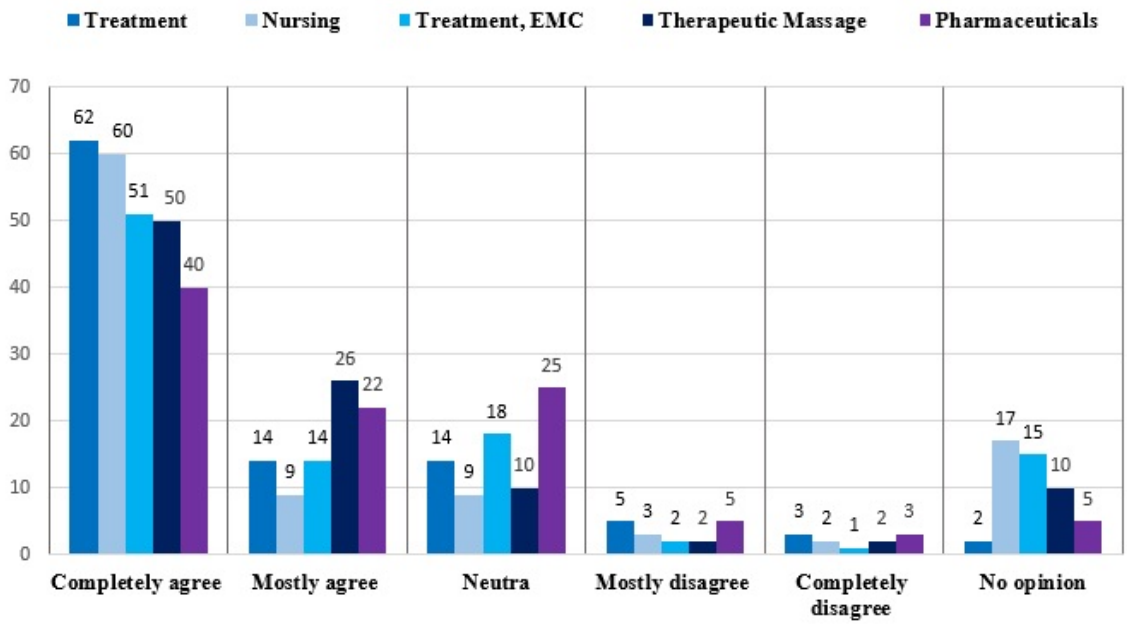


Figure No.10

Student answers to the statement "Tests during the semester facilitated the acquisition of the study course". (Autumn semester 2018/2019).

Some student opinions that characterise the majority of students in open-ended surveys for the 2018/2019 spring semester and the 2019/2020 autumn semester. Student opinions: "depends on the subject, the more complicated the subject, the more useful the tests", "yes, encouraged, helped to "motivate" oneself to learn more, helped to learn independently'', "yes, encouraged", "Several tests were like a repetition of knowledge, but not all of them", "Helped to memorize information in cases when it was possible to look at the mistakes and find out the correct answer",

“Yes, the tests were necessary, mainly to test yourself”, “Yes, gave an incentive to study harder’’. “There could be more time between tests’’, “Yes, because there was an incentive to study for each lesson if you knew there would be a test’’, “Of course, it makes you aware of what you know and what still needs to be learned.’’, “Yes, new skills were acquired and new knowledge was developed”, “ Encouraged, but they should be announced in time, so that there is not too much work in one week, because it reduces the quality of knowledge”, “There should be more electronic tests!”

Students were asked to rate the statement “Teachers used digital teaching methods (audio/video/online)” for the 2019/2020 spring semester. The vast majority of respondents (73%) completely and mostly agree that readers used one of the digital online devices (see Figure No.11). There were also 9% of respondents who disagreed with the statement**.** In general, the results can be assessed as very good and promising, as the spring semester happened during the state of emergency declared by the State and the entire study process was provided online. The survey included 41 readers, who taught a total of 90 study courses in the spring semester.

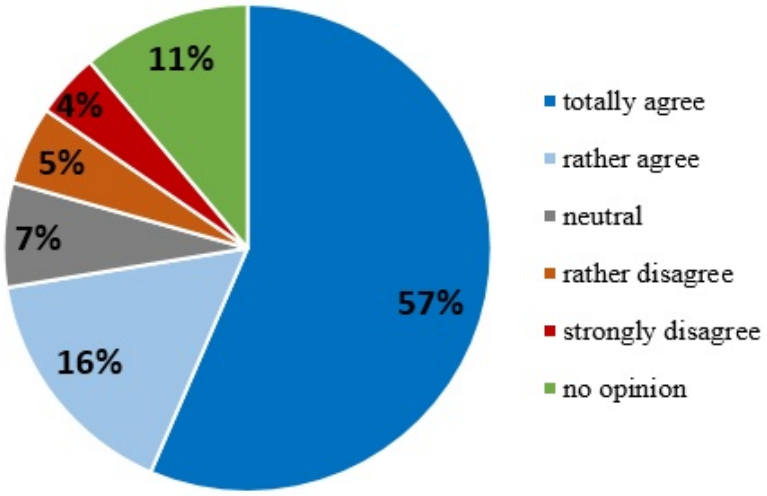
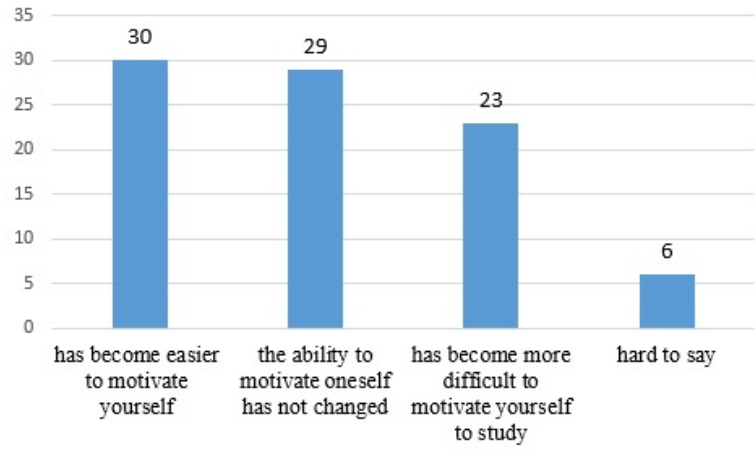


Figure No.11

Student answers to the statement “Readers used digital teaching methods (audio/video/online)” Spring semester 2019/2020.

Taking into account the challenges of the remote environment in which the last 1.5 years have passed, at the end of the spring semester 2020./2021. for students we included in the surveys the question about the level of motivation for studying remotely. According to the results of the surveys, it can be concluded that the votes of students are fairly evenly distributed among those who have become easier to motivate themselves and those who have become more difficult to motivate themselves. It should be taken into account that 23%, which indicate that they have found it more difficult to motivate themselves, may have been able to influence the study results achieved by students.



Figur No.12

Motivation level (%) when studying online (spring semester of 2020/2021 academic year)

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.

Observance of the principles of academic integrity is specified in the Regulations on Study Procedures and the Regulations on Academic Integrity, which are available here: Regulations on Academic Integrity (Latvian only).

The College is entitled to examine the student's work with various methods of detecting violations of academic integrity, in particular, with methods of checking the originality of content and determining copyright (for example, according to the agreement with RSU, using the automated systems in use). RSU has introduced and uses the Single computerised plagiarism control system of the Latvian higher educational institutions to check the originality of the content of the final work. Currently, RSU has signed a strategic partnership statement with the Red Cross Medical College of RSU, the University of Latvia and the Riga Technical University, as well as other higher education institutions have begun cooperation to coordinate the principles of ethics and academic integrity.

In March 2021, readers were asked to indicate the extent to which readers have encountered breaches of academic integrity. 17 readers out of 27 readers indicate that they use reports and/or course work and/or scientific research work within the framework of their courses. 15 out of 25 indicate that they have encountered a breach of academic integrity at the College, 10 readers have not encountered it. Readers were willing to share their thoughts on how to make students respect academic integrity. “All readers are required to ask for references in all works, so that such an understanding is formed in time, not only when writing a qualification paper, not to accept works without references. Students must be interested in the subject, then academic integrity is usually observed. Academic integrity correlates with the student's interest in the subject.” ***On 07.04.2021***, the College ***signed a cooperation agreement with the developers of the Turnitin plagiarism control.*** On 4.30.2021, extensive training for readers took place for the use of the programme, which was organized by the *Turnitin training department Jason Gibson*. After that, study instructions were created for both lecturers and students. Practical training was also developed. In order to achieve greater involvement of lecturers, a Video-audio recording was created to use the system. It is available in the e-learning environment in the Moodle section of the

guide for lecturers. Instructions for students are available in the section "Other appendices".

The Turnitin system is very convenient to use, as it is synchronized with the Moodle e-learning environment, which means that uploading a report, essay, etc. work in the e-learning environment, these works are verifiable in the system of academic integrity *Turnitin*. The advantage of this system is that it not only examines reports and independent papers, but also examines open questions in the electronic test environment in e-learning Moodle. Figure No.13 shows a statistics browser for May. It can be seen that the system has been used successfully, as evidenced by the large number of upswings in mid-May 2021.

Figure No.13

Turnitin similarity report statistics - uploaded files for inspection in May 2021.

If the reader, supervisor or work evaluation commission finds a possible violation of academic integrity in the student's work or actions, the student is required to provide explanations no later than within three working days. Failure to provide explanations is not an obstacle for any further action. The reader, supervisor or work evaluation commission evaluates the student's explanations. If no violation of academic integrity has been established – allows to continue the defence of the work (if the work must be defended), assigns an assessment appropriate to the content of the work or (if the possible violation is related to one's actions) allows to continue the examination. If a less serious violation of academic integrity is established – lowers the grade by one or two points and reports it to the Head of the Study Department, as well as the Deputy Director for Academic Affairs and Research, to initiate disciplinary proceedings. If a moderate or severe violation of academic integrity has been established – an unsuccessful assessment “very, very poor” (1 point) shall be assigned, the examination shall be cancelled or the defence shall not be admitted and it is reported to the Head of the Study Department, as well as to the Deputy Director for Academic Affairs and Research, to initiate disciplinary proceedings. If a moderate or severe violation of academic integrity has been established in an already assessed student's work – the initial assessment of the work is amended by assigning an unsuccessful assessment “very, very poor” (1 point) and it is reported to the Head of the Study Department and Deputy Director of Academic Affairs and Research, to initiate disciplinary proceedings. If the interim assessment has been amended in such a manner, which was a precondition for passing the final examination or cumulatively has formed an assessment of 10 for the final examination, then the student's right to take the final examination or to obtain the final assessment cumulatively is reviewed accordingly and the assessment of this examination is also amended.

In the figure No.14, a red line indicates 75 - 100% agreement with another work. It can be concluded that such coincidence is relatively small in works. The most common consistent match is 50-74% of the content.

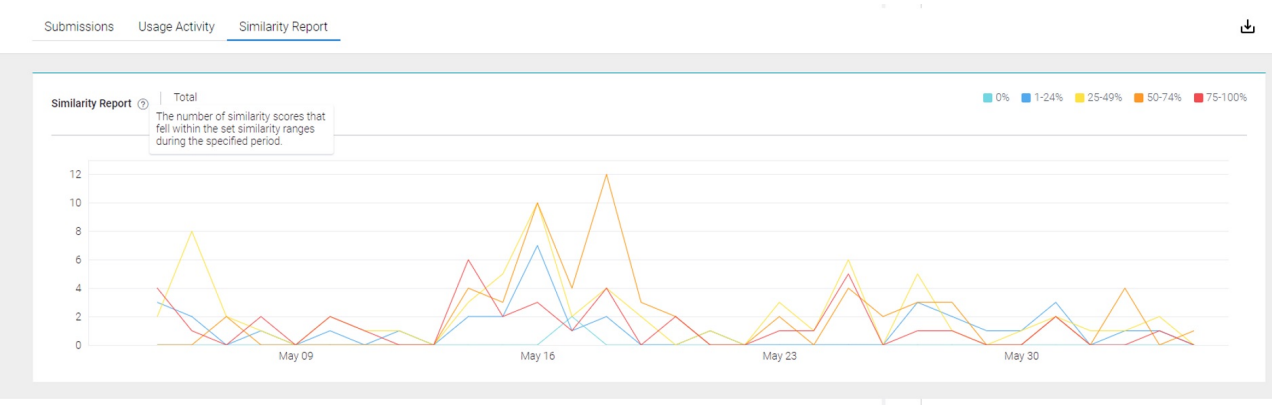


Figure No.14

Degree of coincidence of similarities in May 2021.

Observance of academic integrity is a mandatory requirement for State examination qualification papers. **Qualification papers are sent electronically to RSU, where the papers are uploaded to the Single computerised plagiarism control system of the Latvian higher educational institutions.**

Ensuring academic integrity during remote examination

During the remote State examinations and also in the Study courses final examinations, various solutions are applied, which ensure academic honesty even when taking the examinations remotely online. The College has considered digital, technological solutions such as *Respondus Monitor and Lockdown Browser*, which support the control of academic integrity, but after weighing all the pros, cons and security of personal data, College decided to use the resources of the administration staff as an observer when necessary.

If students have to complete the part of the State Examination theory in the Moodle, then students have to log in to the Zoom platform as well, students are asked to prepare a second side camera (for example smartphone) that covers the student's profile, is possible to see what devices or internet pages student keeps open on the computer screen during test. The commission, meanwhile, has joined Zoom and is watching the students in work. If it is a final exam of the study course, and there are fewer students in the group, it is also done as follows: then, as is described in the State Examination Theory section, but additional to that students are further divided into groups (break out rooms) and students have to share screen with the Moodle test screen and each group has its own observer who observes the student. For practical part in the State examinations, students often have a preparation room (in Zoom) before answering. (Students rotate one by one from preparation to the answer room. In the preparation room the College provides observers from the resources of the administration staff who are not competent about the exam material and there is also no way for the observer to help the students.

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.

The College's internal quality system is accredited and certified with an international certificate of compliance with the EFQM (The European Foundation for Quality Management) quality assurance and management model.

The activities of the College are planned both in shorter stages (monthly work plans of the administration and management of their implementation) as well as for the whole annual/academic year. These short-term goals stem from the College's Development Strategy, which sets out the annual plan.

Continuous improvement of study fields and their corresponding study programs, development and operational efficiency are ensured by:

Feedback from ***graduates and student surveys*** about study courses and readers. The most important things that we have taken into account in the organization of the College study process and have been able to organise in accordance with the students' recommendations are:

Lecturers make full use of the ***Moodle*** **e-studies** environment to exchange materials with students. Just a few years ago, the usual practice was to send materials to each other via the collective group e-mail however, since 2018, such practices have been ruled out. The e-learning environment administrator regularly reviews the information registered in Moodle, but also performs a qualitative, comprehensive Moodle evaluation once a semester, checking whether the material are published, thegrading book is compiled correctly, the grads are registered and are there no setting errors in the e-tests. The information found is shared with the program directors so that they can check the content whenever possible. It should be noted that program directors have the right to access all study semesters, groups and study courses of their program registered in the e-learning environment Moodle.

Since the 2019/2020 academic year, such a **collective e-mail,** in which all students can log in with a single password, is no longer created, but the new concept provides that each student is added to the e-mail group with his/her personal e-mail. Therefore, the information goes directly to the student's personal e-mail and it cannot be accidentally deleted by another student. Information that is particularly relevant and important is sent to shared emails.

In order for the e-studies environment to develop more comprehensively, starting with September of the 2018/2019 academic year, a new department was introduced in the College - the Methodological Department and a new full-time vacancy - e-studies clerk, who developed the functions for the use of the Moodle e-studies to be accessible and understandable by everyone. Students often complained that they could not keep up with the news in the studies environment. Each time it is necessary to open all of the courses and check for assessments or new materials. "*It would be good if there was an announcement about new assessments, posted materials or communication with the teacher" (student proposal).* Such an option has been introduced with the last *Moodle* e-studies environment updates in September of the 2020/2021 academic year. When a reader wants to highlight an activity that he/she has done in the e-environment, by indicating it in the "news" section, it clearly appears in the student's profile. This gives the student instant access to the news. This great function is also used by the Study process organiser when informing about the changes in the lecture schedule. To provide such an option has also been a regular request from the students. In previous years, students had complained that the schedule of lectures and classes was published late, it was confusing and there were often changes that were not noticed in time. Until the 2019/2020 academic year, these duties were performed by the Head of the Study Department in parallel with her other duties. Because of this, with the 2019/2020 academic year, the College published a new vacancy - the Study process organiser, whose duties would be to compile a schedule of lectures and classes. Starting with this year, the lecture schedule was also restructured into *Google spreadsheets*. More about the students' recommendations and results in

the study programmes section.

Regularly organising meetings of the College`s ***academic staff*** once per 2 months. The dates of the meetings are already announced to the readers in September, so that it would be possible to plan the visit times with lectures and work. Already in the autumn semester of 2019 before Covid-19 pandemic, 2 meetings for the study program “Therapeutic Massage” were held using the remote meeting tool Skype, as the program is shared with the Liepaja branch. Therefore this experience will also be continued in all regular meetings.

Once a year, a self-evaluation report of the study field is developed (reports of previous years are available here in Latvian) in the section Pašnovērtējuma ziņojumi. Analysis related to students' achievements takes place regularly in internal quality meetings, for example, analysis of assessment success, analysis of study course survey results, analysis of hospitalization results.

Electing the Council of each study program, at the beginning of each study year, which consists of readers, representatives of employers, as well as students. These councils plan the course of the study year, analyse feedback or suggestions from students, discuss and decide on the necessary changes or improvements, solve problem situations in the study process, as well as plan the professional and scientific development of study programs.

The director of the program, the deputy director of academic affairs and research, as well as the head of the methodological department, participate in lectures and ***class observations***, which are approved by the order of the director, after which, together with the respective reader, they discuss the possibilities of improving the study course quality. For example, in the period from 2018/2019. year until 2020/2021. 67 lectures have been visited (observed). Lecturers are encouraged to attend each other's lectures and classes within the framework of collegial observation. 2021/2022 st.g. 7 collegiate observations took place remotely on the Zoom platform.

The most important examples that have been discussed in the class observations are shown in annex no 10 in section "other annexes". Class observations are planned according to the principles, to visit the readers who are the best rated in the student surveys in order to learn from their good experience, as well as the readers who are rated the lowest in the student surveys, and, of course, the readers who teach for the first time.

External assessment within EFQM Model framework

On 29 June 2016, the RSU RCMC Council approved the Quality Policy, which is developed in accordance with the EFQM Excellence Model methodology. EFQM is an organizational management framework which is widely used in Europe — by organizations of different sector and size. This model is chosen to be used as a single organizational management tool or in combination with others, e.g., ISO standards. It is based on the quality related principle established by the management of the RSU RCMC. The Quality Policy is available here: Quality Policy

In 2020, the College in cooperation with the Latvian Quality Association applied for the international EFQM award and, on 24 February 2021, two foreign experts Tiia Tammaru and Siret Kegel had a assessment visit in the College. Ten employees were interviewed during the assessment on the *Zoom* remote platform. As a result of assessment, the College got a high assessment within EFQM model framework - 2 stars, which was a goal of the College. In the section "Other annexes" annex no 11. available EFQM Assessment Report.

In the College’s assessment report next to each assessment criterion, the following findings and assessment were stated:

Under the section “Strategy and main results”

■ The management team has defined and made available the mission, vision and values of the College.

■ One strategy period (2016-2020) has finished, a new strategy is being developed (2021- 2025) where a number of new approaches will be introduced for the development of the strategy process, as well as new sections.

■ Internal Quality Management Council follows the KPI (Key Performance Indicators). The main results show a positive trend, for example, State budget financing (4 years); stable source of income (own income in the last 2 years), as well as research and other projects, number of employees and students.

■ Comparisons have been made with competitors (positive comparisons with study programmes implemented by Latvian higher education institutions (HEIs)), but no comparisons have been made with other European HEIs, although, according to the College's vision, it should be a recognizable education institution in Europe.

■ For supervision and improvement purposes, a regular operational meeting system at different levels is introduced.

Under section "Customer Relation Management"

■ Customers, different customer segments and customer expectations are identified.

■ Several surveys have been conducted focused on different stages of customer relation management process in order to improve the essential processes of the College.

■ Approach for process improvement is developed aimed at improving the customer satisfaction.

■ To compare services and performance, information about competitors is used.

■ Students have a possibility to be listened, there is complaint handling procedure in place.

Under section "Human Resource Management"

■ Staff management policy and annual assessment system is introduced.

■ Competences and training needs are determined, personal growth is supported (including Doctoral and Master's studies).

■ The proportion of academic staff with a Doctoral degree is relatively low (does not meet the target), although there is a positive trend in numerical growth, which is higher than that of competitors (in Latvia).

■ Employee satisfaction surveys are conducted every two years, although there is no information on benchmarking with other HEIs.

■ People feel competent and motivated, supported by the management and informed.

■ The plan for fulfilling the goals of internationalization does not involve foreign lecturers, as well as lectures in English are not offered to foreign students.

Under the section "Process Management"

■ Main processes, support and management processes are identified.

■ Activities and responsibilities related to the processes are described in the Internal Rules and Job

Descriptions.

■ At the sub-process level, an approach to address suggestions for improvement is defined.

■ Holistic approach which is based on the customer value creation, supports new customer-focused strategic approach.

Under the section "Sustainability"

■ Holistic sustainable development strategy (people, planet, profit) forms the part of the general strategy of the College 2021 -2025, which is based on goals and objectives.

■ Stakeholders and their expectations are identified.

■ An approach to solving environmental issues was implemented.

Experts indicated the aspects which should be improved:

No goals have yet been set to minimize ***the environmental impact of the College's activities*** (e.g., paper, water, electricity and heat consumption). No comparative reviews have been performed with other higher education institutions. The annual report, which is publicly available on the College's website, does not include information on environmental protection indicators.

Internal documentation systems should indicate their design versions and available changes to reduce the risks of using outdated information. Approaches and effectiveness of complaint handling are not measured and analyzed.

Although a standard questionnaire is used in student satisfaction surveys, ***the results are not compared with*** other results of Health Care student surveys ***in the Latvian direction of studies.*** There are no comparative evaluation data on employee surveys with other employees of the Health Care study direction.

Taking into consideration the expert opinion, in March 2021 the development of the Sustainability Strategy was started.

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 planning and development of new study programs in the College is implemented in accordance with the regulations of the CoM of the Republic of Latvia, which provides prior coordination of the necessity and justification of the planned programs with professional organisations and the Ministry of Health. Review of study programs takes place every study year or as needed. Feedback is analysed from students and readers on the shortcomings of study programs or necessary improvements. Getting feedback from:

- Students: once a semester, surveys of students are conducted, in which their opinion about the study process, its content, each specific study course is clarified, as well as the

opportunity to comment on the work of teachers and suggest improvements is provided. The surveys are mostly filled in on paper before the lectures start, therefore gaining a larger number of respondents. The representative of the Methodological department can also additionally explain the purpose of the survey and explain the questions. During remote learning, the surveys were organized electronically in the form of *Google forms*.

- Graduates: every year the satisfaction with the process of obtaining education and readiness for the labour market of the College graduates is identified. Within the framework of this survey, the employment of graduates in the profession and the continuation of education (in the health care or other sector) are clarified.
- Employers: the college conducts regular surveys of employers both during the internship of the students and after the commencement of the employment relationship of the graduates with the specific employer. Employers have the opportunity to provide their professional opinion on the process of obtaining education and the necessary improvements by participating in the study program councils or the College Council.
- The company is mainly provided for through the media:
- views statistics from ad channels (*Google Ads, Facebook*, u.c.);
- views statistics from publications on social networks (*Facebook, Twitter, Instagram*);
- feedback/evaluation(*Google Ads, Facebook*);
- An applicant survey, when concluding a study contract, about where they learned about the College;
- Direct communication with students and partners.

The procedure for developing and maintaining study programs and study course descriptions is available in this regulation in 3rd chapter: Regulations For Developing And Maintaining Study Programme And Study Course Descriptions

The coordination of study programs takes place at several levels. After receiving a proposal on the need to create a new study program, a working group is established following the order of the Director. After the development of the new program, it is reviewed by the Internal Quality Council of the study field "Health Care" and, upon approval, is referred to the College Council. After approval by the College Council, it is referred to the RSU Senate (for support) and further for licensing by the procedure prescribed by law.

During the reporting period, since the previous accreditation, the College has licensed 3 study programs: Pharmaceuticals, Treatment with qualification Emergency medicine physician assistant and Therapeutic Massage. The need for creation came primarily from the industry, from employers, because it was necessary to train highly qualified specialists.

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.

Students of the Red Cross Medical College of Riga Stradiņš University can submit proposals and

complaints about the implementation of the study process or other issues. The College`s "Procedure for Submission and Review of Student Proposals and Complaints" is available here: Procedure for Submission and Review of Student Proposals and Complaints

The procedure does not apply to submissions for tuition fees, termination of studies and other official submissions, which are considered in accordance with the procedures provided for in the Law on Submissions. Submissions with proposals or complaints are addressed to the College Director. Submissions are referred for review:

- for the content and quality of studies, for non-fulfilment or incomplete fulfilment of employees' duties – Deputy Director for Administrative and Development Affairs;
- for the study calendar plan and organization of the study process - to the deputy director for academic affairs and research;
- for the practical classes and the conduct of internships - to the deputy director for academic affairs and research;
- for the list of lectures, for the organisation of studies, for the improvement of the quality of the implemented study programs - to the Head of the Study Department;
- for violation of the college staff agenda (non-compliance with internal agenda rules and work norms, non-fulfilment and incomplete fulfilment of work duties, intentional or unintentional non-fulfilment of employer and supervisor orders), non-compliance with working hours and non-compliance with the documents regulating studies in cases when the specific facts referred to in the application have directly affected the student's study process or restricted the student's rights - Deputy Director for Administrative and Development Affairs.

The submissions are reviewed and decided on by the relevant officials. Answers about student proposals and complaints are provided within ten working days from the receipt of the submission. The term for reviewing the Submission may be extended if required by objective necessity, but not longer than one month from the moment of receipt of the Submission.

Clause 11 "Appeal" of the Regulations on Study Procedures explains that a student may submit an appeal regarding the assessment of the examination or the procedure for the examination until the end of the next working day, from the moment the assessment is announced. Upon receipt of the appeal, its merits shall be assessed by the Appeals Commission. The Appeals Commission may request the appellant and the reader who has assessed the examination to explain in detail the information available to the commission by providing written or oral explanations or other additional information. The procedure for submitting appeals regarding the assessment of the State examination, including the Qualification paper, is regulated by the State examination regulations.

College have electronic section "Suggestions and Complaints" on its website (in Latvian version only). The application can be submitted individually or in groups of students (if the number of applicants is at least 51% of students of one or more groups of students), regardless of the study program or form of studies. This site is designed to give students even more opportunities to express themselves.

A successful communication with students was launched in 2021, with monthly Zoom online meetings within each programme, where students' suggestions and complaints are heard. Meetings with the Directors are organized every semester.

Considering the epidemiological situation and the organization of the study process in a state of emergency, a new Zoom online meeting in each study program has been launched. It will continue in 2021 to ensure a successful study process. Students' suggestions and suggestions, and complaints are heard during the meeting. Every semester, the Student Self-Government meets with

the Principal, during which issues relevant to students, including complaints and suggestions, are discussed.

Table No.8

Percentage distribution of complaints

Complaints during the reporting period	The amount of complaints %
About the organization of the study process (students want to receive lecture time table very quickly every semester, students are dissatisfied if there are any unforeseen changes, there are sldo complaints/suggestions every semester that the amount of some medical study courses is too small, but - too many social science study courses).	40
In the context of the academic year 2020./2021. and 2021./2022. the organization of the study process in an emergency situation within the framework of the Covid 19 pandemic. Unwillingness to get vaccinated.	30
Appeals against the results of State examinations	5
About lecturers (does not offer favorable times to settle debts, complains about too high requirements, students would like more extensive materials, so that if they do not attend a lesson, they can study independently)	15
About classmates (mostly about the microclimate in a particular group, so transfer to another group is required)	10

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.

In addition to compiling the mandatory statistical data on the institution set by the state, in accordance with the Statistics Law, the College has developed procedures for obtaining data for the assessment of the quality of studies. The survey is used as the main method of the data collection. The main goal of the survey is to obtain regular information from students about the study process implemented by the College and to use the results obtained during the survey to improve the quality of the study process. The procedure for surveys is determined by the Provisions for student and learner surveys for the assessment of the quality of the study and learning process The survey process is technically organized and carried out by the Methodological Department in cooperation with the Study Department. The content development of the questionnaire is organized by the Deputy Director in academic and research work, in cooperation with the Head of the Methodological Department, the Directors of the Study Programs, the Head of the Study Practice. The technical summary of the survey results is provided by the Technical Secretary of the College Study

Department. The analysis of the content of the survey results is performed by the Methodological Department. In the academic and research work, the Deputy Director presents the results of the student surveys to the lecturers during the individual interviews, the summary is reported at the Internal Quality Management Meeting and at the Lecturers' Meeting. Surveys are created in the survey tool Visidati.lv, because this tool offers several analytical tools with both Ms Excel output data and filter functions. Unlike Google Forms surveys or other well-known international survey tools, this tool allows students to complete surveys in a highly transparent format on smartphones without distorting grid-type questions.

The results of the summary of the survey results are available to students at the beginning of the **next semester in the e - learning environment Moodle**. Representatives of the students' self-government are presented with the results of the surveys at the Internal Quality Meeting. The results of the survey are stored electronically, according to the Nomenclature of Cases of the Methodological Department of the College. The results of the surveys are confidential and securely protected information, which is available only to each lecturer about his / her implemented study courses. To the Director and Deputy Director in academic and research work, as well as to the Directors of the Study Department, Methodological Department, Study Program Directors for their subordinate lecturers.

The results of the surveys is used by the lecturers to carry out a self-assessment of their professional competence and to define the goals for the improvement of the study work, the directors of the study programs to discuss the results at the meetings of the Study Council and develop proposals. The head of the study practice of the study department of the college use the results of surveys to evaluate the work of his/her structural unit and plan measures for the improvement of the quality of the study process and the study environment. The deputy director use the results of the questionnaire in academic and research work in the annual job evaluation discussions with the lecturers and analyze the changes in the annual evaluations provided by the students, to assess and improve the internal quality of the study process. The analysis is set in the results of surveys. Annex no 12 is available in section "other annexes". The results of the surveys allow us to predict actions, those responsible and to review whether the situation is better.

In the section 'other annexes' annex no 13 is provided with a table on all types of surveys in the College, including those what are not related to the quality of academic processes, such as the College's publicity and the effectiveness of the College's advertising and marketing activities.

In addition to the already mentioned surveys, the most up-to-date data on the student movement are collected every week, namely the number, the number of withdrawals and the reasons. During study year 2021/2022, information is also collected on the vaccinated students against Covid-19, those who have certificate due illness (the certificate expire date) and those who are in the process of vaccination. According to the Government's decision, this was important because, as of 11 October, 2021, only persons with a certificate could enter the College.

Twice a year, at the end of each semester, an **analysis of learning outcome (assessment)** success is performed, comparing success with the results of previous study semesters. At the end of the state examinations, the results are also evaluated and compared to the performance of previous years.

In the autumn semester of the academic year 2021/2022, the collection of information on s**tudents' activity by reading the descriptions of study courses** was started. This information is collected thanks to the e-learning environment system Moodle. The aim of this compilation of statistics is to find out to what extent students are acquainted with the descriptions of study courses and how to make this process more accessible to students.

College with the aacademic year of autumn semester 2021/2022. began to **compile statistics on the number of readings of syllabi** in order to draw the attention of both students and teaching staff to the importance of the syllabi and the learning outcomes. Statistics can be obtained by opening each study course separately in the e-learning environment *Moodle* and recording user reading statistics. The results are available in the section "3.2.3." for each study program separately.

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 College has an official website www.rcmc.lv, where the most comprehensive information is available to all interested parties, the public, students who study and potential students to get acquainted with the study programs. A self-evaluation report of the study field (only in Latvian) and programs is published for each previous study year. A public report (only in Latvian) is also available for each year. By opening the section on the specific program, information on the duration of studies, the number of budget places, accreditation information, the qualification to be obtained, and further education opportunities are freely available.

Information on the College website about the study program Therapeutic Massage is available here.

Information on the College website about the study program Treatment is available here.

Information on the College website about the study program Pharmaceuticals is available here.

Information on the College website about the study program Treatment, Qualification: Emergency medicine physician assistant is available here.

To make it easier to navigate the content of the study program, information on the names of study courses is available. There are links to the admission rules and the self-assessment report of the "Health Care" study field. All documents binding on students can be found on the website in the section – documents. In the students section – documents required for studies, information about scholarships, about the student hostels, about the library, the price list of the College's services. The responsible persons who oversee the currentness of the information is Public Relations Specialist.

Sanita Litiņa, Deputy Director for Academic Affairs and Research, is responsible for the compliance of the information available on the website with the information available in the official registers.

As part of the study process, students and readers use the *Moodle* e-studies environment, where each student has their own password and *log in*, which are personally distributed during the first group meeting. During this meeting, students are also shown how to work with *Moodle*. Updates are available in the e–learning environment, also available are lecture/class schedule, reader consultation time, exam plan, annual calendar plan, summaries of previous years' student surveys. *Moodle* also provides practical tutorials on how to use *Moodle* for tests, how to submit Zoom platform and other work, how to use the *Zoom* platform and other useful instructions. Readers are responsible for the content of the *Moodle* e-studies system and support is provided by the e-studies clerk.

Information on the field of study is published in the State Education Information System (hereinafter - SEIS). The system includes information on all educational institutions registered in the Register of Educational Institutions (hereinafter - educational institution) and other institutions referred to in Section 36, Paragraph one of the Education Law that implement adult education programs and are registered in the register of institutions specified in the Education Law (hereinafter - institution). SEIS includes information on accreditation, on educational programs, incl. licensing dates and accreditation deadlines.

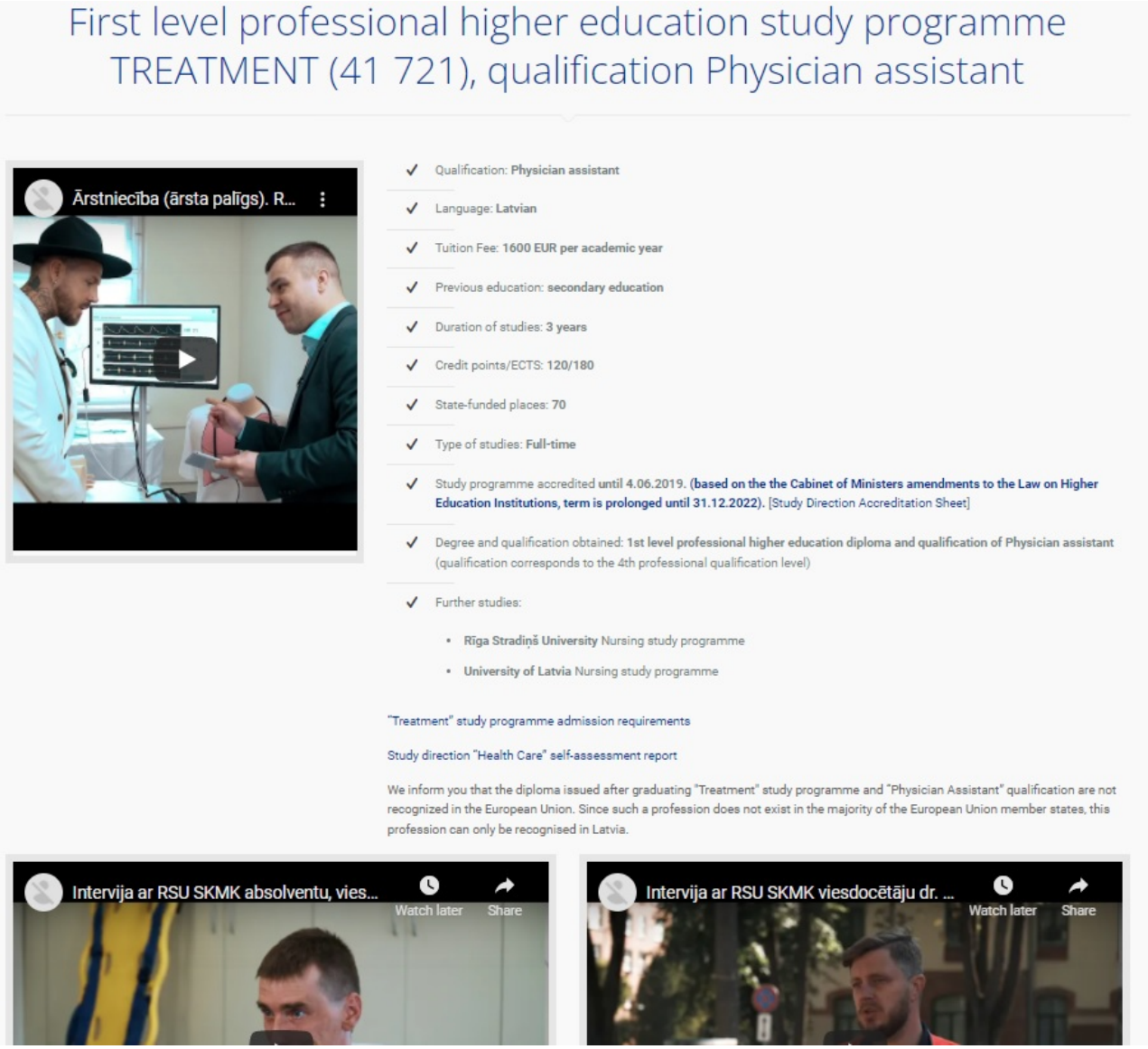


Figure No.15

Information on the College's website about study programs.

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.

Financial resources of the study direction consists of the State budget grant and own revenues. The College has also received the performance financing under national law (Procedures for Financing Institutions of Higher Education and Colleges from the Funds of the State Budget)

The College's budget determines annual financial plan which is approved with the Ministry of Health and RSU. Control over the use of financial resources takes place according to the procedures specified in the College's Regulation, College's Accountancy Policy, as well as approving financial plans and reports with RSU and the Ministry of Health. A Management Report is submitted to the Treasury on each use of the state budget. The College's state budget is audited by an independent external audit every year. The financing for the purchase of literature and the access to electronic databases is available for the College's students at the RSU libraries. The RSU library makes the literature purchases every year according to the College's order.

Table No.9 shows the structure of budget revenues for various items by year starting from 2013 to 2020. The largest percentage of own revenues is generated by the study programs "Therapeutic Massage" and "Pharmaceuticals", which can be explained by the fact that these study programs have relatively less budget than other first-level professional higher education programmes implemented by the College. Study programmes are popular with the students and are highly appreciated by employers.

Table No.9

Structure of the Budget Revenues

	Grant to the higher education	Grant to the professional education	Own revenues from paid-services	Received transfers from RSU	Financing of the Ministry of Health of the Republic of Latvia from the EU structural funds	For scientific work from the Ministry of Education and Science	Project DeDiWe	National Centre for Education ESF project	ERDF project	EU co-financed project for life-learning	EU structural funds for vocational education	ERASMUS	EUR total
2020	1078506	258197	203334	9568	58893	-	-	39539	22118	-	-	56677	**1726832**
2019	1 071 971	212 498	220 917	8201	132 271	-	-	15 647	-	-	-	33 141	**1 694 646**
2018	1 022 857	212 498	264 788	8491	54 251	-	12 723	-	32 7028	-	18 678	41 329	**1 962 643**
2017	937 265	211 607	182 441	93 160	-	530	14 341	-	13 477	-	76 654	50 654	**1 580 129**
2016	900 513	200 586	126 185	47 434	-	-	4811.94	91 297	-	49 959	-	-	**1 420 786**
2015	888 451	193 421	60 585	46 764	-	449.00	-	50 627	-	33 440	-		**1 273 737**
2014	888 451	193 421	29 462	43 951	52 082	-	-	-	-	26 194	-	-	**1 233 562**
2013	964 038	108 637	27 865	37 674	37 067	-	-	-	-	36 303	-		**1 393 848**

As it can be concluded from Table No.9, own revenues have grown steadily with each passing year, the constant growth is also evidenced by the percentage statements in the own revenues section against the total budget revenue items. The College's own revenues in 2020 were formed from revenues for educational services EUR 66 040.00 EUR in the study program "Therapeutic Massage", EUR 82 405.00 in the study program "Pharmaceuticals", various professional development courses EUR 40 102.00 and other services provided EUR 14 787.00

Table No.10

Available Financing by Study Programmes

Study programme / EUR	2020	2019	2018	2017
Study programme "**Nursing**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Nursing"	43 4471.92	523 187.73	682 672.11	496 534.30
Study programme "**Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Treatment"	359 797.06	340 780.87	541 624.16	450 396.16
Study programme "**Emergency Medical Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Emergency Medical Treatment"	165 189.85	179 703.61	124 122.20	74 699.85
Study programme "**Pharmaceuticals**" one study place	2262.87	2734.73	2820.96	2197.05
Total financing for the study programme "Pharmaceuticals"	26 982.08	218 374.01	189 004.26	129 626.21
Study programme "**Therapeutic Massage**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Therapeutic Massage"	178 767.09	161 505.78	19 004.26	140 611.48

Table No.11

Costs per Student (for each of the study programs of the study direction); Cost Item Calculation

Cost item	2019, EUR	2020, EUR	Basis of the calculation
Costs of one study place within the study direction*	*2368.99*	2341.41	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2020 (i.e., 662)
Average number of students in 2019	*639*	622	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2019 (i.e., 639)
Study programme "Nursing" one study place	*2448.58*	2459.08	The costs of one study place for the study programme is calculated by taking the costs applicable to all programs divided by the average number of students and adding to it the costs of the academic staff for the study programme divided by the average number of students in the programme.
Study programme "Treatment" one study place	*2452.06*	2428.55	
Study programme "Emergency Medical Treatment" one study place	*2256.73*	2303.96	
Study programme "Pharmaceuticals" one study place	*2472.57*	2396.81	
Study programme "Therapeutic Massage" one study place	*2215.01*	2218.63	

**one place in the programme is calculated from the total available financing in proportion to the average number of students in the programme*

Striving for excellence in the educational process, RCMC RSU has been devoting 1% of its funding to scientific activities since 2015, the only Latvian college to do so. In addition to the core funding, the Colleges also received performance funding during the previous strategy period, which is allocated for investments in the development of research activities in universities and colleges. The return of the study place financed from the state budget to the College is assessed as high, based on the monitoring data of the Ministry of Education and Science Absentee.

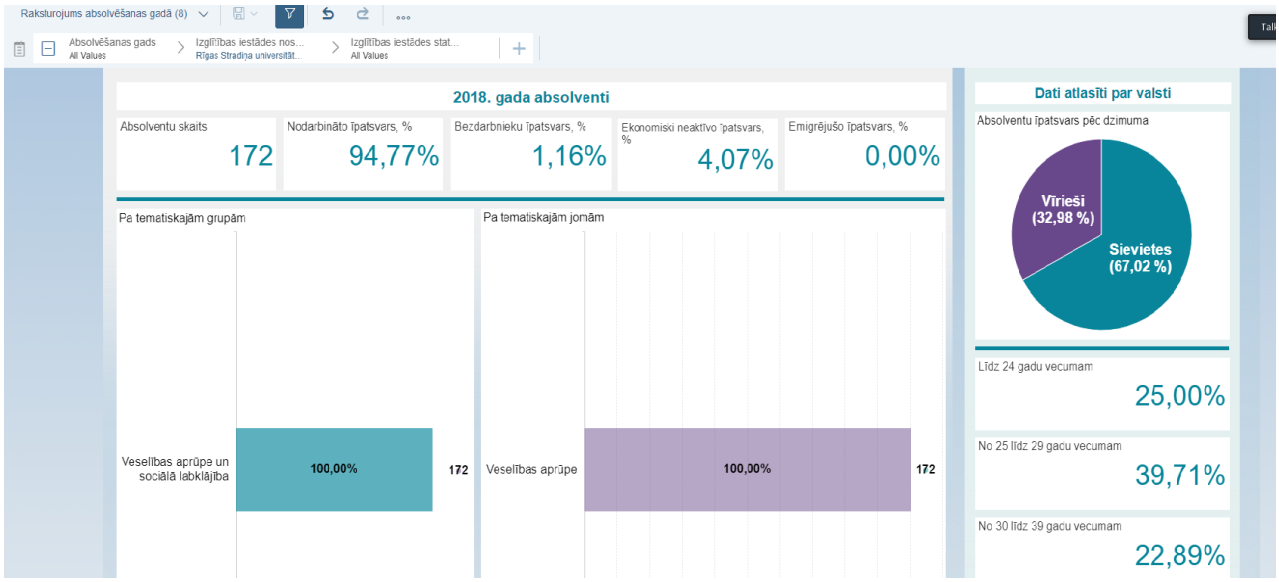


Figure No.16

Graduate monitoring data

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.

The technical support of the college is renewed and supplemented.

With the end of the 2019/2020 academic year, the Red Cross Medical College of RSU and the European Regional Development Fund project "Modernization of the STEM educational program infrastructure at the Red Cross Medical College of RSU" has been successfully completed. Within three years, the College's simulated environment and lecture halls have been significantly improved with the ESF funding. Students and readers have the opportunity to practice on several multifunctional training mannequins, such as muscle, subcutaneous and venous injection, heart rhythm, breathing type auscultation and advanced care skills "Rescue Anne'' mannequins. College classrooms are equipped with modern and ergonomic study equipment. Thanks to the purchased equipment, the studies could be done remotely in very good quality. Agreement No. 8.1.4.0/17/I/002 European Regional Development Fund project "Modernization of the STEM educational program infrastructure at the Red Cross Medical College of RSU".

In order for the College to be able to provide students with conditions and situations as close as possible to the internship/work environment, ***simulation laboratories were opened in 2019.*** Premises are equipment with video and audio recording functions, intended for simulation of various skills with video recording and analysis functions. The room is separated by a wall, in which a special material is embedded, which allows the lecturer to observe what students are doing and the students can work not thinking that the lecturer is standing next to him. There are separate premises for simulation negotiations which are equipment with video and audio recording functions.

Figure No.17

Simulation room

The College also has other practical training rooms specially adapted to each program (chemistry

laboratory, OMT laboratory, pharmacy simulation auditorium, massage functional training rooms, etc.), provided in the study program sections.

Clinical skill self-acquisition room (314) is provided for students. There is a couch, full body mannequin (ERDF), injection arm (ERDF), KPR mannequin (ERDF), equipment for vital signs - tonometer and phonendoscope, two different sexes for urinary catheterization, Screen for intimacy, Mobile procedure trolley, clinical manipulation equipment units for all types of clinical manipulations - digestion, injections, analysis, urinary catheterization, wound care and suturing, desmurgia, etc. Students are free to use this room by signing with the duty officer.

This room was used for 39 times during the period from 23.02.2019 to 28.02.2020.

With 2021./2022. academic year, the College introduced an additional (**217) Clinical Skills Self-Study Room for students**, which include 2 injection arms (ERDF), Vital Measurement Equipment - tonometer and phonendoscope, 2 different sexes for urinary catheterization (ERDF), Mobile procedure trolleys, all clinical manipulation equipment units types of clinical manipulations - digestion, injections, analysis, urinary catheterization, wound care and suturing, desmurgia, etc.

In the "Other Annexes" section, Annex no 14 is provided lists of the laboratory equipment, moulages.

Procurement process of material and technical provision and supply of training laboratories

Warehouse contents and consumption of clinical equipment are reviewed monthly. Once a semester or twice a calendar year, an inventory of materials is performed, according to which the necessary equipment units for the next semester can be planned to be supplemented. Twice a year (if necessary more frequently) the responsible employee shall compile a list with the technical specification, quantity and estimated unit price of the items to be replenished, then together with the application shall be submitted to the chief accountant for approval. After approval by the accountant, the application is approved by the director of the College and passed on to the procurement specialist. Prior to placing an order, the Procurement Specialist shall contact the responsible employee regarding the compliance of the equipment specialization with the offer. After delivery, the employee registers the items of equipment on the basis of the bill of lading in the document 'Report on the stock of household goods and training materials'. The document is available online to the Chief Accountant and Procurement Specialist. The items of material delivered from the warehouse to the training laboratories are listed in the document 'Movement of household goods - training materials from the warehouse'.

Reuse of resources

The College takes care of repackaging equipment for resources for which it is possible. Room 319 is equipped with a vacuum packing device and is intended for reuse of inventory and equipment, simulating an understanding of sterility, thus allowing the student to practice aseptically removing reusable equipment. This strategy saves resources - real medical devices and kits that are purchased and used, but can be reused for training purposes by refurbishing the packaging. Users of self-study rooms - students - have the opportunity to use the packing device also after individual lessons. The availability of a vacuum packing room makes it possible to save time for laboratory technicians, as the materials are arranged during the lesson - as part of the learning process.

In 2019, according to the instructions of the College’s anatomy lecturers, a computerized interactive programme was ordered for anatomy acquisition purposes — ***Anatomy next.*** *Anatomy Labs 3D* anatomy training programme includes such sections as head and neck muscles, chest skeleton and muscles, abdominal, arm and leg muscles.

In order to modernize the wireless network, in 2019 the local network was expanded. The college has 26 wi-fi access points, including student rest areas at the Library and the practical laboratories. Other significant improvements required for internet coverage were also made, for example: repair and modernization of communications/server room — cosmetic repair, installation of air conditioner, installation of server racks, arrangement of network topography. At the end of 2021, an additional 8 wi-fi network access points were installed.

The College can offer 2 **specially moving cameras** for lecturers to broadcast practical lessons on the live Zoom platform. One camera moves with the lecturer's movements, the lecturer can change the focus of the camera's proximity and distance by sending special hand movements. The second camera is remotely controlled, but also includes focus and zoom of the camera's proximity and distance. This camera is especially easy to use in situations where lecturers want to film video clips about practical manipulations in their courses. Usually an employee of the Methodological Department assists with the filming of the video to support lecturer and make sure of the quality of video.

Table No.12

Computer equipment for the learning process

Nosaukums	**Skaits**
stationary computers (desktop computers)	94
monitors	93
laptops (notebooks)	24
tablets	4
tablets/notebook	2
interactive board	6
cameras for simulations	9
NVR for simulations	2
skaņas aprīkojums simulācijām - audio mikseris, audio pults	1
audio solution for simulations - audio mixer, audio console, 4 wireless audtion transmitters/recievers	4
wi-fi access points	19

TV on the wall	8
portable TV on the weels	5
server	1
projectors	15
printers	13
card printers	2
card printers	2
conference room equipment - projector, motorized projection screen, audio amplifier, audio subwoofer, wireless microphone and audio system, wired microphone and audio system / grandstand microphone	

If students want to make copies, they can do it by referring to the technical secretary. There are free-access computers at the library for doing independent work.

Loom, a Google product, is used to record **audio-video lectures** (without the presence of students). This program was already popular among lecturers, because the first training took place at the end of 2018, even before the Covid-19 pandemic. In cooperation with RSU, the Panopto video recording system is also used for the preparation of audiovisual teaching materials. This system is more popular with the lecturers of the study program Treatment with the qualification Emergency medicine physician assistant.

To conduct **online classes**, the College uses Zoom Education licenses as well as Zoom Pro accounts for rational use of resources for lecturers who have few contact hours.

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.

On 1 June 2011, the College library was included into the RSU library by the decision of the RSU Senate of 19 April 2011 (Dzirciema Street 16, Riga). As part of resource sharing, the RSU Library Information Centre for Latvian Health Care Specialists (ICLVAS) performs the functions of the

College library and provides College's academic staff and students with literature, information resources and services. ICLVAS collection consists of more than **122 000 printed materials** - books, magazines, authors' papers mainly in the fields of medicine and health sciences. The Director of the College is a member of the RSU Library Council.

RSU subscribed 28 **online databases** are available to students: AMBOSS (Medical Learning System Platform), ClinicalKey, AccessMedicine, Ebook Central (ProQuest), BMJ Journals, SAGE Premier 2018 Magazine Collection, Wiley Online Journals, PsycARTICLES, EBSCO (The Multiple Academic Databases), The C Library, DynaMed Plus, ProQuest Journal Collection Health Research Premium Collection, Science Direct Journal Collection, SCOPUS, Web of Science, ProQuest Dissertations & Theses Global: The Sciences and Engineering Collection, Letonika, LETA news archive, Nozare.lv u. c. (see https://www.rsu.lv/biblioteka/resursi). Elsevier ClinicalKey and McGraw-Hill AccessMedicine, a subscription database for the medical industry, provides an unlimited number of RSU users with key educational literature and manuals in both the basic medical sciences and a variety of Specialities.

Databases can be accessed using the usernames and passwords provided by the RSU library. They are given to students in the introductory lecture on library resources, published in Moodle system; and also in the study course "Qualification work" there is a presentation on searching for sources and filtering, and it contains usernames and passwords.

The subscribed **multidisciplinary databases** Ebook Central (ProQuest) and EBSCO eBook Academic Collection, on the other hand, offer e-books from a variety of industries from different publishers, providing results of selected information by searching on a wide variety of topics/keywords. **Due to the fact that the library resources are used together with RSU students, a separate record of database usage statistics is not made for college students.**

RSU subscribed **e-book databases:** Access Medicine, ClinicalKey, Ebrary eBooks, EBSCO, Letonika. Interlibrary loan and International interlibrary loan provide an opportunity for RSU library users to order information resources that are not available in the library collection, from other Latvian and foreign libraries and document delivery centers.

From September 2017, students have access to two **recreation/work areas for independent work** in the College premises, which are equipped with a desk lamp and electrical sockets. To make the library's working hours suitable for students, it is open at different times. From Monday to Wednesday, from 9.00 to 17.00 o'clock. On Tuesdays and Thursdays, from 11.00 to 18.00 o'clock. On Fridays from 11.00 to 20.00 o'clock. The library is open also on Saturdays, on the first and third Saturday of each month, from 12.00 to 16.00 o'clock. From the spring semester of 2020, a book return point has been installed at the entrance to the College, so that books can be conveniently returned outside the library's opening hours. Information on the planned cleaning days when the library is closed is available on the College's website.

In order to ensure the continuous provision of the study process, during the state of emergency declared in the state, students have the opportunity to remotely reserve and receive books at home without visiting the library (clarification of the Cabinet of Ministers Order No. 720 of 9 October 2021). When arriving at the RSU buildings, students should ask security guards about receiving the books.

Every year, the College is entitled to submit a booking request for replenishment of the RSU Library collection directly for the needs of the College students up to 5000 EUR.

Lecturers and Study Programme Directors have to submit their book requests. Table No.13 outlines the overview of the recommended book requests. Every year, the RSU RCMC draws up a request for

books and periodicals necessary for its study process. Further this request is handed over to RSU.

Table No.13

Insight in the Book Requests at the College's Library

Author, title, publishing house	Pieces
Mārtinsones K., Piperes A. Red. Zinātniskās darbības metodoloģija: starpdisciplināra perspektīva. Rigas Stradiņa universitāte, 2021. 608 pages	10
Bone K., Mills S., *Principles and Practice of Phytotherapy*, 2nd edit., Churchill Livingstone, 2013. 1056 pages	10
Veselības psiholoģija. Mārtinsone K., Sudraba V. edit., Riga: RSU, 2016. 240 pages	20
Pētniecība: teorija un prakse. Mārtinsone K., Pipere A. edit. Riga: RaKa, 2016. 546 pages.	32
Dryden T., Moyer C.A., *Massage therapy: integrating research and practice*, Champaign, IL: Human Kinetics, 2012. 302 pages.	15
Eglīte K., *Anatomija 1. daļa*, 4th edition. Riga: LU Akadēmiskais apgāds, 2015-2016	35
Eglīte K., *Anatomija 2. daļa*, 4th edition. Riga: LU Akadēmiskais apgāds, 2015-2016, 2010	35
Moorcroft C. *Myology and Kinesiology for Massage Therapists* Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins, 2014. 480 pages.	1
Žilevica A., Mazjānis I., *Medicīnas mikrobioloģija*, Riga : LU Akadēmiskais apgāds, 2014.	56
Purviņš I., Purviņa S. *Praktiskā farmakoloģija*, 4th edition. Riga: Zāļu infocentrs, 2011. 896 pages.	80
Patient care in community practice: handbook of non-medicinal healthcare, Harman R.J. edit. 2nd ed. London; Chicago: Pharmaceutical Press, 2002. 283 pages.	10

Within the study course "Research", ***the RSU library specialists regularly give students an informative lecture*** on how to work with databases, how to navigate them and how to better find information using filter functions.

Graduates of the College are asked to rate their satisfaction with the library's services. Figure No.18 shows a summary by years how the graduates rate the quality of the library and databases. The statement "Library resources and access to databases are sufficient" was made, and students could reject or agree with this statement. As can be seen in Figure No.18, most students consistently indicate that they fully or partially agree with this statement, which is to be assessed positively. It is positive that in the study year of 2019/2020. and 2020./2021. there was only one graduate who indicated "completely disagree" against the results of the study year of 2018/2019.

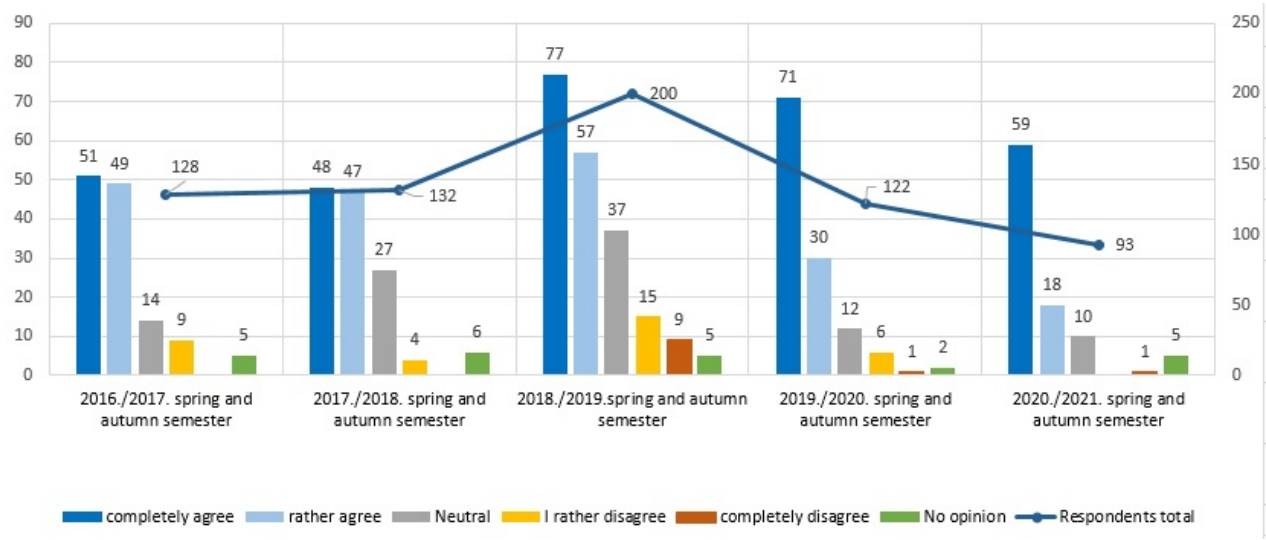


Figure No.18

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 leading information and communication system of the College is the e-learning environment *Moodle. Moodle* was actively launched in 2018/2019. study year, when a new job vacancy was announced for a full-time E-studies secretary. Until 2018. there was such a vacancy at the College, but only on a part-time basis, which proved to be less effective. Since 2018/2019. e-learning environment *Moodle* was obligation to use it regularly, using more and more functions offered by *Moodle*. Primary lecturers started using *Moodle* to post activities and resources, teaching materials and to record assessments.

There were several collective and several individual trainings directly in setting up the *Moodle* **grading book and registering grading,** because setting up the grading book depends very much on each lecturer's plans for mid term tests, final tests and exams, depending on the number of contact hours in study course and the use of weights amoung all grades. In these individual consultations, the need to coordinate the *Moodle* grading book with the tests specified in the study course description was emphasized. It was a very intense time, but the lecturers learned this well thanks to the support of the daily E-studies secretary. In a College, the overall grade for a courses is expressed as a "**Weighted Average of Grades.**" The position of the College with regard to assessments has always been - the student has to have a rights to understand how the grades are calculating, how the assessmente is formed.

In 2018, the e-learning environment *Moodle* was adapted so that it could easily accommodate **lists of lectures and classes, lists of examinations and pre-exam consultations, and lists of state examinations** for students. Following the same principle, the *Moodle* e-learning environment was adapted to p**rovide feedback to students on survey summaries.** These changes significantly made the e-learning environment more practical to use.

To make the *Moodle* e-learning environment more user-friendly, its **design** has also been improved by adapting different course emblems for each study programme. This not only makes the *Moodle* more visually pleasing, but also makes the introductory course site more transparent to lecturers, especially those who teach in all programmes. On the site home (front) page is regulary published news to inform students and lecturers about the news in the College.

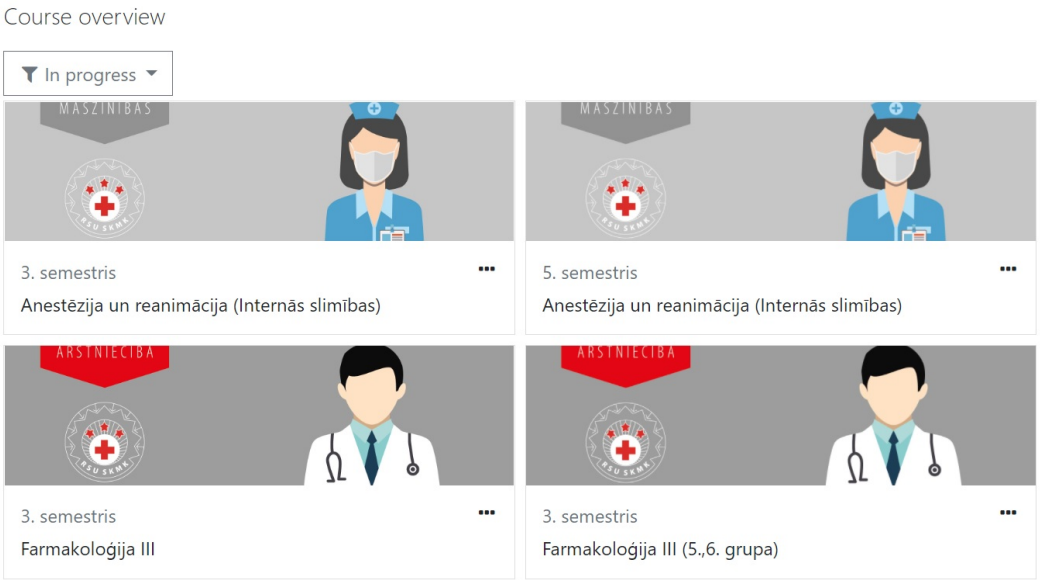


Figure No.19

Design of course

Once the lecturers had mastered the addition of study materials and registration of assessments, in 2019 the lecturers were invited to learn more about the other *Moodle* tools offered in the e-learning environment, such as **submitting independent papers in the *Moodle*** e-learning environment rather than via e-mail and electronic test option. It should be noted that the implementation of all these elements also required a great deal of depth and analysis in the administrator's settings in order to adapt the tools in accordance with the College's Regulations on Study Procedures and the Regulations for the Assessment of Study Results.

Submission of independent papers in the e-learning environment *Moodle* is appreciated, because students papers accumulate in one place, they can be easily edited online, the date of upload can be tracked, submission limits and various other options what cannot be set in the e-mail. The evaluation is also immediately linked to the *Moodle* grading book, which was very welcomed by the lecturers.

Electronic tests in the College are based on the principle of primarily creating questions in a *Moodle* question bank, which is linked to a specific test. Electronic tests became very popular right at the start of the Covid-19 pandemic, when students could no longer write papers in the classroom. The *Moodle* test setting offers a wide variety of question categories. *Moodle* tests open questions (quiz) can be added to the "**check academic integrity system on Turnitin**" option. The answer must be at least 20 words long for the Turnitin system to test against other similarities. In the development of electronic tests, lecturers most need regular support from the E-studies secretary, because the test options are very wide and additional settings have to be made in *Moodle* grading book.

In the calculation of the *Moodle* grading book, a **special calculation formula must be used** (formulas are available in the manual on the calculation of e-tests) so that the *Moodle* electronic tests will be assessed according to the assessment scale specified in the College Study Assessment Regulations. An example of what an assessment report (in electronic tests) looks like on the student's side is published on Figure No.20. Electronic tests were used to a maximum in the **National Examinations** when they were organized online due to the Covid-19 pandemic. For example, students had to draw a specific situation from a number of situations in the *Moodle* electronic test. For this purpose, too, *Moodle* tests have been used very successfully in practice and have been welcomed by both students and the committee.

Vērtējumu vienība	Vērtējums
Medicīnas terminoloģija latīņu valodā	
Patstāvīgais darbs	8
NOSLĒGUMA TESTA 1. DAĻA	
NOSLĒGUMA TESTA 1. DAĻA	95,0 %
NOSLĒGUMA TESTA 1. DAĻA kopējais Vērtējumu svērtais vidējais. Iekļaut tukšos vērtējumus.	**9**
NOSLĒGUMA TESTA 2. DAĻA	
NOSLĒGUMA TESTA 2. DAĻA	67,5 %
NOSLĒGUMA TESTA 2. DAĻA kopējais Vērtējumu svērtais vidējais.	**6**
Kursa kopējais Vērtējumu svērtais vidējais.	**8**

Figure No.20

Assessment on electronic tests in Moodle on students` side (contet in Moodle only in latvian)

Students often indicated in surveys that it would be highly desirable for an exclamation mark or other attention-grabbing symbol to appear to indicate that there is something new in a *Moodle*. The students explained this by not being able to review each section on every study course in Moodle to see if the paper has been evaluated or if there is any new material added. In 2020, along with *Moodle's* environmental updates, *Moodle* offered a new enhanced "**Notification**" option. Students receive news that is published in the *Moodle,* notifications when the submitted assignment has been evaluated, notifications when the student has submitted or uploaded a work for evaluation, notifications when a lecturer in the study course section has published a news in the forum "News". Lecturers were introduced to the relevant news and encouraged to use it as needed. This option has proved its worth the best in situations where there is a **change in the schedule of study lectures.** Then the Organizer of the study process makes changes in the schedule of lectures, but in order for the student to better see these changes, information about changes in the schedule of lectures is entered in the "News" section of the study course in *Moodle* and this information is automatically sent to the student by e-mail. This is a great way to get the fastest and most accurate information about lecture changes.

The e-learning environment *Moodle* is regularly updated in July, when the College does not have an active study process. Starting from 2021/2022. along to system updates, *Moodle* improved function - **attendance records.**

Sessions | Add session | Report | Export | Status set | Temporary users

Separate groups | All participants | October | Page 1 of 1 | All | All past | Months | Weeks

Users			Sessions				
First name / Surname	Email address	Mobile phone	Oct 6 11:30AM 1. grupa	Oct 6 11:30AM 2. grupa	Oct 13 11:30AM 1. grupa	Oct 13 11:30AM 2. grupa	Oct 20 11:30AM 1. grupa
				A (1/1)		A (1/1)	
			A (1/1)		N (0/1)		A (1/1)
			A (1/1)		A (1/1)		A (1/1)
			A (1/1)		A (1/1)		A (1/1)
			A (1/1)		A (1/1)		A (1/1)

Figure No.21

Attendance register in Moodle

Undoubtedly, the e-learning environment *Moodle* as online learning was a very good support tool for lecturers and students during Covid-19 as well. All information and exchange of study materials was maximally organized through the e-learning environment *Moodle*. Lecturers had to register all *Zoom* online times in the *Moodle* e-environment, sorting them by topics, adding the date according to the schedule of lectures, as well to add the material discussed in the respective lecture. Of course, this procedure is monitored on a daily basis, because there are many lecturers and if someone forgets to indicate any of these aspects in the e-environment *Moodle,* then the E-study secretary kindly indicates to the lecturers why these aspects are important. As the College purchased *Zoom Education plan* licenses during the distance learning process, in this case the lecturers do not have to create *Zoom* links on the *Zoom.us* website, but it might be done directly in the Moodle system. This option is especially acceptable for lecturers, as it saves time and attention to copy the invitation link from the *Zoom* website to *Moodle.*

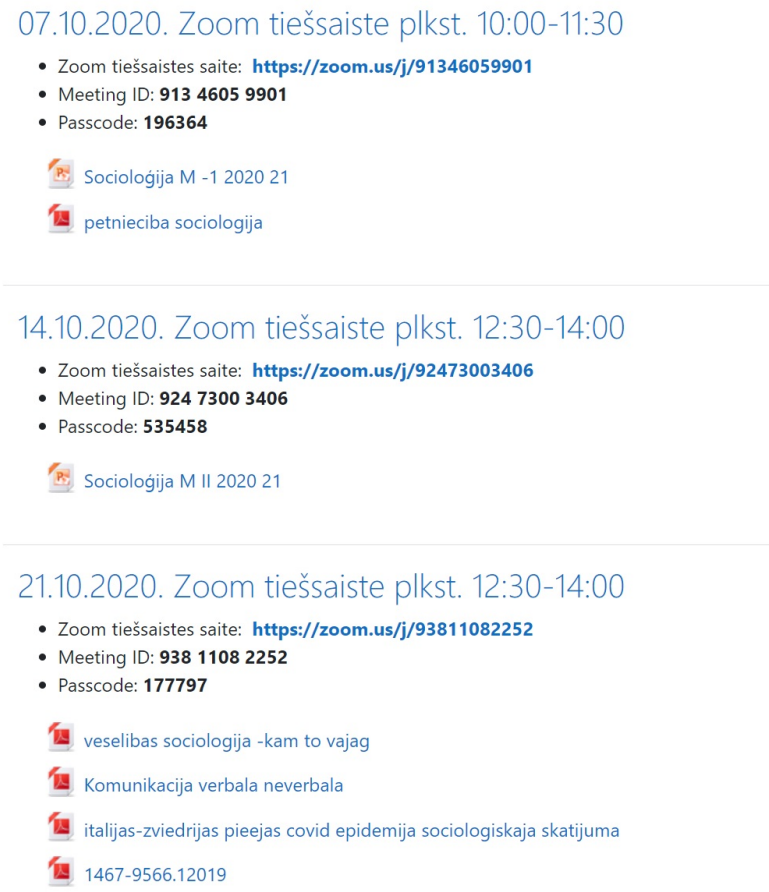


Figure No.22

Procedure to register a *Zoom* invitation link in the *Moodle (contet in Moodle only in latvian)*

For all trainings, training material has been created and regularly updated, which is intended for use by both students and lecturers. It is easily accessible in the "Info Panel" section on *Moodle.*

E-studiju pamācības

E-studiju lietošanas instrukcijas studentiem:

- ***Moodle*** lietošanas instrukcija *RSU SKMK* studentiem
- Platformas ***Zoom*** instalēšanas un lietošanas instrukcija
- **Akadēmiskā parāda kārtošanas process**
- Uzdevumu iesniegšana ***(failu augšupielāde)***
- ***Turnitin*** lietošanas metodiskais materiāls
- ***Mentimeter*** instrukcija studentiem
- ***Kahoot*** instrukcija_studentiem
- Aktivitāte ***Forums***
- Instrukcija kā *failu* pārveidot ***PDF failā***
- ***Fona attēla*** nomaiņa ***Zoom*** platformā
- Būtiskāko jauninājumu ieskats e-studiju vidē_*2020*

E-studiju lietošanas instrukcijas docētājiem

Par e-studiju vidi *Moodle:*

- *Metodisko materiālu/resursu* ievietošana
- Studiju kursa satura importēšana
- Instrukcija par vērtējumu reģistrēšanu
- Elektronisko *testu* izveidošanas instrukcija
- *E-testi:* jautājumu banku importēšana
- Daudzizvēļu jautājumu sagatavošana *Microsoft Word (e-testiem)*
- Aktivitātes *Uzdevums* pievienošana
- *Turnitin* lietošanas metodiskais materiāls
- Elektroniska *apmeklējuma* reģistrēšana
- *Izvēles* aktivitātes modulis
- Forums "*Jaunumi*" lietošanas instrukcija
- Aktivitātes *Forums* pievienošana
- Būtiskāko jauninājumu ieskats e-studiju vidē_*2020*

Par tiešsaistes platformu *Zoom:*

- Platformas *Zoom* lietošanas instrukcija
- Fona attēla nomaiņa *Zoom* platformā
- Video instrukcija - *Zoom saites* ģenerēšana un ievietošana e-studijās *Moodle*
- Instrukcija *Zoom* saites izveidei ar licenci *Moodle vidē*

Par audio/video lekciju ierakstīšanu:

- Video instrukcija - Audio ieraksta programma *I Spring Free Cam*
- Audiolekcijas ieraksta izveide *Zoom platformā*
- E-lekciju ierakstīšanas pamācība *(Loom lietotne)*

Par *Google* disks:

- *Failu* glabāšana *Google diskā*

***MS PowerPoint* prezentācijas sagataves lejupielādei**

- *MS PowerPoint* prezentācijas sagatave DZELTENA (LV): Lejupielādēt
- *MS PowerPoint* prezentācijas sagatave ZILA (LV): Lejupielādēt
- *MS PowerPoint* prezentācijas sagatave PELĒKA (LV): Lejupielādēt

Par citiem digitāliem rīkiem:

- Digitālie *(tiešsaistes)* rīki formatīvai vērtēšanai
- *Tricider.com* diskusiju vietne jautājumiem un atbildēm

RSU SKMK docētāju rokasgrāmata:

- Docētāja rokasgrāmata

Studiju kursa apraksti

- Studiju kursa apraksti

Figure No.23

E-learning training materials for lecturers and students in Moodle (contet in Moodle only in latvian)

As can be read from the E-learning training materials, the College has actively used other tools to organize the distance learning process. One of the most important has been **audio / video recordings,** where lecturers share their presentation on the screen without the presence of students and explain presentation. Various tools have been used at different times during the remote study process, including *Panopto,* which is specifically used in the *Treatment* study programme. *Loom app* have been the most used. *Zoom* and the I *spring free cam* app have also been tested as alternatives to audio / video recordings. The obligation of the College for lecturers who created such audio/video recordings was a mandatory requirement for students to discuss what they heard and perceived in person at the nearest opportunity (feedback). if not possible face to ace discussion then self-test work student had to done.

1.lekcija ''Anamnēzes ievākšana, subjektīva pacienta izmeklēšana''

1.lekcija

1. lekcija propedeitikā

Apguves termiņš:

Lūdzu iepazīties un apgūt 1.audiolekcijā izskatītās tēmas līdz Jūsu grupas 1.praktiskajai nodarbībai (skat. stundu sarakstā)

1.grupa 23.02. pl.14.00-15.30 Zoom

2.grupa 25.02. pl.9.00-10.30

3. grupa 25.02. pl.11.00-12.30

4. grupa 25.02. pl.13.00-14.30

2. lekcija – Pacienta objektīvā izmeklēšana

Status praesens obiectivus

Audiolekcija

Apguves termiņš

Lūdzu iepazīties un apgūt 2. audiolekcijā izskatītās tēmas līdz Jūsu grupai paredzētajai 1.praktiskajai nodarbībai.(skatīt stundu sarakstā)

1.grupa 23.02. pl.14.00-15.30 Zoom

2.grupa 25.02. pl.9.00-10.30

3. grupa 25.02. pl.11.00-12.30

4. grupa 25.02. pl.13.00-14.30

Figure No.24

Feedback on audio/video recordings (contet in Moodle only in latvian)

In the section "Other appendices" (Annex No 15,16,17) is published some of the most important materials for academic staff for support of Moodle use (available only in Latvian language).

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.

The process of selecting and accepting the teaching staff of the College is determined by the **Regulations on Academic Positions**, which is available here: By-Law on Academic Positions

The number of academic staff positions at RSU SKMK is determined by the director by the requirements of the Law on Higher Education Institutions and other state regulatory enactments, the College's study direction development plan and study program implementation plans and financial calculations.

Academic positions at the College may be held by both residents of the Republic of Latvia and other countries who have a command of the State language at the level sufficient for the study course to be taught. If there is a vacancy of Senior Lecturer, Lecturer or Assistant, the College’s Council upon the proposal of the Deputy Directory in academic and research work makes a decision to announce an open competition for the positions of academic staff. The Head of HR announces a competition for vacant academic positions on the homepage of RSU, homepage of RSU RCMC and newspaper

“Latvijas Vēstnesis”. A candidate, not later than within 1 (one) month after the competition announcement day, shall submit the necessary documents of the College’s Head of HR.

The documents submitted by the candidates are submitted to the Chairman of the College’s Council within three working days. The Chairman of the College’s Council convenes the Council’s meeting that examines the documents submitted by the candidates, within 3 (three) working days of their receipt by the Council. When evaluating the submitted documents, the College’s Council makes a decision about the candidates who are more suitable for the respective vacancy and shall be further allowed to participate in voting. The election procedure describes in detail in the Regulations on Academic Positions.

The same Regulations provide for the procedure for ***commencing the employment relations with the selected candidates.*** Amount of work (load) of the elected academic staff is determined before the beginning of each study year by the order of the RSU RCMC Director according to the calendar plan of the respective study year and workload cards. It is specified 1 (one) week before the beginning of the study year on the basis of the students admission results. If needed, the approved amount of work may be adjusted also during the study year, and such corrections shall be approved by the order of the College's Director.

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 qualification and quality assurance and assessment

The College’s administration controls the quality assurance of the lecturers. At the end of each astronomic year, the academic staff has performance assessment interviews with the Deputy Director in academic and research work regarding the lecturer’s performance, achievement of the goals set in the previous year, as well as goals and objectives for next study year are discussed and set. Students feedback, assessment about the courses taught are discussed with the lecturer. It should be added that such reports are prepared every semester and personally sent to lecturers to their e-mails before the interview, so that the lecturers can make themselves prepared. During the interview, the lecturer’s involvement and activity issues in the seminars, trainings organized by the College are discussed, as well as attendance of lecturers’ meeting on-line or in person. During the assessment interview, the performance assessment protocol is completed and mutually signed, which is approved by the College’s Director later on. Performance assessment protocol is available here: Performance assessment protocol

The College’s Study Programme Directors and Administration plan observations on a regular basis in order to follow and encourage the lecturers to improve the methodology materials. Observations are also planned on the remote platform by connecting Zoom e-lecture of the person who is to be observed. Link to observation protocol: observation protocol

Teaching staff is eager to get involved in the activities and professional development courses, when

the subject is close and understandable to them. It is more difficult to attract lecturers, when the subject is not binding upon them, or it will not be topical in the nearest future. Of course, an important motivator is continuing education points which are granted for the course subject or seminar. Several types of professional development trainings are organized and provided: 1) trainings developed within the College with the participation of the Methodology Department from the study year 2018/2019; 2) thematic cycles created by RSU Professional Development Centre; 3) courses/seminars organized by other institutions; 4) courses organized by the College attracting external professionals. Annex no 18 in chapter "Other annexes" outlines how the lecturers attended the courses, seminars, trainings.

Methodology Department regularly conducts a survey of the academic staff in order to find out what professional development courses and seminars the lecturers would like to attend. For example, in the autumn of the study year 2019/2020, the answers published in Table No.14 were summarized. 21 lecturers showed responsiveness. Where the number of points is the lowest, respectively, the topics colored in blue are the most attractive for lecturers. In order the lecturers use e-learning environment tool *Moodle* more effectively, the Methodology Department organizes both trainings and individual consultations. Most often, digital tools and applications are used to get feedback after a lecture/lesson — such training was organized several times in the study year 2019/2020, in the autumn semester under the supervision of the Head of the Methodology Department. In order to improve the research skills, a workshop for both lecturers and qualification paper supervisors is organized, for example, about the research designs, research methods, etc.

The subject — different approaches to the development of the study results evaluation system — is also organized individually, because each lecturer has its own course specifics, its own planned schedule, even more so in a remote environment, such issues are solved individually, which of course consumes more administrative resources, but provides higher quality.

During the Covid-19 pandemic, training and workshops on the use of digital, remote platforms became especially important among lecturers. The improvement of lecturers' pedagogical skills as well as the development of digital skills is assessed both in individual job evaluation interviews with the Deputy Director in academic and research work, and by interviewing students and conducting repeated observations.

Table No.14

Subject to be Acquired by the Academic Staff for their Professional Development

Subjects	Points in total
English	**41**
Work with Excel software	**50**
Presentation skills in English	**49**
Creative thinking and innovations	**42**
PowerPoint and successful presentation skills	**47**
From the specialist to the leader	**50**
Different approaches for the establishment of the study result evaluation system	**31**
Practical lesson for the creation of info graphs	**47**
Communication competence: how to talk, understand each other and cooperate?	**36**
Inter-cultural etiquette and communication	**47**
Stress management	**44**
Time management	44
On-line tools for preparation and sharing of visual materials *(Prezi.com, Infogram)*	**30**
Digital tools and applications for getting feedback after lecture/lesson	**33**
The use of e-learning environment tool *Moodle*	**37**
Pedagogical work with new generation	**41**
Acting skills to bring simulated environment lessons closer to life	**48**
Simulated environment master classes	**45**
Training with the College's computer equipment, mannequins and moulages	**46**
Observance of ethical principles in research	**43**
Quantitative research (research methods, their compilation and analysis)	**34**
Quantitative research (research methods, their compilation and analysis)	**34**
Preparation of electronic questionnaire with *Google* tool	**45**
Publishing in international scientific journals	**37**

At the end of the 2020./2021. academic year, the lecturers were asked in a questionnaire what skills the lecturers would like to improve. It can be concluded that the lecturer has mastered the use of the Zoom platform and is unlikely to attend such trainings for now on. Many of those who used Moodle e-tests are also convinced of their skills, indicating that they have mastered them. The desire of lecturers to learn other digital tools such as Kahoot.com Mentimetr.com, Tricider.com, Miro.com stands out. Although such training was intensively developed in 2019 before the Covid-19 pandemic, it must be said that it was taught for use in the audience.

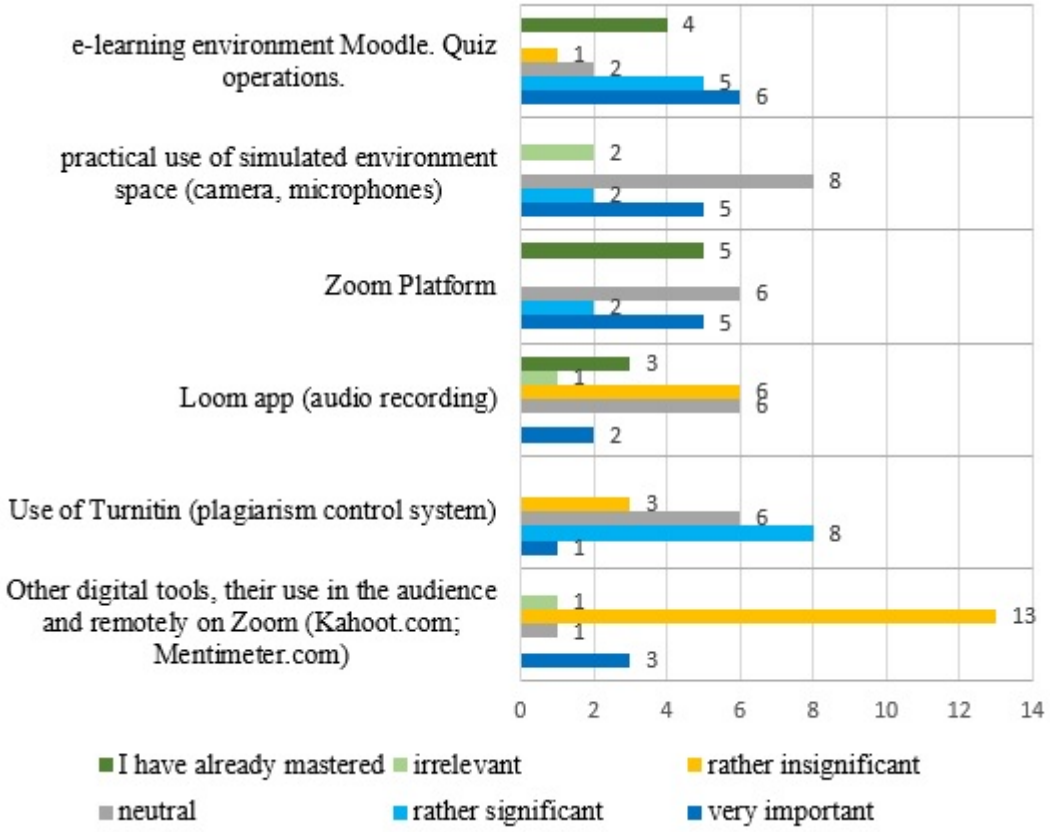


Figure No.25

Necessary methodological skills, according to the academic staff self-assessment in the end of 2020./2021.

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

Number of Academic staff and analysis of change in its composition

The structure of academic staff positions consists of senior lecturers, lecturers and assistants. Tariffs are calculated for this job group, a workload card is applied. Remuneration is equalized for each month. The biggest difference for guest senior lecturers, guest lecturers and guest assistants is that they receive remuneration for the work done. The contract is concluded for the employment period (the study year or 1 semester). Table No.15 shows the total number of teaching staff attracted by the College It was the largest in 2015 and 2014, but in 2016 the number of visiting assistants halved and since then there has been a moderate increase in the number of teaching staff. Changes in the composition of the teaching staff are planned with the aim that the lecturers will increase the pedagogical, methodological and practical provision of the study course for students.

Table No.15 shows the academic staff in elected positions - senior lecturers and lecturers. In the period from 2015 to 2021, the number of elected academic staff has increased by 11 %, which is

related to the increase in study programmes.

Table No.15

Total Number of Teaching Staff at the College

Position	Number of lecturers at the College as of 01.01.2021	Number of lecturers at the College as of 01.01.2020	Number of lecturers at the College as of 01.01.2019	Number of lecturers at the College as of 01.01.2018	Number of lecturers at the College as of 01.01.2017	Number of lecturers at the College as of 01.01.2016	Number of lecturers at the College as of 01.01.2015
Senior lecturer	**13**	**13**	13	10	13	13	13
Lecturer	**22**	**21**	22	24	17	17	18
Assistant	**0**	**0**	0	0	1	1	1
Guest senior lecturer	**8**	**6**	8	11	8	6	6
Guest lecturer	**48**	**52**	62	57	44	33	38
Guest assistant	**31**	**26**	36	34	38	25	40
Total	**122**	**118**	**141**	**136**	**121**	**95**	**116**

Summarizing the results on the annex no 19 attached to the section "Other appendices", the dynamics of the number of academic staff (as of September 1 of each study year) during the last 7 years has been as follows:

In the academic year 2014/2015, the academic staff elected to the College was 32 persons, in the study year 2015/2016 the number of elected academic staff decreased to 28 persons. But from the study year 2017/2018, it started to increase and reached 31, in the study year 2018/2019 it reached 34 persons, in 2019/2020 it reached 35. ***In the academic year of 2020/2021, the academic staff of the College consisted of 13 senior lecturers and 22 lecturers, a total of 35 representatives of the academic staff and including 5 persons with the Doctor's degree and 7 doctoral students.***

In the section Other appendices are available lectures workload in the period from 2014/2015. until academic year 2020/2021. Results showed that the total load has gradually increased since 2014, except for 2020/2021, which has been influenced by the reform of nursing education, stipulating that in the future, nurse qualifications can only be obtained in a university bachelor's degree program. In the initial years, the bigest workload has been for senior lectures, but in recent years for lecturers.

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.).

There are several forms of support available to students:

Scholarships: By the regulations of the Cabinet of Ministers of August 24, 2004 No. 740 "Regulations on Scholarships," College students who successfully study have obtained the number of credit points provided for the respective semester of the study year and have registered for the semester can receive a state budget scholarship.

Scholarships are aware of competition within the framework of the Scholarship Fund.

Students in higher education study programs can be aware from the scholarship fund:

- a minimum scholarship of 10 months per year (without awarding a scholarship for July and August);
- an increased scholarship, the amount of which does not exceed twice the amount of the minimum scholarship;
- a one-time scholarship to which students who have difficult material conditions may apply.
- Scholarship for Social Support "Studētgods"

The procedure for awarding scholarships organized by the Scholarship Regulations is attached to the annex no 20.

Students may be entitled to a tuition fee discount who study at a fee. Tuition fee discounts are attracted to the applicants of the College's paid study place within the current demographic situation and provide material support to students in case of socially justified need. The discount is granted by the College's tuition fee application rules.

Student Self-Government

The Student Self-government operates in accordance with the ***Student Self-Government Regulations***, the latest version of which was approved by the College Council on 26 September 2019. Student Self-government of the College is an independent democratic organisation which co-operates in organizing the work of education institution, The Self-government consists of College students to represent and protect their interests, to facilitate the public life of the College and to promote the effectiveness of the study process. The operation of the Self-government is aimed at creating the College students' study process quality and student-oriented approach in the College.

The Student Self-government — every semester a director's meeting with members of the Student Self-government is organized to acquaint the new members with the activities of the Self-government, its tasks and responsibilities, as well as to inform everyone about current events in the College and answer questions. Considering the current situation in the country and taking into account all epidemiological safety measures related to the control of the spread of Covid-19 infection, the Director had a distant meeting with members of the Student Self-government.

Support system in the study process — consists of mentors (representatives of academic staff) and senior students. The mentor is a representative of the College's academic staff, who implements the mentoring process, develops social ties between students to create a closer sense of belonging to the College, which also affects academic success and sustainability in the acquisition of the study programme. On 11 March 2020, Ligija Vucāne and Māra Pakalnišķe, lecturers of the College, mentors of the study programmes "Nursing" and "Treatment", participated in the 1st seminar "Pedagogical aspects of mentoring" of the cycle of professional competence development seminars "Mentoring — effective support for young teachers". During the seminar, knowledge about mentoring skills, goals, context, responsibilities and liability, identification of mentoring needs of new teachers and other aspects were acquired. Mentors regularly record the support provided to students and the most frequently heard problems in the Mentor-Student Cooperation Plan at the end of the month. Template is available here: Collaboration plan for mentor

and student

The College has ***Lifeguide programme***, which was established in 2014 with the aim of helping first-year students to integrate into the study life of RSU RCMC. Each study year, within the framework of this programme for two weeks, the RSU RCMC first-year students were provided with the opportunity to receive support and answers from their most experienced colleagues to various questions related to the study process, possible activities in the College and other issues relevant to them.

Career support The College is actively involved in the career planning process of both prospective and current students by actively organizing career support events for both school students and college students.

Table No.16

Career days 2020/2021. Academic year

Date	Study programme	Representatives
November 4th	1st and 2nd year nursing students	Vidzeme hospital
		RIGA EAST UNIVERSITY HOSPITAL
		Paula Stradiņa klīniskās universitātes slimnīcas
		Childrens Clinical University Hospital
		"Veselības centra 4"
November 12th	Treatment 1st and 2nd year students	P. Stradiņa klīniskās universitātes slimnīca
		Childrens Clinical University Hospital
		RIGA EAST UNIVERSITY HOSPITAL
		Veselības centrs 4
		Neatliekamās medicīniskās palīdzības dienests
May 28th	Treatment and Nursing 2nd and 3rd year	Paula Stradiņa Klīniskās universitātes slimnīca

"**Open door-days**" are held every year. 2020/2021 during the study year they took place in a remote environment. In 2020/2021, the following open days were organized (see Table No.17).

Table No.17

Open door-days at College in 2020./2021.

Date	Number of participants	The course of events
March 23rd	**180**	Within the framework of the Open-door day, an insight into the study and study programs offered by the College was provided, telling the most important about each of the study programme, as well as answering the questions of interested potential students. Current students of various programs shared their experience of studying at the College. College offered opportunity to look insight at the procedure room and find out what skills students are learning at the College and how it is organized.
April 27	**150**	Two parallel online meetings were organized, one for all those interested in first-level professional higher education programs and the other for those interested in vocational secondary education programs. Those interested had the opportunity to learn more about each study program, look into the simulation room and see how different procedures are being mastered, as well as listen to the experiences of the current College students.
June 2nd	**156**	Representatives of the College told about the study process and study programs, as well as answered questions related to the study process at the College. Participants had the opportunity to learn more about the admission of applicants to the College - the dates of admission, the required documents, the procedure for submitting documents, etc.

Support for foreign students in practice in Latvia. When foreign students come to the College within the framework of mobility, the members of the Student Self-government help foreign students to integrate in Latvia and start internships in Latvian health care institutions.

Psychological support. The College's micro-climate plays an important role in maintaining a positive relationship between all parties involved in the educational process. Favourable environment has been created for the College students: at the beginning of each study year, adaptation events take place students are introduced to the study premises, the content and form of the educational process, meetings with lecturers and administrative staff take place. There is favour, understanding and mutual respect in the relations between the administration, lecturers and students. College's **Internal Rules of Procedure** **https://docs.google.com/document** are made democratically and collegially. Management is always open to a dialogue and communication with students, lecturers, staff and visitors.

Social, financial support **During the Covid-19 pandemic** and the distance learning process for students. In order to reduce the financial burden and increase the epidemiologically safe study process, the current control work processing fee was abolished.

Support for students with special needs. In accordance with Article 24 of the UN Convention on the Rights of Persons with Disabilities, the College has taken certain measures to make it accessible to persons with disabilities. The College provides the possibility to enter the building personally by the use of a ramp. Moving on the floors is provided by a stair lift. The College's largest classroom is equipped with hearing loops (amplifiers) that convert the incoming sound source signal into magnetic oscillations so that hearing aid users can hear sound without background noise in the full range of sound frequencies required for comprehension. It is possible for visually impaired people to move freely with a guide dog in the College. Improving environmental accessibility is an ongoing process.

Support for the reduction of early study leaving. The project "Pumpurs" has been implemented since 2017 (ESF project "Support for the reduction of early study leaving"

(No 8.3.4.0/16/I/001). The project provides support and advice to reduce the risk of early study leaving. In addition, educators had the opportunity to engage in supervisions to learn the latest methods of working with learners, whose daily risk factors for early study leaving are noticeable.

Students are regularly surveyed about the quality of support provided by the College and the social climate of the College in order to follow the support provision mechanisms and make the necessary improvements.

Since 2019/2020. and 2020/2021. Academic years took place in distance studies, including the remote organization of State examinations. After the State examinations students were asked their opinion about the support during this time. The result are summarized in Figure 26. It can be concluded that the results are satisfactory and equal in both study years.

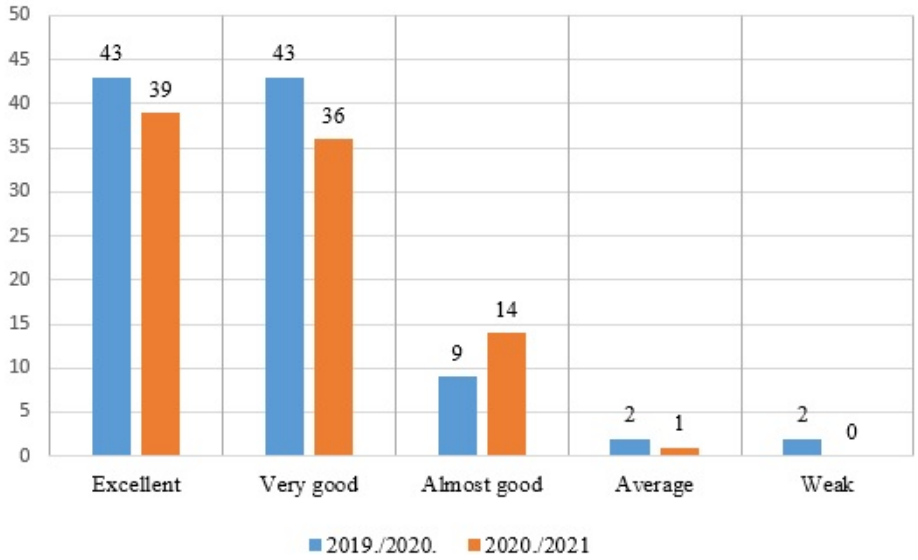


Figure No.26

Students' Assessment of the Total Support (from the Programme Directors, the Methodology Department, the Department of Studies, etc. Administration) in the Preparation Process before and during the State Examinations.

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 second goal of the College's Strategy for 2021-2027 is to promote the development of research in the study process, to promote public health in priority areas, in cooperation with the health care industry and engaging in cooperation projects with international partners.

College has determined the following applied research directions in 2021-2027.
corresponding to public health and social care issues:

 Increasing the efficiency of practice in the field of study Health care, including improvement of students' skills in a preclinical, simulated clinical environment;
 digital transformation in healthcare and digital competencies of industry professionals;
 Wider use of digital healthcare solutions in healthcare, eHealth: opportunities and collaboration for the benefit of the patient;
 New technologies and virtual environments inpatient care, including artificial intelligence use of;
 Biological ageing, related health care problems and lives of seniors quality;
 health care problems of individuals with special needs;
 environmental impacts and interactions to maintain health in different age groups;
 public health promotion;
 The activity of a masseur in an individual's health and functional condition, as well as health-related
improving the quality of life and well-being;
 research of the action of a physician's assistant in primary health care;
 study of the activity of a doctor's assistant in secondary health care;
 analysis of the activity of a doctor's assistant in tertiary health care
 research of the activity of a medical assistant in the provision of emergency medical care in the pre-hospital phase;
 pharmaceutical care and the role of a pharmacist's assistant;
 interdisciplinary cooperation and communication;
 prevention of the risk of harm to the patient, safety in the care and treatment of the patient.

The College's research and scientific activities are defined in the College's strategy, approved by the College Council and the RSU Senate.

College has a Scientific Council, which:
- strategically directs and evaluates the research activities of the College;
- participates in the decision-making process in the field of scientific activities of the College;
- analyzes the scientific units of the College's scientific structural units, departments, study programs performance in the implementation of the research objectives and targets and develop proposals for the improvement of scientific activity;
- approves the scientific structural unit, department, study program branch of science and sub-sectoral research plans, analyze their implementation;
- promotes the College's cooperation with the social partners in the field of research and innovation;
- approve plans for the improvement of staff's scientific qualifications and evaluate scientifically the results of qualification improvement;
- examines the issues of financing the College's scientific activities;
- analyzes the process of development and defence of qualification papers and quality improvement;
- analyzes the results of qualification works;
- approves the plan of scientific and methodological printed works to be issued and analyzes its implementation;
- approves the College's scientific conference plan and analyzes its implementation;
- examines and accepts for submission to the College Council the competence of the Scientific Council draft regulatory documents.
- evaluates the College's study programs, submits proposals to the Director regarding their content and work organization and implementation resources, develop recommendations for new for opening programs and sub-programs;
- Announces and evaluates competitions for scientific projects.

In Annex "Other Annexes" no 21 "Regulations of the Scientific Council" is added (only in Latvian language).

The Scientific Council announces a competition for research projects by the College Research Project, the competition regulations, which aim to:

- to promote the involvement of the College's academic staff and students in scientific activities, to announce the acquisition of experience in connection with research;
- to foster creativity and research activities in the College;
- to promote the training and participation of the College in solving topical health care problems that contribute to the improvement of the quality of life of the society.

The College's Scientific Council will fund applicants who have submitted the objectives of the Competition and current projects.

Figure No.18

RSU Red Cross Medical College Scientific Grant Projects

No	Project name and agreement registration number	Aim of the project	Duration of the project agreement	Total financing of the projects (EUR)	Source of financing (project client)
1.	“Role of Intensity of Classical Massage Course in Improving the Health Condition” Registration No 1-31/2	To check the differences in the effect of classical massage depending on the intensity of the course, promoting the students' knowledge about the increase of the level of physiological and psycho-emotional effects of massage	01.05.2016 –31.07.2018	7949.95	RSU RCMC

2.	“Use of Medicines, Food Supplements and Herbal Preparations in Latvia and Related Risks to Patient Health”	To study the habits of the Latvian population in the use of medicines, food supplements and herbal preparations and to identify the related risks	01.05.2017 –31.07.2020	5852.38	RSU RCMC
3.	“Choice of Examination Method for Confirmation of GEAS Diagnosis in Paediatrics in BKUS”	To find out the most accurate examination method for confirming the diagnosis of GEAS in patients with GEAS clinic	01.05.2017 –31.07.2018	2476.00	RSU RCMC

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 College's lectures, research, and scientific activities are defined in the College's strategy, which is approved by the College Council and the RSU Senate. The strategic plan identified scientific activities for public health and social care issues.

The College is moving towards developing research-based studies, promoting the integration of lecturers' research results into the content of study courses and the application of research methods in the study process.

Every year a Scientific Conference is organized, during which students and lecturers present the results of the developed research. Students and lecturers from all study programs of the "Health Care" study field participate in the conference. Participants from other Latvian and foreign cooperation partner institutions are invited.

As the World Health Organization declared the "International Year of Nurses and Midwives" in 2020, a scientific conference "***Developing the Nursing Profession and Education over 100 Years***" was organized. Some years of experience in education were discussed, preparing employees for one of the most important. professions in health care

The College provides institutional and financial support for the scientific research of academic staff and students by the Research Project Competition Regulations announced by the Scientific Council (the regulations are attached in Annex 22 in the section "other annexes" (available only in Latvian language).

The College supports the publication of the results of scientific research by academic staff and

students in conferences, collections of articles and theses, and monographs. The College also promotes the professional development of academic staff and students in scientific research, for example, in the acquisition of research methods, data processing, selection of scientific literature in databases and publication of results.

Every semester, RSU library representatives conduct training for students on searching for information in databases and selecting research according to the research topic.

The results of scientific research in the study direction are used in various ways, for example:

- Students and lecturers cooperate in implementing the research carried out during the studies: RSU Red Cross Medical College research project. **"Use of Medicines, Nutritional Supplements and Herbal Preparations in Latvia and Related Risks to Patient Health"** Involved student Sabīne Leimane, who collected data and developed her qualification paper: "Medicinal Habits in Zemgale and Related Risks to Human Health. Involved student Laima Plata, who collected data and developed her qualification paper: **"Drug use habits in Kurzeme and related risks to patient health."**
- The results of the research conducted during the studies are used to prepare publications: the article PHARMACEUTICAL CARE AND EFFECTIVE COMMUNICATION WITH CUSTOMERS has been published Available at: http://journals.rta.lv/index.php/SIE/article/view/6394/5135 The leading author of the article is the study program "Pharmacy" lecturer Elita Ardava, who in the process of developing the report attracted the study program Pharmacy student Neldu Gustiņa, who is one of the co-authors of the article. College lecturer Anna Gavrilova collaborates with colleagues from the RSU and publisher the scientific article "Adherence Level to Arterial Hypertension Treatment: A Cross-Sectional Patient Survey and Retrospective Analysis of the NHS Prescription Database" Healthcare 9, no. 8: 1085. https://doi.org/10.3390/healthcare9081085
- College lecturers and students are involved in research at other institutions. Guest lecturer Sanita Marnauza, in collaboration with colleagues from Laurea University in Finland and Arcada University, as well as colleagues from Tartu Health Care College, developed a joint project aimed at developing students' digital skills, which is available at:
- Healthcare Information and Management Systems Society (HIMSS) 2018 report. Available here.
- The study course Research has been implemented in all study programs of the study field "Health Care", within which students learn the research methods and research designs used in health care.
- In developing Thesis work, some students participate in the annual international student scientific conference and present the obtained results and findings.
  The choice of topics for students' Thesis work has coordinated with the order of the health care sector (offer of cases) (for example, co-operation with the Emergency Medical Service within the framework of qualification paper coordination.
- Involvement of administrative staff in research: Sanita Litiņa, Deputy Director for Academic and Research Work, together with Karīna Svētiņa, Head of the Methodological Department, participated in the international research conference "University Teaching and Learning " presented the results of a study on the experience of college students in the distance learning process under the influence of the Covid19 pandemic. The obtained results were used to improve the study process.

2.4.3. Description and assessment of the international cooperation in the field of scientific research and/or artistic creation by specifying any joint projects, researches, etc. Specify

those study programmes, which benefit from this cooperation. Specify the future plans for the development of international cooperation in the field of scientific research and/or artistic creation.

International cooperation projects implemented by the College

The College has also been actively involved in improving the health ecosystem, creating students' understanding of the development of digital health services in the country. Together with *Laurea University of Applied Sciences*, Finland, and *Tartu Health Care College*, Estonia, the College implemented the INTERREG project '***The Development of Digital Health and Welfare Services*' *(DeDiWe)*** for three years, which aimed to evaluate and improve healthcare IT education in all three countries. As a result of the project, a new study course 'Digital Health and Social Welfare Services' is being acquired in all three universities, thus additionally developing students' digital skills, which are very important in today's society and health care.

The Developer of Digital Health and Welfare Services (DeDiWe) Project No. CB 25. As a result of the project, the „Digital Health and Welfare Services" study program was developed. As a result of the project, the „Digital skills in health care" study course was developed. Term of the project agreement 01.09.2015.- 28.02.2018.

From 6.02. - 10.02.2017. College lecturers Sanita Marnauza and Dita Heiberga, together with two "Treatment" study programme and two "Nursing" study programme students, participated in ***Muddie - Multiprofessional Digital Developer NPHE-2016/10074***, (term of the project agreement 01.10.2016. – 1.03.2017.) within which interactive and modern methods in the development and implementation of digital services and tools were acquired. Within the framework of the project, 4 international teams were formed, which united students from Latvia, Finland and Estonia. During the project, the previously mentioned teams created application projects on current topics in the field of treatment and health care. However, from 8 to 12 April 2019, the international training "Digital Service Development and Information Management in Health and Welfare Service Course" took place in the College within the framework of the NordPlus programme project ***Muddie - Multiprofessional Digital Developer***. The week-long training was attended by information technology, design and health care professionals such as "Lattelecom/Tet", "Health Centre 4", "CastPrint", "Emergency Medical Service", "Blue Bridge Technologies", "DigiBrand", who presented the challenges of digital health care. During this week, students from Latvia, Estonia and Finland developed and presented digital service solutions to the challenges posed by these companies in nine multi-professional groups. A total of 6 partner universities participated in the training: *Red Cross Medical College of RSU, Tartu Health Care College, Laurea University of Applied Sciences, Arcada University of Applied Sciences, Haaga-Helia University of Applied Sciences and the Latvian Academy of Culture.*

In 2020, the College was granted European Union funding for the implementation of Erasmus + Key Action No. 1 (KA 1) mobility of persons between the program and partner countries for the performance of projects in the higher education sector (project No. 2020-1-LV01-KA107-077258) in cooperation with the University of Barilan. (*Bar-Ilan University*) colleagues from Tel Aviv, Israel. ***Project overarching is care of polytrauma patients***, as the maintenance of such patients requires not only special equipment but also experts as skills. In the case of polytrauma, a multidisciplinary team of doctors is always involved, consisting of an experienced surgeon, anesthesiologist, resuscitator and orthopedist. Based on localization and severity of injuries, other specialists may be involved. Now only a few lectures are devoted to this program in medicine. The

project's framework has planned to implement four incoming and four outgoing teaching mobilities, during which lectures and seminars will be organized, dedicated to various aspects of polytrauma patient care. The duration of the project is two years.

The following plans for the development of international cooperation in scientific research:

- Conducting strategic thinking workshops based on design thinking, involving both the College and others, incl. representatives of foreign educational institutions and industry (for example, implementation of at least one workshop during each academic year, including within the framework of the International Week);
- To promote closer cooperation with Kaunas University of Applied Sciences (Lithuania) in strategic partnership projects within the framework of the Erasmus + program.
- A virtual exchange room for the exchange of research ideas of the College has been created, involving international partners.
- To develop at least one project for the development of environmental sustainability involving international partners.
- Represent the College at the RSU International Scientific Week 2023.
- Complete the Erasmus + Program Operational Activity No. 1 (KA1) project No. 2020-1-LV01-KA107-077258) collaborated with colleagues from Bar-Ilan University in Tel Aviv, Israel, until 31 December 2022.

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.

Involvement of academic staff in the scientific research

The involvement of the teaching staff in scientific research is promoted initially by participating in the international student conference organized by the College, supporting the students' research works and preparation of abstracts. Teaching staff is financially supported to participate in international conferences. After an extensive lecturer survey in 2019, the purpose of which was to find out the lecturers' wishes to acquire professional development courses and seminars, it became clear that the lecturers would like to learn more about publishing in internationally cited journals. Thereby the College decided to promote the exchange of knowledge and experience by experienced lecturers.

In order to promote the involvement of the college academic staff and students in scientific activities and gaining experience in research, as well as to promote creativity and research activities at the RSU RCMC and participation in solving topical health care problems, promoting quality of life since 2016 the RSU Red Cross Medical College announces in-house scientific research project competition. ***The maximum period of project implementation is 12 months. The applicants in the project may apply for the project funding up to EUR 10 000. All lecturers of the College's academic staff are invited to participate there. The preference in the competition is given to the research projects where also the College's students are involved.*** This competition is also a motivating factor for lecturers to become more actively

involved in research themselves and to involve students in it, at the same time gaining financial support from the RSU RCMC. See Table No.19 where the scientific projects supported by the College are listed.

Table No.19

RSU Red Cross Medical College Scientific Grant Projects

No	Project name and agreement registration number	Aim of the project	Duration of the project agreement	Total financing of the projects (EUR)	Source of financing (project client)
1.	"Role of Intensity of Classical Massage Course in Improving the Health Condition" Registration No 1-31/2	To check the differences in the effect of classical massage depending on the intensity of the course, promoting the students' knowledge about the increase of the level of physiological and psycho-emotional effects of massage	01.05.2016 – 31.07.2018	7949.95	RSU RCMC
2.	"Use of Medicines, Food Supplements and Herbal Preparations in Latvia and Related Risks to Patient Health"	To study the habits of the Latvian population in the use of medicines, food supplements and herbal preparations and to identify the related risks	01.05.2017 – 31.07.2020	5852.38	RSU RCMC
3.	"Choice of Examination Method for Confirmation of GEAS Diagnosis in Paediatrics in BKUS"	To find out the most accurate examination method for confirming the diagnosis of GEAS in patients with GEAS clinic	01.05.2017 – 31.07.2018	2476.00	RSU RCMC

In 2020, the College has financially supported lecturers Una Veseta, Līva Bodniece, Elita Ardava by participating in a conference with articles and research. In the College, for the study year 2020/2021, there are 5 academically elected lecturers with a scientific degree. Academic staff who study to obtain a scientific degree consists of 7 lecturers.

The College organized a seminar, discussion on publication in scientific journals for Academic Staff. It was led by Renāte Šukele, a lecturer at the College, she has rather extensive experience in publishing in scientific journals. The seminar was attended by 8 other teaching staff and the same number asked for a Zoom recording, because due to the lectures / classes they could not participate at the given time. Faculty members acknowledged that the seminar was very

explanatory, focused on how to recognize journals, how to evaluate their indexing in databases, how to assess their impact factor, how to find the journal you prefer, and how to recognize fake journals. It was decided to hold such a seminar once a semester in the future as well.

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.

Student involvement in scientific research

Every year since 2013, the College has hosted an ***international student scientific research conference "Research in the Field of Study"*** dedicated to Florence Nightingale, where students, in collaboration with lecturers, develop and defend their research during the study process and publish their abstracts in the College Collection of Scientific Papers. In May 2021, the conference was held on a remote Zoom platform. A collection of articles was published at the 9th International Conference on F. Knightdale. Thesis of 18 students and 7 theses of lecturers were published. Every year the conference is also attended by participants and other colleges and universities in Latvia and Europe.

Table No.20

Abstracts Defended and Published, in total since 2012/2013. –2020/2021

Study year	Defended and published at the students scientific research conference dedicated to F. Nightingale
2020/2021	18
2019/2020	13
2018/2019	15
2017/2018	17
2016/2017	34
2015/2016	23
2014/2015	22
2013/2014	20
2012/2013	12

Students are supported, motivated and directed to participate in other conferences as much as possible.At the end of January of the study year 2019/2020, Elita Ardava, Director of the RSU Red Cross Medical College programme "Pharmaceuticals", lecturer Renāte Šukele, students Diāna Gorohova and Svetlana Ždanova participated ***in the conference "Pharmacy Students' Achievements in Research and Current Information of Public Institutions for Pharmacy Specialists" organized by the Latvian Pharmacists' Association.*** Svetlana gave a reading on the extraction of mugwort and the amount of tannin, but Diāna spoke on the analysis of phenolic compounds of the common partridge.

On 23 October, 2020, the first ***conference of college students' research works and innovative solutions, organized by the Latvian College Association***, took place, which, taking into account the epidemiological situation in the country, was held on-line on the *Zoom*

platform. The conference had three directions of topics - medicine and health care, social sciences, law, public administration. engineering, construction, agriculture. The atmosphere of the conference was creative, its aim was to inform about the development of applied scientific research and innovation in colleges and to exchange experience about research achievements in first-level professional higher education. The RSU RCMC was represented by Nadežda Cipļakova, a graduate of the study programme “Treatment”, with the qualification to be obtained “Emergency Medicine Physician Assistant”. The topic of the research was “Implementation of Teamwork Principles in Emergency Medical Service Brigades”.

Student Gita Dudel is attached to the lecturer Renāte Šukele and to the lecturer Elita Ardava in the data collection and data entry process Ms Excel. Topic “Use of medicines, food supplements and herbal preparations in Latvia and related risks to patient health”. RSU Red Cross Medical College, agreement No.2-30 / 2017/069.

Nelde Gustiņa, a graduate of the Pharmacy study program in 2020, used the data collected in the framework of her qualification work for publication and created an article, which was defended at the 15th International Scientific Conference at the Rēzekne Academy of Technology “Society. Integration. Education 2021 ”together with lecturer Ardava Eliua, Gustiņa Nelda and lecturers Šukeli Renāti, Onževs Oskars.

In the section "Other annexes" annex no 23 is reflected joint student and lecturer research papers dedicated to conference to F. Naitingale in the period from 2013 to 2020.

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.

Description and evaluation of innovations in the study field Health Care

In the College study process, 2 in the autumn semester of the study year 2020/2021, for the first time on 9, 12, 21, 23 and 26 September, practice was realized in a **simulated environment (in conditions close to the work environment) — preclinical practice** with 2nd-year students of the study programme “Nursing” (3rd semester). The main goal was to imitate the day in the hospital environment for the students of the study programme "Nursing". Hospital is a complex environment that needs to be explored in a timely manner. Several scenarios of patient behavior were developed, which included calls to the ward, completion of patient care records, referrals to the patient, the possibility to take blood tests, obtain vital signs, make and answer telephone calls, and answer the patient on the call button. The equipment required for preclinical practice was used in the clinical skills laboratory. The simulated hospital ward had 4 wards with 2 patients in each ward, one treatment room and one nursing workstation, a radiology and surgery ward where patients are brought in or taken for examination. The patients were both mannequins, and in addition to the patient areas, the lecturers and students themselves, as well as in some cases the representatives of the College administration to reduce the student-collegial, friendly relationship that could affect professional performance. Situations included as realistic equipment as possible and their aids to simulate the real environment — vomiting, urine, excretion, blood imitations. Each simulated hospital environment day was led by two lecturers. Lecturers who worked with students in a simulated hospital acted as observers and never interrupted the care process so as not to affect student performance. After the end of the simulation role-plays, the students together with

the lecturers discussed the process of the simulation game and the situations that went well and that should be further improved. Patient care, time planning, as well as communication were mentioned as the most valuable skills during the simulated hospital. Preclinical practice will be part of the student training process even after the Covid-19 pandemic. A simulated hospital is a great way to combine theoretical knowledge and practical skills.

Figure No.27

Pre-clinic Practice in the College (photo taken from simulation room camera)

International Innovation Quality Award Competition 2020. RSU Red Cross Medical College participated in the international competition “Quality Innovation Award 2020”, where in the category Innovations in the field of education, applying for a hospital simulation in classrooms, won the 2nd place. (See Annex 24 under "Other Annexes"). The Ministry of Health congratulated the College with its achievements, please see here.(available only in Latvian language)

International Innovation Quality Award Competition took place already for the 14th time, Latvia has participated in the competition for the last 8 years. Innovation quality award is the first and the most important international innovation competition where Latvia takes part. The competition in Latvia is organized by the Latvian Quality Association. During the competition, innovations are evaluated at the highest level, using strict evaluation criteria, expert opinions and an authoritative international jury. The evaluation criteria are based on the evaluation of the main features of quality innovation - innovation value, usability, knowledge, customer orientation and efficiency.

On 7, 8 and 14 December 2020, the College, in cooperation with Kajaani University of Applied Sciences in Finland, was implementing a thematic course on ***Tele simulations*** in a remote environment on the *Microsoft Teams* platform. Kajaani University of Applied Sciences 3rd year “Acute Nursing” programme students, lecturers T. Romppanen and J. Seppänen, and RSU Red Cross Medical College 3rd year study programme “Nursing” students, lecturers L. Vucāne and M. Blumberga got the experience during these three days. The Tele simulation program included student-prepared presentations on pain — explanation of pain terms and symptoms, pain assessment, delirium term and assessment, scientific article on pain *Assessing acute and chronic pain in children and young people* and delirium *Validation of two nurse-based screening tools for delirium in elderly patients in general medical wards* discussion and analysis with lecturers. Within the framework of the joint project, a situation game was played out by the partners of Kajaani University of Applied Sciences on the topic — care of patients with delirium — with the aim of professional communication and patient evaluation. Three students and both lecturers participated in the simulation. RSU Red Cross Medical College students and Kajaani University of Applied Sciences students who did not participate in the simulation directly, remotely watched the

simulation on an on-line platform, participated in the discussion process, discussing what was done correctly and what could be improved in this or a similar situation in the clinical environment. The thematic course of Tele simulations allowed both Latvian and Finnish students not only to improve their professional skills within the Nursing study programme, but also transversal, digital, intercultural and English language skills.

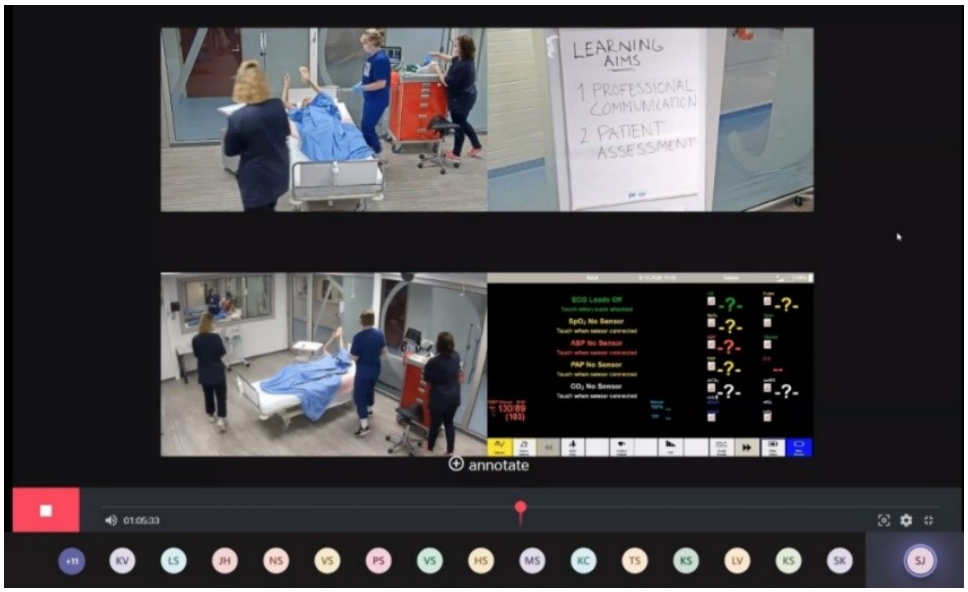


Figure No.28

Thematic Course of Tele Simulations

2.5. Cooperation and Internationalisation

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

Cooperation between the College and RSU. The RSU RCMC also envisages close cooperation with RSU in the next medium-term plan both in the sharing of material and library resources, and in the consolidation of intellectual resources. The study programme "Therapeutic Massage" was established together with RSU Liepaja Branch. It is currently the only jointly implemented 1st level professional higher education study programme in Latvian colleges. Resource sharing is also applicable to the 1st level professional higher education study programme "Pharmaceuticals" implemented at the College, for the implementation of which the resources of RSU Faculty of Pharmaceuticals laboratories (chemistry, plant and animal biology, dosage form technologies, etc.) are used. In cooperation with RSU Faculty of Public Health and Social Welfare, the content of 1st level professional higher education study programmes "Treatment" and "Nursing" implemented by the RSU RCMC is reviewed every year, thus providing succession for the RSU RCMC graduates to

continue studies in 2nd level professional higher education study programmes at RSU. In cooperation with RSU, the College uses the library's resources, which include the use of all types of collections, access to all RSU subscribed databases and electronic verification of the academic integrity of students' qualification papers. Cooperation is in the transfer of knowledge and experience at the level of administration and lecturers, for example, in the courses organized by the Professional Development Centre and within the School of Young Lecturers.

Cooperation between the College and the University of Latvia. The RSU RCMC cooperates with the University of Latvia, using its maintained resource LAIS (Information system of Latvian higher education institution, Agreement No 6012-A55/71). This resources allows to keep and manage the information about the students, the study process and the lecturers. The RSU RCMC also uses the access to the resource “Open Science” within its framework. Further use of LAIS is also planned, as it provides a significant support to the study process management, including the preparation of different reports to public institutions.

Cooperation between the College and other colleges, including medical colleges. Every year, Daugavpils University’s Daugavpils Medical College and LU Riga 1st Medical College jointly review and coordinate the content of the qualification exams of the vocational education programme “Nursing”, which is organized by the State Education Content Centre. Also, every year students of other colleges, and especially medical colleges, are kindly invited to participate in the international conference “Research in the Field of Study” organized by the RSU RCMC. Students and lecturers of the University of Latvia P. Stradiņš Medical College, Daugavpils University’s Daugavpils Medical College, International Cosmetic College and Riga Technical College have presented their scientific research at the conferences organized by the College.

Cooperation between the College and health care companies (employers and practice providers). In order to provide students with internships in the 1st level professional higher education study programmes “Treatment” and “Nursing”, cooperation agreements have been concluded and successful cooperation has been established with SIA Riga East Clinical University Hospital , VSIA P. Stradiņš Clinical University Hospital, VSIA Children's Clinical University Hospital, SIA Riga Maternity Hospital, Emergency Medical Service, VSIA Traumatology and Orthopedics Hospital, SIA Riga 1st Hospital, VSAC “Rīga”, RSAC „Mežciems”, RSAC “Gaiļezers”, SIA Limbaži Hospital, SIA Bauska Hospital, Psychoneurological clinic “Strenči”, Jēkabpils District Central Hospital, SIA Ogre District Hospital, SIA Dobele and Neighbourhood Hospital, SIA Jelgava City Hospital, VSIA Hospital „Ģintermuiža”, VSIA Aknīste Psychoneurological Hospital, SIA Preiļi Hospital, SIA Cēsis Clinic, SIA Rēzekne Hospital, SIA Madona Hospital, SIA Liepaja Regional Hospital, SIA Vidzeme Hospital, SIA North Kurzeme Regional Hospital, SIA Tukums Hospital, SIA Kuldīga Hospital.

In addition to the above-mentioned health care institutions, the internships of the 1st level professional higher education study programme “Therapeutic Massage” are provided in cooperation with rehabilitation centres VSIA “National Rehabilitation Centre “Vaivari ”” and SIA “Rehabilitation Centre “Līgatne””, as well as medical physiotherapists practices and rehabilitation units of the above-mentioned regional hospitals.

In developing the new study programme “Pharmaceuticals”, the College has concluded cooperation agreements with the largest pharmacy chains — Benu pharmacy network, SIA Magnum, which represents the “Apotheka” pharmacy chain, SenatorFarm, which represents the “Mēness aptieka” chain, as well as with individual pharmacies in the regions - in Kurzeme, Vidzeme and Zemgale.

Implementing the vocational education programme “Nursing” (32a 723 001), the College has established long-term and stable cooperation with many health and social care institutions, which ensure the quality of practical lessons and qualification internship, including: Riga East Clinical University Hospital, VSIA P. Stradiņš Clinical University Hospital, VSIA Children's Clinical University

Hospital, RSAC „Gaiļezers”, Psychoneurological Clinic „Strenči”, Health Centre 4, AS Association of Health Centres, VSIA Hospital „Ģintermuiža”, Rēzekne Hospital, SAC „Tērvete” SIA Dobele and Neighbourhood Hospital, SIA Vidzeme Hospital, SIA Jelgava City Hospital, SAC „Vidzeme” Branch „Ropaži”, Madona Region Municipality SIA Madona Hospital, VSIA Psychiatry and Narcology Centre, VSAC “Mežciems”, VNRC “Vaivari”, VSIA North Kurzeme Regional Hospital, SIA Liepaja Regional Hospital.

In order to achieve the goals of the strategy, it is planned to continue the existing cooperation with the above-mentioned sector organizations, as this will continue to cover all regions of Latvia and provide all students with the opportunity to use a wide range of internships suitable for the studies/education programmes, as well as it will be the contribution support of the College for the much-needed future generation of human resources in the health sector.

The College strives to maintain regular contact with employers by inviting them to career days, related seminars or conferences, as well as to State examinations. In the questionnaires, employers are asked how they see the possibility of closer cooperation.

Employers also participate in the work of the Internal Quality Council and are part of the State Examination Commission.

Cooperation with associations. The College actively cooperates with **professional associations of employers** — Latvian Association of Nurses, Emergency Medicine Association of the Republic of Latvia, Latvian Professional Association of Outpatient Medical Assistants, Latvian Association of Rural Family Doctors and Latvian Pharmacists' Association. The College is a member of the Latvian College Association, and the College’s Director Ināra Upmale is a member of the Board of the Latvian College Association. It is planned to continue participation in the Association and its organized activities, including successful cooperation is carried out in reviewing, analyzing strategic documents in the field of education and delegating recommendations to the responsible institutions. In January 2021, the College's Director Ināra Upmale was approved and included in the Council of Higher Education. RSU Red Cross Medical College Director Ināra Upmale was delegated by the Latvian College Association.

The College is a member of the Latvian Association of Information and Communication Technologies, which promotes experience in implementing and using digital solutions in health care study programs.

The College is a member of Latvian a Association of Quality.

Lecturers from other higher education institutions, as well as employers are invited to evaluate the operation of the study programme in the **qualification examinations.**

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 is an essential part of any modern educational institution, as it enriches the participants both intellectually and spiritually, promoting the creation of new projects and the development of innovative ideas. The College's active participation in international mobility projects gives College students the opportunity to go on an internship in one of the health care institutions of the partner countries, thus supplementing their knowledge and gaining valuable experience in other countries' health care institutions, as well as developing communication skills and linguistic competences. Thanks to the College's participation in international projects, the College's teaching staff and administrative staff also go on experience exchange trips, which not only facilitates the establishment of new contacts, but also the expansion of the circle of cooperation partners.

Within 2020, the college has obtained the Erasmus Higher Education Charter for the next programme period 2021-2027.

College students and lecturers are actively involved in various mobility programmes, jointly implement projects, go on study and experience exchange visits and participate in international competitions, olympiads and conferences.

This section further outlines some examples of the previous-year activities.

At the end of February 2021, Irīna Rudenko, the College's Project Coordinator, and colleagues from France, Portugal, Spain and Sweden ***participated in a meeting of European Red Cross Higher Education Institution Coordinators*** remotely on the *Zoom* platform to establish new contacts and expand a range of international cooperation partners. During the meeting, coordinators presented their educational institutions and discussed further cooperation possibilities within the Erasmus+ programme.

In turn, in 2019, the College team participated in the International Week at Kajaani University of Applied Sciences in Finland. From 28 February to 1 March, the College's study programme “Treatment”, qualification “Emergency Medicine Physician Assistant” Director and lecturer Viktors Gorovenko, guest lecturer Jānis Oļehnovičs and three 2nd-year students Santa Balaša, Rūta Heinsbergs and Gita Gunika took part in the International Week of Kajaani University of Applied Sciences. Viktors Gorovenko gave two lectures on ensuring the functionality of the airways and Jānis Oļehnovičs conducted two practical lessons on this topic with the students. During the Week, 72 students had an opportunity to participate in the intensive course “Use of Technology in Nurse Education”.

On 28 March 2019, Guna Tīde and Līga Milevska, students of the College study programme “Therapeutic Massage”, participated in the annual International Student Massage Championship in Kaunas College in Kaunas. Students were prepared for the Championship and accompanied by Lilita Dūda, lecturer of the College study programme “Therapeutic Massage”.

From 8 to 12 April 2019, within the framework of the NordPlus programme project “Muddie - Multiprofessional Digital Developer”, the international training “Digital Service Development and Information Management in Health and Welfare Service Course” took place at RSU Red Cross Medical College. Professionals from Latvia in the fields of information technology, design and health care, as well as lecturers and students from Finland, Estonia and Latvia took part in the intensive training during the week. During the Training week, guest lectures were given and practical lessons were organized concerning the design thinking method and its implementation in health care. Representatives of several leading Latvian companies — Lattelecom/Tet, Health Centre 4, CastPrint, Emergency Medical Service, Blue Bridge Technologies and DigiBrand — presented the challenges in the digital health care. The students, who were previously divided into several groups, worked all week on a specific project for a specific Latvian company, which was related to the introduction or improvement of a digital service in health care, using design thinking methods.

From 24 to 26 September 2019, guests from *Kajaani University of Applied Sciences* were welcomed at the College within the framework of cooperation facilitation. During the visit, lecturers Taina Romppanen and Jukka Seppanen together with the College lecturers shared their experience on the challenges of the simulated environment and conducting of simulation discussions. In a short role play in the College's advanced simulation laboratory, lecturers from Finland and the College's Simulated Environment Methodologist Madara Blumberga gave the lecturers the opportunity to feel like a simulation leader and lead the discussion process. On the last day of the visit, representatives of both higher education institutions met to discuss ideas and opportunities for further cooperation within the European Social Fund.

Table No.21 shows the cooperation (number of concluded agreements) with foreign education institutions by calendar years. As it can be seen, a number of concluded cooperation agreements has rapidly increased over the previous years. It can be explained also by the fact that previous agreements expired and agreements were renewed. Cooperation partners with whom the international cooperation was carried out in 2019 are the following: *University of the Peloponnese (Greece), Trakia University (Bulgaria), Institut Régional de Formation Sanitaire et Sociale Occitanie (France), Polytechnic Institute of Viana do Castelo (Portugal), Vilniaus kolegija/University of Applied Sciences (Lithuania), Tallinn Health Care College (Estonia), UCL University College (Denmark), University College South Denmark, IES Santa Bárbara (Spain), Laurea University of Applied Sciences (Finland), Kajaani University of Applied Sciences (Finland), PWSZ im. Prezydenta Stanislawa Wojciechowskiego w Kaliszu (Poland), South-Eastern Finland University of Applied Sciences (Xamk) (Finland), Institut Régional de Formation Sanitaire et Sociale, Hellenic Naval Academy (Greece), IES Virgen de Las Nieves (Spain), Bar-Ilan University (Israel), University College Lillebælt (Denmark), University College South Denmark*. Also in such case, it can be positive, as the cooperation is not suspended, but ongoing.

Table No.21

Number of Agreements Concluded with Foreign Cooperation Education Institutions

Year	Number of concluded agreements
2019	17
2018	19
2017	5
2016	5
2015	5
2014	7

The aim of cooperation and internationalization is to create an international environment, to acquaint students with examples of good practice from foreign experience presented by foreign lecturers. To get acquainted with the latest trends and novelties that can be found outside the Latvian health care sector. So far, international cooperation has expanded in the field of nursing and treatment. ***In the future, the College plans to intensively develop internationalization in other study programmes, involving there also students in the study programmes "Pharmaceuticals" and "Therapeutic Massage".*** As these study programmes have been licensed relatively recently, international exchange opportunities and involvement of cooperation partners in these programmes are the further development direction of the College. ***The international cooperation of the College envisages diversification of the available***

network of cooperation partners.

In the section "Other annexes" a detailed list of foreign cooperation partners is available - annex no 25.

The existing programs in the field of study are the 1st level professional higher education programs, which are implemented with the standards of regulated professions in health care, which also primarily determine the choice of cooperation partners in the process of internationalization of the field of study.

An example of good practice is the long-standing cooperation with the Red Cross in Higher Education in Europe. We are currently collaborating with four Red Cross Medical Higher Education Institutions in France and future collaborations with Red Cross Medical Higher Education Institutions in Sweden.

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.

The aim of cooperation and internationalization is to create an international environment, to acquaint students with examples of good practice from foreign experience presented by foreign lecturers. To get acquainted with the latest trends and novelties that can be found outside the Latvian health care sector. So far, international cooperation has expanded in the field of nursing and treatment. In the future, the College plans to intensively develop internationalization by extending the cooperation also in other study programmes, involving there also students from the study programmes “Pharmaceuticals” and “Therapeutic Massage”. As these study programmes have been licensed relatively recently, international exchange opportunities and involvement of cooperation partners in these programmes are the further development direction of the College. The international cooperation of the College envisages diversification of the available network of cooperation partners.

Every year in May, the College organizes an **International Week** (see "Other appendixes" annex no 26), which brings together professionals and students from different countries and fields to share experience and knowledge. Every year, this event attracts more and more cooperation partners, which expands the range of cooperation partners of the College — higher education institutions, and internship exchange opportunities. Smaller international events at the College regularly take place in other months, for example, with master classes, lectures, practical lessons, when various foreign lecturers are invited.

Outgoing mobility also makes a significant contribution to the expansion of the network: new contacts are established through various conferences and other international events, as well as visits to other educational institutions, which later result in mutual cooperation and joint projects.

The number of incoming student and lecturer/staff mobilities has increased, which proves the successful implementation of the College's international cooperation. When returning home, foreign students positively evaluate the time spent in internship and recommend the College to their fellow students as a good internship organizer.

The number of outgoing mobilities is determined by the amount of funding granted by the European Commission, and the co-financing of the State Education Development Agency, and the determined number of outgoing mobilities. The College has also developed “Regulations for International Exchanges”, which aim to ensure a clear and comprehensible selection process for the most suitable potential candidates for mobility, as well as to describe the basic principles of international exchanges. They are available here: International exchange by-law.

In the study year 2019/2020, a greater part of incoming and outgoing mobilities were cancelled due to Covid-19 pandemic. During the spread of the Covid-19 virus, the College has encountered restrictions in the area of student exchange due to the fact that during mobility students undergo internships in one of the hospitals, improving and acquiring new practical skills. However, the College continues to develop and improve the digital skills of its staff and students, as evidenced by the College's successful transition to a distance learning process during a pandemic to implement international collaboration virtually. On the *Zoom* and *MS Teams* platforms, regular on-line meetings are held with foreign colleagues, during which various project ideas are discussed, including joint virtual lessons and the development of digital skills of lecturers and students.

The College also participates in the Nordic Baltic Nursing Network established within the framework of the Nordplus project, implementing internship mobility exchanges for students of the Nursing study programme. As the scholarships offered to students are determined each year according to the total amount of funding for the project, it is the same for all representatives of the Member States, regardless of the distance or standard of living of the sending and host countries. This means that for students from Latvia who want to go on an internship to Norway or Denmark with the awarded scholarship is not enough to cover all living expenses, while not all students have the opportunity to invest personal funds, therefore, interest in Nordplus exchange from Latvian students is minimal.

Due to changes in the study internship programme, in 2020 students of the programme “Treatment” (qualification - physician assistant) had the opportunity to go for an internship within the framework of the Erasmus + programme in the autumn semester.

In 2020, the College received funding for the implementation of the European Union Erasmus + Programme Key Activity 1 (KA 1) mobility of persons between the programme countries and partner countries for the implementation of the higher education sector project (project No 2020-1-LV01-KA107-077258) in cooperation with Bar-Ilan University colleagues from Israel. The project's main operational direction is polytraumatic patient care. For polytraumatic patient care not only special equipment is needed, but also specific skills. In the case of polytrauma, a multidisciplinary team of doctors is always involved, consisting of an experienced surgeon, anesthesiologist, reanimatologist and traumatologist-orthopedist. Depending on the location and severity of injuries, other specialists are also involved. Currently, only a few lectures are devoted to this complex field of medicine in Latvian education institutions, and young specialists acquire knowledge in polytrauma care mainly while working in a hospital, therefore improving the knowledge of Latvian emergency medical specialists in polytraumatic patient care was set as the main goal of the project. Within the framework of the project, it is planned to implement 4 incoming and 4 outgoing teaching mobilities, during which lectures and seminars will be organized, dedicated to various aspects of polytraumatic patient care. The duration of the project is 2 years.

Evaluating cooperation with foreign partners in the study year 2019/2020, the autumn semester, within the framework of Erasmus + mobilities, it shall be concluded that there have been several international mobilities despite the emergency situation in the world during the spring semester due to the Covis-19 virus. 2020/2021.st.g. Both Erasmus + and Nordplus projects did not implement

physical mobility due to the epidemiological situation and the constraints associated with Covid-19.

The College cooperates with various education institutions of the European Union, as well as with other Erasmus+ partner countries, for example, the College has established close cooperation with Bar-Ilan University in Israel. A specific internship (e.g., a hospital) is provided by the host organization. The host organization offers a place in the students dormitories, however the student can also find a living place him or herself. In cases when the RSU RCMC admits foreign students, exchange students are offered the most suitable internship according to the study programme, qualification, purpose of the internship, as well as the staff's ability to pay appropriate attention and training in English to the intern.

The most significant difficulties are to qualitatively plan the distribution of students in the internships, including closer to the place of residence of the exchange student, as well as to solve situations so that the internship would be able to ensure quality internship in English. The College, as far as possible, intends to ensure the availability of internships for students at different times, so that students are in internships in different periods of time.

It is difficult to provide internships abroad for the students of the College study programme "Therapeutic Massage", because there are not many countries where such a health care profession exists — in many countries therapeutic massage is part of the "Physiotherapy" programme, and there are countries where massage services are provided only in salons, after the specialist completes the courses. This mismatch in education levels significantly limits the number of potential partner countries. As regards the study programme “Pharmaceuticals”, a lot of students conclude the agreement with pharmacies, starting working there already during their studies, and they undergo the internship in their workplace, refusing the possibility to take part in the Erasmus+ exchange programme.

It should be admitted that there are still some difficulties with students' knowledge of foreign languages (English) and its daily use — many students are concerned about their English language skills. On the other hand, in order to go to internship in some partner institutions in France and Belgium, it is necessary to know a foreign language.

On 11.03.2020. the World Health Organization declared a pandemic, so in many countries, including Latvia, various measures were taken to limit the spread of the disease, as well as a state of emergency was declared. The Covid-19 pandemic has had a significant impact in many areas, and international cooperation is one of them. Although a number of on-site events and trips abroad were cancelled due to the pandemic, the creative approach of the College staff allowed for the realization of some ideas, including telesimulations, in a virtual environment.

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.

On March 24, 2012, a joint expert report was prepared for the study direction "Health Care" for two study programs "Nursing" and "Medicine". The report was prepared on the basis of a self-assessment report, interviews with the administration, students, academic staff and other face-to-face visits.

The most positive aspect is highlighted in the overall assessment that the study process is well organized by using innovative teaching methods as well as modern IT technologies and software.

General area of concern is the insufficient state funding for study programmes , thereby decreasing opportunities for some scientific activities.

Further details on the weaknesses identified by the experts and the College's actions will be available in annexe.

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).

Recommendations of the licensed study program

During the previous accreditation period of the study field "Health Care", three study programs were licensed: in 2015 the study program "Therapeutic massage", in 2016 the study program "Pharmaceuticals " and in 2017 the study program "Treatment (41 721), qualification “Emergency medicine physician assistant”.

No expert recommendations were provided when licensing the study programs "Therapeutic Massage" and "Pharmacy". When licensing the study program Treatment (41 721), qualification “Emergency medicine physician assistant”, a Plan for Elimination of Deficiencies Recommended by Experts (No. 1-15/16) on February 7, 2017 was received. In order to eliminate the shortcomings recommended by the experts, a plan of planned activities was developed for the improvement and development of the study program. See Table 22.

Recommendations of the accredited study program

The joint study program "Therapeutic Massage", which is implemented in RSU Liepāja branch as a joint study program with RSU RCMK, was accredited in RSU Liepāja branch on 08.05.2017. until 08.05.2023 in the framework of pilot accreditation of the implementation of the ESF project “Support to the fulfillment of the requirements set for the EQAR Agency”. More about the project here (in the Latvian only) https://aic.lv/par-aic/projekti/esf-projekts

. Within the framework of this accreditation, a report on the implementation of the recommendations of the study field evaluation commission of the RSU study field “Health Care” (accreditation decision No. 44-A, 08.05.2017) was received. In order to eliminate the shortcomings recommended by the experts, a plan of planned activities was developed for the improvement and development of the study program by RSU Liepāja branch. See Table 22 for the bottom entry.

Table No.22

Overview of Recommendation Fulfilment

No	Expert group recommendation	College activity	Results to be achieved	Term for implementation	Fulfilment of recommendations
Treatment qualification - Emergency Medicine Physician Assistant	To provide options in the section of optional study courses, including at least one more optional study course.	1) At the meeting of the Study Programme Council, the additional inclusion of an optional study course into the study programme was discussed.	Option (Part C) study course “Digital Skills” was added in the amount of 2 CP from the ones offered in the study programmes of the study direction “Health Care” accredited in the College.	01.07.2017	Fulfilled
Treatment qualification - Emergency Medicine Physician Assistant	To provide a list of study literature of all study courses in accordance with the topics of the study course, checking the correctness and topicality of literature lists, supplementing the literature list with more recent editions, especially in the study courses where the new international guidelines adopted in recent years will be used.	The study course leaders reviewed the literature lists of their courses, made technical adjustments and included the updated literature list in the study course descriptions.	The Study Programme Director ensured that the literature lists updated by the lecturers were reviewed during the meeting of the Study Programme Council.	08.03.2017	Fulfilled

Treatment qualification - Emergency Medicine Physician Assistant	To supplement the study course “Emergency Situations in Paediatrics” with topics on the peculiarities of injuries in children and the provision of EMS for children with polytrauma. To include in the study course a practical lesson on providing immobilization for children of different age groups, including the use of spinal immobilization boards, a vacuum mattress, an extraction device and a hard immobilization collar.	The study course “Emergency situations in paediatrics” leader revised the hours provided for in the total number of practical lessons of the study course, balancing the number of hours allocated to other included topics and the topic *Emergency assistance to children with injuries and polytrauma*.	A balanced distribution of hours was revised at the meeting of the Study Programme Council. After the internal balancing of the contact hours, the Study Programme Director ensured the insertion of the supplemented study course description in the e-learning environment Moodle.	01.07.2017	Fulfilled
Treatment qualification - Emergency Medicine Physician Assistant	To improve the topics of the study course “Work Organization in the EMS Operational Management Centre”, the forms of their implementation and the distribution of hours between the topics.	The Study Programme Director will discuss with the study course lecturer the experts’ indication to improve the distribution of topics and hours within the credit points provided for the study course, taking into account the lecturer's arguments for choosing the topics included, which was coordinated with employers' recommendations in the respective course and the opinion of the expert regarding the hour distribution by topics.	A balanced distribution of hours will be revised at the meeting of the Study Programme Council. After the internal balancing of the contact hours, the Study Programme Director ensured the insertion of the adjusted study course description in the e-learning environment Moodle.	01.07.2017	Fulfilled

Treatment qualification - Emergency Medicine Physician Assistant	To specify and correct the hour division between the subjects in the study course “Clinical procedures in physician assistant’s practice and Propedeutics” (Clinical procedures in physician assistant’s practice).	The leader of the study course “Clinical procedures in physician assistant’s practice” corrected the division of contract hours between the subjects according to the experts recommendations (within the planned credit points in the study course).	A restructured distribution of hours was revised at the meeting of the Study Programme Council. After the internal restructuring of the contact hours, the Study Programme Director ensured the insertion of the adjusted study course description in the e-learning environment MOODLE.	01.07.2017	Fulfilled
Treatment qualification - Emergency Medicine Physician Assistant	To adjust the distribution of hours between the topics in the study course “Emergency situations in surgery” (“Emergency situations in traumatology and microsurgery”), envisaging a larger number of hours for the topic “Spine, pelvic trauma, polytrauma, patient immobilization, transportation”. In the study course it is necessary to pay more attention to the provision of EMS directly to patients with polytrauma, to ensure their immobilization and the choice of mode of transportation in the pre-hospital stage.	The leader of the study course “Emergency situations in traumatology and microsurgery in physician assistant’s practice” corrected the division of contract hours between the subjects according to the experts recommendations (within the planned credit points in the study course).	A restructured distribution of hours was revised at the meeting of the Study Programme Council. After the internal restructuring of the contact hours, the Study Programme Director ensured the insertion of the adjusted study course description in the e-learning environment Moodle.	01.07. 2017.	Fulfilled

Treatment qualification - Emergency Medicine Physician Assistant	For the long-term development of the study programme, experts recommend addressing the issue of possibilities to provide practical training in the care of patients with polytrauma in the Emergency Department of the University Hospital.	The College negotiated with the Ministry of Health and the Ministry of Education and Science to increase the cost of one student budget place in order to cover the possibility of offering students the Eastern CUH Emergency Department as an internship location.	On 7 December 2012, the RSU RCMC concluded the cooperation agreement on the provision of student internships. The internship is provided, started and performed according to the respective study programme, in the amount and within the term specified therein. In 2017, the agreement on the extension of the duration of the agreement until 6 December 2022 was concluded.	From 0.12.2012 to 16.12. 2022	Fulfilled
Therapeutic massage	It is not possible for the graduates of the programme to continue their studies "Therapeutic Massage" at a higher level	Graduates of the programme have the opportunity to take examinations and enter the RFF or other higher level study programs in health care. In the study process, certain relevant previously acquired study courses can be equated.	Continuation of studies in other RSU health care higher level study programmes.	Depends on graduates' further study plans.	To motivate students and prospective graduates to continue their studies.

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	1_List of the main internal regulatory enactments and regulations of the College.docx	1_Saraksts ar galvenajiem Koledžas iekšējiem normatīvajiem aktiem un regulējumiem.docx
The management structure of the higher education institution/ college	2_Management Structure of the College.jpg	2_RSU Sarkana Krusta medicīnas koledzas struktura shema 2021.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	3_The RCMC of RSU study field "Health care" with programmes development plans for 2021 – 2027.docx	3_RSU SKMK studiju virziena "Veselības aprūpe" un programmu attīstības plāni 2021. – 2027.gadam.docx
The management structure of the study field	4_Management structure of the study field Health Care.PNG	4_Studiju virziena Veselības aprūpe pārvaldības struktūra.JPG
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.	5_Agreement on continuing studies in other educational institutions.docx	5_Vienošanās par studiju turpināšanu citās izglītības iestādēs.pdf
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.	6_Order on the enforcement of commitments.docx	6_Rīkojums par saistību nodrošināšanu.pdf
Standard sample of study agreement	7_Study agreement on the State budget dotationand on the Physical, legal entity funds.docx	7_Studiju līgums par valsts budžeta dotāciju un par personīgo_juridisko personu līdzekļiem.rtf
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	8_Survey results.docx	8_Aptauju rezultāti.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	9_Academic Staff Involved in the Implementation of the Study Direction, 2014_2015 –2021_2022.xls	9_Studiju virziena īstenošanā iesaistītais akadēmiskais personāls 2014._2015. – 2020._2021..xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	10_Curriculum Vitae in English language.zip	10_Curriculum Vitae in Latvian language.zip
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	11_Confirmation of the adequacy of the academic staff's knowledge of the state language.jpg	11_Apliecinājums, par akadēmiskā personāla valsts valodas zināšanu atbilstību.jpg
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.	12_Compilation of quantitative data on scientific performance (by publication and number of teachers involved) ENG.xlsx	12_Kvantitatīvo datu apkopojums par zinātnisko sniegumu (pēc publikācijas un iesaistīto mācībspēku skaita).xlsx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	13_Review of scientific activity.xlsx	13_Zinātniskās darbības pārskats.xlsx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	14_List of Cooperation Agreements.docx	14_Sadarbības līgumu saraksts.docx
Statistical data on the teaching staff and the students from abroad	15_Full-time foreign students in the college.docx	15_Pilna laika ārvalstu studējošie.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	16_Outgoing and Incoming Student Mobilities.docx	16_Studentu izejošās un ienākošās mobilitātes.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	17_Outgoing and Incoming Lecturer_Staff Mobilities.docx	17_Izejošās un ienākošās docētāju mobilitātes.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.	18 Report on the implementation of recommendations on accredited and licensed study programs in the previous accreditation period.docx	18_Rekomendāciju izpildes pārskats par akreditētajām un licencētajām studiju programmām iepriekšējā akreditācijas periodā.docx
An application for the evaluation of the study field signed with a secure electronic signature	application_RCMC_RSU.edoc	iesniegums_LV_AIKA_NOVERTESANAI_ep.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		1_Ārstniecība ar kvalifikāciju neatliekamās medicīnas ārsta palīgs_diploms un diploma pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		3_Ārstniecīskā masāža_Kopīgās studiju programmas organizēšanas principi.docx
Statistics on the students in the reporting period	Dynamics of the number of students in study programme.docx	2_Ārstniecība ar kvalifikāciju neatliekamās medicīnas ārsta palīgs_Studējošo skaita dinamika.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	3_Treatment_Compliance of the national education standard.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)	Therapeutic Massage_ Compliance to the Profession Standard.docx	
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		5_Farmācija _studiju programmas atbilstība nozares normatīvajiem regulējumiem.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		5_Ārstniecība_Kartēšanas matrica.xlsx.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Treatment_Study program plan.docx	6_Ārstniecība Studiju programmas plāns.docx
Descriptions of the study courses/ modules	7_Treatment _Study course descriptions (syllabi).zip	7_Ārstniecība_Studiju kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	9_Internship Regulations.docx	9_Prakses nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
1_Certificate of EFQM (the European Foundation for Quality Management)	1_Certificate of EFQM (the European Foundation for Quality Management).pdf
2_RSU Sarkanā Krusta medicīnas koledžas Attīstības stratēģija 2021.-2027. gadam.pdf	2_RSU Sarkanā Krusta medicīnas koledžas Attīstības stratēģija 2021.-2027. gadam.pdf
3_Pasākumi, kurus organizējuši un kuros piedalījušies studentu pašpārvaldes biedri.docx	3_Pasākumi, kurus organizējuši un kuros piedalījušies studentu pašpārvaldes biedri.docx
3_Events Organized and Participated by the Members of the Student Self-government.docx	3_Events Organized and Participated by the Members of the Student Self-government.docx
5_EFQM Submission Template (only in English language).pdf	5_EFQM Submission Template (only in English language).pdf
4_Studiju virziena Veselības apūpe Iekšējās kvalitātes padomju sēžu izvērtējums 2017-2021.docx	4_Studiju virziena Veselības apūpe Iekšējās kvalitātes padomju sēžu izvērtējums 2017-2021.docx
4_Study field Health Care Internal quality councils meeting`s evaluation for 2017-2021.docx	4_Study field Health Care Internal quality councils meeting`s evaluation for 2017-2021.docx
6_Administratīvā personāla sniegtā atbalsta novērtējums 2016.docx	6_Administratīvā personāla sniegtā atbalsta novērtējums 2016.docx
6_Support provided by administrative staff 2016._2017 – 2020._2021..docx	6_Support provided by administrative staff 2016._2017 – 2020._2021..docx
8_Completed self-test sample Moodle (by the view of student) (in both Latvian and English language).docx	8_Completed self-test sample Moodle (by the view of student) (in both Latvian and English language).docx
7_Simulācijas scenārija apraksts.docx	7_Simulācijas scenārija apraksts.docx

7_Simulation scenario description.docx	7_Simulation scenario description.docx
9_Turnitin lietošanas metodiskais materiāls studentiem (available only in Latvian language).pdf	9_Turnitin lietošanas metodiskais materiāls studentiem (available only in Latvian language).pdf
10_Atziņas un ieteikumi no hospitācijām.docx	10_Atziņas un ieteikumi no hospitācijām.docx
10_Findings and recommendations from class observations.docx	10_Findings and recommendations from class observations.docx
11_EFQM Committed to Excellence EFQM Assessment Report (available only in English language).pdf	11_EFQM Committed to Excellence EFQM Assessment Report (available only in English language).pdf
11_EFQM Committed to Excellence EFQM Assessment Report (available only in English language).pdf	11_EFQM Committed to Excellence EFQM Assessment Report (available only in English language).pdf
12_Aptauju kopsavilkumi tabulā visās programmās.xlsx	12_Aptauju kopsavilkumi tabulā visās programmās.xlsx
12_Survey summary in the table for all study programmes.xlsx	12_Survey summary in the table for all study programmes.xlsx
13_Aptauju veidi Koledžā.docx	13_Aptauju veidi Koledžā.docx
13_Types of surveys in the College.docx	13_Types of surveys in the College.docx
14_Laboratoriju saraksts, mulāžas un aprīkojums.docx	14_Laboratoriju saraksts, mulāžas un aprīkojums.docx
14_Laboratory Equipment, Moulages and equipment.docx	14_Laboratory Equipment, Moulages and equipment.docx
15_Calculation of grades for electronic tests in Moodle (in Latvian).pdf	15_Calculation of grades for electronic tests in Moodle (in Latvian).pdf
16_Development of electronic tests in Moodle (in Latvian).pdf	16_Development of electronic tests in Moodle (in Latvian).pdf

17_Electronic attendance registration in Moodle (in Latvian).pdf	17_Electronic attendance registration in Moodle (in Latvian).pdf
18_Akadēmiskā personāla apmeklētie kursi un semināri kopš 2017._2018. – 2021._2022..docx	18_Akadēmiskā personāla apmeklētie kursi un semināri kopš 2017._2018. – 2021._2022..docx
18_Courses and Seminars Attended by Academic Staff since 2017._2018. – 2021._2022..docx	18_Courses and Seminars Attended by Academic Staff since 2017._2018. – 2021._2022..docx
19_Akademiskās personala darba slodzes.docx	19_Akademiskās personala darba slodzes.docx
19_Academic and Research Workload of Academic Staff.docx	19_Academic and Research Workload of Academic Staff.docx
20_Stipendiju piešķiršanas nolikums.pdf	20_Stipendiju piešķiršanas nolikums.pdf
20_Scholarship Granting By-Law.docx	20_Scholarship Granting By-Law.docx
21_Zinātniskās padomes nolikums (available only in Latvian language).pdf	21_Zinātniskās padomes nolikums (available only in Latvian language).pdf
22_Pētniecības projektu konkursa nolikums (only in Latvian language).pdf	22_Pētniecības projektu konkursa nolikums (only in Latvian language).pdf
23_Studentu un docētāju kopīgi aizstāvētās tēzes F. Naitingeilai veltītās studentu zinātniski pētnieciskās konferencē.docx	23_Studentu un docētāju kopīgi aizstāvētās tēzes F. Naitingeilai veltītās studentu zinātniski pētnieciskās konferencē.docx
23_Abstracts Jointly Defended by Students and Lecturers at the Student Scientific Research Conference Dedicated to F.Nightingale.docx	23_Abstracts Jointly Defended by Students and Lecturers at the Student Scientific Research Conference Dedicated to F.Nightingale.docx
24_Quality Inovation Awards.pdf	24_Quality Inovation Awards.pdf
25_Ārvalstu sadarbības iestāžu līgumu saraksts.docx	25_Ārvalstu sadarbības iestāžu līgumu saraksts.docx

25_List of Agreements with Foreign Cooperation Institutions.docx	25_List of Agreements with Foreign Cooperation Institutions.docx
26_Starptautiskās nedēļas no 2014_2015 līdz 2020_2021.docx	26_Starptautiskās nedēļas no 2014_2015 līdz 2020_2021.docx
26_International Weeks 2014_2015 untill 2020_2021.docx	26_International Weeks 2014_2015 untill 2020_2021.docx
2_Red Cross Medical College of RSU Development Strategy for 2021-2027.docx	2_Red Cross Medical College of RSU Development Strategy for 2021-2027.docx

Treatment (41721)

Study field	*Health Care*
ProcedureStudyProgram.Name	*Treatment*
Education classification code	*41721*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Viktors*
Surname of the study programme director	*Gorovenko*
E-mail of the study programme director	*viktors.gorovenko@rcmc.lv*
Title of the study programme director	*Ārsta grāds*
Phone of the study programme director	*+371 6727 3154*
Goal of the study programme	*To prepare socially responsible emergency physician's assistants with professional knowledge and skills, developing the ability to independently diagnose, provide emergency medical assistance, promoting personal growth during studies. To provide the society with modern health care, observing the norms and requirements of professional ethics.*
Tasks of the study programme	*To ensure the acquisition of 1st-level professional higher education in accordance with the regulations of the Cabinet of Ministers on the national standard of first level professional higher education.* *To prepare qualified emergency physician's assistants who are able to provide emergency medical care to patients of all ages, meeting the needs of public health.* *To provide students with more modern command of instrumental and technological skills to support the necessary lifelong learning and intellectual pursuit of knowledge.* *To teach and develop students' methods of active obtaining of information, as well as critical evaluation and application of theoretical and practical knowledge in the pre-hospital phase.* *To promote students' understanding of professional ethics as a norm of life in the status of national and universal moral values.* *To promote the development of students' professional competences that meet the requirements of the labour market and will promote their competitiveness in the labour market.* *To promote the possibility for students to prepare for further education in order to obtain 2nd-level higher professional or academic education.*

Results of the study programme	*Knowledge:* *Able to integrate basic theoretical knowledge into clinical practice.* *Evaluates the principles of maintaining a safe environment for the patient, infection control.* *Knows the types of diseases of various body systems, indications and contraindications for treatment, environmental hygiene, applicable materials.* *Knows the patient's examination, methods and devices used in diagnostics, pharmacology with formulations, data confidentiality and procedures for filling in medical documentation.* *Manages emergency care in life-threatening situations based on international cardiopulmonary resuscitation guidelines.* *Skills:* *Evaluates the patient's current state of health.* *Prepares the work environment, necessary equipment, apparatus, materials and aids according to the patient's condition.* *Understands patient situations in emergencies and disaster medicine, is able to perform patient triage at the scene of an accident or disaster.* *Evaluates and documents the results of the assistance provided, ensures the storage of medical records, ensures confidentiality.* *Provides emergency medical assistance.* *Educates the patient, their family members, health care team specialists, public.* *Collaborates with other health and social care professionals and institutions.* *Provides and maintains a safe work environment.* *Uses information technology.* *Able to perform emergency procedures for patients in accordance with modern standards.* *Able to work in a team, providing pre-hospital and inpatient care.* *Able to apply medical technologies in patient care.* *Able to participate in health promotion activities to restore, maintain and preserve the health of patients.* *Able to apply professional terminology.* *Competences:* *Provides professional communication with patients.* *Differentiates health disorders.* *Uses databases and independently gets acquainted with innovations in the specialty.* *Takes responsibility for continuous professional development.* *Critically and analytically evaluates professional results.* *Use appropriate medical devices and pharmacological products.* *Evaluates indications and contraindications for therapeutic activities.* *Respects professional ethics and confidentiality in communication with the patient, forms a benevolent, understanding, and professional dialogue with patients, employers and colleagues.* *Introduces the latest evidence-based practice as well as accepted good practice in the field of health care in one's work.* *Plans one's educational work to promote active and conscious participation of the patient in the recovery process.* *Takes responsibility for the results of one's professional activity.*

Final examination upon the completion of the study programme	*State examination consists of the defence of the qualification paper, the qualification exam - the theoretical part and the qualification exam - the practical part.*

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)	*A medical practitioner with a professional secondary or first level professional higher education of a Physician assistant*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	*Emergency medicine physician assistant*

Places of implementation

Place name	City	Address
Red Cross Medical College of Riga Stradiņš University	RĪGA	JĀŅA ASARA IELA 5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1009

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.

Table No.33

Changes in the study program

2017./2018. study year	2021./2022. study year
The main components of the study programme **General education study courses** (humanities; social sciences; natural sciences, engineering and information technology) **20 CP** **Branch study courses** (compulsory training courses; specific profession training courses, Optional part) **36 CP** Internship **16 CP** Qualifying paper **8 CP**	**The main components of the study programme** **General education study courses** (humanities; social sciences; natural sciences, engineering and information technology) **20 CP** **Branch study courses** (compulsory training courses; specific profession training courses, Optional part) **36 CP** Internship **16 CP** Qualifying paper **8 CP**

The changes have affected Part C Professional Development Courses. A new study course **Patient Safety** in 2020/2021. have been introduced in the amount of 2 CP.

In the academic year 2018/2019, a new study course **Fundamentals of management and teamwork** in the amount of 1 CP was included in the program. As a result, the study course **Resuscitation and Intensive Care** was reorganized from 2 CP to 1 CP.

These changes have not affected the proportional distribution of CP of general study courses and Sectoral study courses, as all the changes mentioned have taken place only within the framework of sectoral study courses.

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 study program "Treatment" with the qualification of an emergency medicine physician's assistant is implemented in such a way as to encourage students to participate in the development of the study process actively and that the assessment of student's progress would correspond to student-centred teaching.

The title of the study program, "Treatment" is related to the name of the study field and corresponds to the professional qualification to be obtained - emergency medicine physician's assistant. The minimum requirements for acquiring a professional qualification for the regulated profession "emergency medicine physician's assistant" in the field of health care shall be determined on 24.03.2009. Cabinet Regulation No. 268 "Regulations regarding the Competence of Medical Practitioners and Students Acquiring First or Second Level Professional Higher Medical Education Programs in Medical Practice, and the Amount of Theoretical and Practical Knowledge of These Persons" Paragraph 7.8.

The title of the study program depicts and accurately shows that in the study process, students will manage emergency medical care and learn the theory, medical technologies and practice of intensive care, resuscitation, toxicology and disaster medicine.

The following normative documents were taken into account when developing the study program "Treatment":

- 11.1995. Law on Higher Education Institutions, 29.10.1998. Education Law, 10.06.1999. Professional Education Law, 01.10.1997. Medical Treatment Law (with the 25.07.2012 Amendments); Law on the Regulated Professions and the Recognition of Professional Qualifications,
- Cabinet 20.03.2001 Regulations No. 141 “Regulations regarding the State Standard for First Level Professional Higher Education”,
- Cabinet 24.03.2009 Regulations No. 268 “Regulations on the Competence of Medical Practitioners and Students Acquiring First or Second Level Professional Higher Medical Education Programs in Medical Practice and the Amount of Theoretical and Practical Knowledge of These Persons”,
- Cabinet 06.06.2006 Regulations No. 460 “Regulations regarding Professions Regulated by Lists of Specialities, Sub-specialities and Additional Specialities”,
- Cabinet 16.04.2013 Regulations No. 202 “Procedures for Issuing State-Recognized Higher Education Documents”,
- 14.08.2018 Cabinet Regulation No. 505. "Rules for the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education"
- Cabinet 16.11.2004 Regulations No. 932 “Procedure for Starting Studies in Later Study Stages”,
- Recommendations of the European Parliament and of the European Council on the establishment of the European Qualifications Framework for lifelong learning, ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area,
- Regulations of Riga Stradins University Agency “Riga Stradins University Red Cross Medical College” and regulatory enactments and internal documents regulating the study process.

The aims and tasks of the study program are focused on the training of highly professional specialists required for the labour market. The purposes and functions of the study program have been developed in cooperation with the professional organization (Association of Emergency Medicine) and employers (Emergency Medicine Service).

Study program goal

To prepare socially responsible emergency physician’s assistants with professional knowledge and skills, developing the ability to independently diagnose, provide emergency medical assistance, promoting personal growth during studies. To provide the society with modern health care, observing the norms and requirements of professional ethics.

Study program tasks:

1. To ensure the acquisition of 1st-level professional higher education in accordance with the regulations of the Cabinet of Ministers on the national standard of first level professional higher education.
2. To prepare qualified emergency physician’s assistants who are able to provide emergency medical care to patients of all ages, meeting the needs of public health.
3. To provide students with more modern command of instrumental and technological skills to support the necessary lifelong learning and intellectual pursuit of knowledge.
4. To teach and develop students’ methods of active obtaining of information, as well as critical evaluation and application of theoretical and practical knowledge in the pre-hospital phase.
5. To promote students’ understanding of professional ethics as a norm of life in the status of national and universal moral values.
6. To promote the development of students’ professional competences that meet the requirements of the labour market and will promote their competitiveness in the labour market.
7. To promote the possibility for students to prepare for further education in order to obtain 2nd-level higher professional or academic education.

Learning outcome of study programme

The results to be achieved by the study program are formulated based on the knowledge, skills and competencies defined in the Latvian qualification framework for the 5th qualification level and the requirements included in the professional standard. The results to be achieved by the study program are aligned with the aim, tasks and qualification of an emergency medicine physician's assistant.

Knowledge:

1. Able to integrate basic theoretical knowledge into clinical practice.
2. Evaluates the principles of maintaining a safe environment for the patient, infection control.
3. Knows the types of diseases of various body systems, indications and contraindications for treatment, environmental hygiene, applicable materials.
4. Knows the patient’s examination, methods and devices used in diagnostics, pharmacology with formulations, data confidentiality and procedures for filling in medical documentation.
5. Manages emergency care in life-threatening situations based on international cardiopulmonary resuscitation guidelines.

Skills:

1. Evaluates the patient’s current state of health.
2. Prepares the work environment, necessary equipment, apparatus, materials and aids according to the patient’s condition.
3. Understands patient situations in emergencies and disaster medicine, is able to perform patient triage at the scene of an accident or disaster.
4. Evaluates and documents the results of the assistance provided, ensures the storage of medical records, ensures confidentiality.
5. Provides emergency medical assistance.
6. Educates the patient, their family members, health care team specialists, public.

7. Collaborates with other health and social care professionals and institutions.
8. Provides and maintains a safe work environment.
9. Uses information technology.
10. Able to perform emergency procedures for patients in accordance with modern standards.
11. Able to work in a team, providing pre-hospital and inpatient care.
12. Able to apply medical technologies in patient care.
13. Able to participate in health promotion activities to restore, maintain and preserve the health of patients.
14. Able to apply professional terminology.

Competences:

1. Provides professional communication with patients.
2. Differentiates health disorders.
3. Uses databases and independently gets acquainted with innovations in the specialty.
4. Takes responsibility for continuous professional development.
5. Critically and analytically evaluates professional results.
6. Use appropriate medical devices and pharmacological products.
7. Evaluates indications and contraindications for therapeutic activities.
8. Respects professional ethics and confidentiality in communication with the patient, forms a benevolent, understanding, and professional dialogue with patients, employers and colleagues.
9. Introduces the latest evidence-based practice as well as accepted good practice in the field of health care in one’s work.
10. Plans one’s educational work to promote active and conscious participation of the patient in the recovery process.
11. Takes responsibility for the results of one’s professional activity.

Upon graduation from the study program, the student obtains a diploma of the first level professional higher education and the qualification "emergency medicine physician's assistant". The awarded qualification envisages the acquisition of the necessary knowledge, skills and competencies provided by the evaluated study program "Treatment".
The supervision of the implementation and quality of the study program is ensured by the head of the study program, who evaluates the study process and study results by analyzing the results of student surveys, changes in labour market trends and current events in the field and in the world. The necessary changes in the study program are evaluated and approved by the study program council and the study field "Health Care" internal study quality council.

The study program council monitors and ensures the quality of studies, prepares recommendations and provides significant support to the study program managers in solving arising issues. Also, it monitors the compliance of the content of the study program with the requirements of Latvian and EU legislation, public interests and labour market requirements.

Each academic year, the head of the study course reviews and expands the description of their study course. The Study Program Council approves changes in the content of the study course. The content of the study course is reviewed by a specialist of the methodological department of SKMK; if necessary, it is returned to the course leader for corrections.

Ministry of Health explanation on the title of the paramedic profession in the diploma

According to the information available on the AIKA e-platform, the qualification to be obtained in the study program is "Emergency medicine Physician's assistant". The letter from the Ministry of Health (please see the letter from the Ministry of Health here) (only in the Latvian language) states

that it agrees that the title of the profession of Physician's assistant (paramedic) is “Emergency medicine Physician's assistant” and that in the study program is used the abbreviated obtained qualification’s name (without using the additional title of the profession - paramedic). We would like to inform you that the additional title “paramedic” in the profession of Physician's assistant is historical and refers to the diplomas valid in the field, which were once obtained in medical schools. This is also reflected in the Cabinet of Ministers Regulations No. 317 of 24.05.2016 "Procedure for the Establishment, Supplementation and Maintenance of the Register of Medical Practitioners and Medical Support Persons" (hereinafter - Regulation No. 317), in which it is indicated that the Register of Medical Practitioners and Medical Support Persons (hereinafter - the Register) includes information on Physician's assistants who have acquired accredited professional secondary education program for a Physician's assistant (paramedic) and have obtained a diploma for professional secondary education (such education programs are no longer implemented). The Register also includes information on Physician's assistants who have completed an accredited first-level professional higher education program for Physician's assistants and obtained a diploma for first-level professional higher education. The historical and valid qualifications of the profession of Physician's assistant are included in the education classification of medical practitioners contained in Paragraph 3 of Annex 1 to Regulation No. 317 (according to the educational document). In the profession “Physician's assistant (paramedic)” there are the following qualifications: paramedic (historical), paramedic midwife (historical), sanitary paramedic (historical) and physician's assistant (current). Consequently, in the opinion of the Ministry of Health, the College, when issuing a diploma for 1st level professional higher education with the qualification of an Emergency medicine Physician's assistant, performs it in accordance with the qualification provided in the license (No. 04017-5) and is in accordance with the education classification of medical practitioners.”

Admission conditions

Admission to the college means admission to the first level professional higher education study programs in the study specialisation “Health Care”. Admission requirements are evaluated at the meeting of the relevant department, based on the statistical data compiled by the study program and the results achieved by students in studies, in consultation with employers. All necessary information on admission requirements is published on the College’s website. The Admission rules for the year 2022/2023 are available here.

The section "other annexes" Annex 1 issued by the Higher Education Council in 2017 "on the additional requirements for the admission of applicants". The necessary requirements are determined, for the admission to the study program a previously acquired education is required - a medical practitioner with a professional secondary or 1st level professional higher education of a Physician assistant.

The conditions for admission of applicants to the 1st level professional higher education study program “Treatment” with the qualification emergency physician’s assistant are available in the Table No.35.

Table No.35

Conditions for admission of applicants

	Study program	Treatment, qualification "Emergency medicine physician assistant"
2.	Study program level	First-level professional higher education
3.	Qualification to obtain	"Emergency medicine physician assistant"
4.	Studies duration	2 years
5.	Type of studies	Full-time studies
6.	Documents to be submitted	1. Candidate's application (printed form) or electronic application printout from http://www.rcmc.lv/uznemsana/. 1. Copy of passport or ID card (presenting the original). 2. A copy of a document certifying secondary education (certificate) and a transcript of records (presenting the originals). 3. A copy of the paramedic professional secondary education or 1st-level professional higher education diploma and diploma enclosure (presenting the originals). 4. Document confirming payment for the document registration service. 5. If any of the submitted documents contains a person's surname and/or name other than in the passport or ID card, then a document confirming the change of surname and/or name must also be presented. 6. If the candidate has obtained an educational document or academic degree abroad, the application shall be accompanied by a statement from the Academic Information Centre on which educational document or academic degree awarded in Latvia corresponds to the educational document or degree obtained abroad.
7.	**Previously acquired education** required for admission to the study program[18]	Medical practitioner with professional secondary or first-level professional higher education of a pshisical assistant.
8.	Competition assessment criteria	Candidates for the study program Treatment, qualification "Emergency medicine physician assistant" are matriculates based on the results of the competition, which consists of the sum of the following assessments: 1. Results of the centralised examinations and equivalent thereto examinations in **Latvian, a foreign language** (English, German, Russian) and mathematics. 2. The average grade of the diploma of a pshisical assistant.

It is possible for the students to be to enrolled for the purpose of the College first level professional higher education study programs in the study field "Health Care":

- Previously acquired formal education – study courses acquired in other higher education institutions.
- Knowledge, skills and competences acquired through professional experience and acquired outside formal education.

The procedure of equation is set out in the following documents:

- The normative document "Guidelines on the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Study Results Achieved in Previous Education at the Red Cross Medical College of Riga Stradins University" approved at the meeting of the College Council on June 27, 2019.

The said document, issued on the basis of the relevant external normative documents, determines the documents that must be submitted by the student for equation. The document also sets out how and in what way a commission for the assessment and recognition of learning outcomes achieved in previous education or professional experience, which carries out the matching and recognition procedure, is to be approved.

In case the implementation of the RSU RCMC study program "Treatment" is terminated, the University of Latvia agency "Riga Medical College of the University of Latvia" provides students with an opportunity to continue their studies in the agency "University of Latvia Riga Medical College". The agreement is available here:https://docs.google.com/document

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

This chapter will analyse the economic and social substantiation of study program development. The substantiation will be provided with data and facts about the current situation in the labour market and the need for educated employees.

Table No.36 shows the required number of “Emergency medicine physician assistant” to be certified in each region separately and in Latvia as a whole. The 02.06.2020 report of the Association of Emergency Medicine of the Republic of Latvia to the Ministry of Health No. 7/2020 on the necessity of the number of state-paid study places for obtaining the qualification and certificate of the EMC physician assistant: Referring to Table No.7 of the Conceptual Report of the Ministry of Health policy planning document "On the Reform of the Health Care System" (Cabinet of Ministers order No. 394 of August 7, 2017), as well as according to the publicly available information on staff shortages in the EMC service, the need for certified physician assistants in Emergency medicine will remain in the coming years.

Table No.36

The significance of the “Treatment” study program with the qualification of an Emergency medical physician assistant

Study year / number of places	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Riga RC	40	42	45	50	55
Vidzeme RC	20	22	23	25	25
Latgale RC	20	22	23	25	25
Kurzeme RC	10	12	14	15	20
Zemgale RC	10	12	15	15	20
Total	**100**	**110**	**120**	**130**	**140**

The table No.37 provides an overview of nationally obtained data on graduate employment rates. Unfortunately, there is no data available for each of the qualifications. As can be seen ..... in the table, the RSU Red Cross Medical College has employed the most graduates as a percentage of the number of graduates in 2018, evaluating the employment of all medical college graduates. The share of the unemployed is the lowest in comparison with other medical colleges, which is a very

positive achievement.

Table No.37

Analysis of graduates' employment in 2018 (Data source: Higher education graduates monitoring tool (*available only in Latvian*)

College	Number of graduates	Share of employees %	Unemployment rate %	Proportion of economically inactive %	Share of emigrants, %
The Red Cross Medical College of Rīga Stradiņš University	172	**94,77**	**1,16**	4,07	0,00
Riga Medical College of the University of Latvia	239	93,72	1,67	3,35	0,00
Riga First Medical College of the University of Latvia	178	94,38	1,69	3,37	0,00
P. Stradins Medical College of the University of Latvia	347	88,47	4,03	5,48	0,0
Daugavpils Medical College	64	84,38	3,13	9,38	0,00

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

The dropout rate is 16% in 2018, 26% in 2019 and 2020 and 27% in 2021, the most popular reasons being the inability to cope with the learning process either due to heavy workloads or the inability to plan one's time, as well as the fear of possible responsibility following the obtaining a certificate and working as an EMS team leader.

Analysis of the total number of students between the study year 2017/2018 and 2019/2020 shows a steady increase in the number of students: 55 students were admitted in 2017, reaching a maximum of 81 students in 2018, but in 2019 there is a decrease, 64 students, which can be explained by the fact that in the study year 2019/2020 there was no winter admission, but 22 students were admitted in 2017/2018, whereas 10 students were admitted in 2018/2019 per year.

Private financing in the study year 2017/2018 accounted for 30%, in 2018/2019 – only 12%, but in 2019 the studies were organised on the state budget or ESF funding.

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 studies program with the acquired qualification “Assistant of Emergency Medicine” meets the needs of the labour market in the health care sector.

The Ministry of Health annually, when developing proposals for the distribution of study places, evaluating the demand and supply of a particular profession in the labour market, age structure, number of specialists trained in previous years, changes in the process of obtaining education, etc. lack of staff in the health sector, it is necessary to prepare and find additional resources for the training of doctors, general care education programs in higher education institutions, Physician assistants (including emergency medicine physician assistant), nursing assistants, midwives and other medical professionals, improving health care availability and quality of services for citizens.

Compliance of the study program “Treatment, qualification “Emergency medicine physician assistant”, with the national 1st-level professional higher education standard:

The study program is part of the study field *Health care*. The study period of the program is 2 years or 4 semesters, full-time studies. Total volume of the study course is 80 CP (or 120 ECTS).

Normative documents, which were taken into account when creating the Study Program Treatment, qualification “Emergency medicine physician assistant”

- 11.1995. Law on Higher Education Institutions, 29.10.1998. Education Law, 10.06.1999. Professional Education Law, 01.10.1997. Medical Treatment Law (with the 25.07.2012 Amendments); Law on the Regulated Professions and the Recognition of Professional Qualifications,
- Cabinet 20.03.2001 Regulations No. 141 “Regulations regarding the State Standard for First Level Professional Higher Education”,
- Cabinet 24.03.2009 Regulations No. 268 “Regulations on the Competence of Medical Practitioners and Students Acquiring First or Second Level Professional Higher Medical Education Programs in Medical Practice and the Amount of Theoretical and Practical Knowledge of These Persons”,
- Cabinet 06.06.2006 Regulations No. 460 “Regulations regarding Professions Regulated by Lists of Specialities, Sub-specialities and Additional Specialities”,
- Cabinet 16.04.2013 Regulations No. 202 “Procedures for Issuing State-Recognized Higher Education Documents”,

- 14.08.2018 Cabinet Regulation No. 505. Please specify the information, review whether, in accordance with the change in the regulations of the Cabinet of Ministers, it is not necessary to specify the provided information or the internal regulatory enactments of the college.
- Cabinet 16.11.2004 Regulations No. 932 “Procedure for Starting Studies in Later Study Stages”,
- Recommendations of the European Parliament and of the European Council on the establishment of the European Qualifications Framework for lifelong learning, ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area,
- Regulations of Riga Stradins University Agency “Riga Stradins University Red Cross Medical College” and regulatory enactments and internal documents regulating the study process.

Compliance of the study program with the specific normative regulation of the branch

The knowledge required for the performance of the basic tasks of professional activity is determined by Regulations of the Cabinet of Ministers of **March 24, 2009 No. 268 "Regulations regarding the competence in medical treatment of medical practitioners and students who acquire first or second level professional higher medical education programs and the amount of theoretical and practical knowledge of these persons"**. These regulations of the Cabinet of Ministers do not determine as weel known by: concept level, level of understanding, user level. In order to perform medical treatment, these Cabinet Regulations No. 268 stipulates that an emergency medical practitioner has theoretical knowledge and practical skills what are specified in the mandatory annex.

Mapping analysis of the study results to be achieved by the study program and study courses

The information included in the study courses follows from the goals of the study course and the results to be achieved, which in turn follow from the goal of the program and the results to be achieved. The mapping results show that industry study courses such as clinical procedures in medical assistant’s practice, study courses related to the various emergencies that form the core of the education of a medical assistant with a qualification of an emergency physician’s assistant and disaster, and the courses of military medicine and civil defence are most often related to the results to be achieved by the program. It can be concluded that these are irreplaceable study courses to implement the study program.

Most study courses provide students with such competences as the ability to plan and organize their work in accordance with the requirements of medical legislation, working independently or in a team, to establish professional dialogue and educational work, to observe professional ethics and implement the latest evidence-based health care achievements.

The next most frequently mentioned competence in study courses related to the competence of the study program is the competence related to the ability to assess the patient’s current health condition, differentiate health disorders, ability to integrate basic theoretical knowledge into clinical practice, as well as competence to know emergency care in life-threatening situations. based on international cardiopulmonary resuscitation guidelines.

The knowledge acquired in the study courses and the skills developed in practical classes ensure the development of such knowledge and skills as to assess and document the patient’s current state of health and to differentiate health disorders.

Whereas the achievable result of the study program “Prepares the work environment, necessary equipment, apparatus, materials and aids according to the patient’s condition, as well as understands emergency and disaster medicine, is able to perform patient triage at the scene of an accident or disaster” is only related to the study courses Propaedeutics, diagnostic methods,

radiology, as well as disaster, military medicine and civil defence.

In order to strengthen students' knowledge, in the second study year a new study course "Management basics and teamwork" was introduced in the study program.

31 study courses out of 34 are related to 3-4 achievable results of the program, 12 courses are related to 7-9 achievable results of the program, and 3 courses are related to 12-14achievable results of the program. At least 5-6 study courses correspond to each achievable result of the program, but on average 9 courses do.

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

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

Each study course has a leading lecturer who develops and improves the study subject to be taught. Descriptions of study programs are reviewed at the meetings of the Study Program Council and approved by the order of the College Director.

Theoretical and practical studies

Theoretical studies are organized jointly for several groups of students, practical classes are held for each study group separately. Various technical means are used in lectures and seminars: mannequins, interactive whiteboards and multimedia projectors, sample collections, posters and diagrams, as well as modern interactive learning tools using smartphones and computers. Lecturers provide students with methodological materials that significantly facilitate the perception of the study content. Various methods are used to acquire study subjects - group work, analysis of problem situations and search for solutions, role plays simulation, as well as work with an electronic library. Much attention is paid to students' independent work - studying and analyzing literature.

During covid-19 pandemic

In the spring of the academic year 2019/2020 corrections in the study process were introduced. Due to the state of emergency in the country, the College had to find other solutions to ensure a quality study process. The study process integrated New Digital Methods - Panopto, which allows the student to watch the required material at any time, from any video collection site, Loom, Zoom,

etc. The start was a bit uncertain, but the result for teachers and students learning digital tools was very good. Currently, also in the new study year, theoretical studies are planned in the e-environment. Both lecturers and students are very satisfied with the new methods.

Student-centered learning

- we take care of the diversity of students' needs;
- we create suitable learning pathways;
- we use different ways of implementing programs;
- we regularly evaluate and improve the ways and methods of teaching;
- we rely on the student's independence, at the same time ensuring the teacher's guidance and support.

The concept of student-centered education allows to look at the study process through the student's own eyes - it includes such factors as students' involvement in the improvement of study programs, participation in college councils. This concept also emphasizes the support measures available to the student: scholarships, service hotels, speed of providing practical information. At the college management level, it is clear that the focus on student-centered education will only increase in the future. College students are more and more willing and involved in the improvement of the study process.

Student evaluation

- lecturers and assessors are familiar with testing and examination methods and receive support to improve their skills in this area;
- evaluation criteria and methods for posting marks have been published;
- the assessment must show the extent to which the student has achieved the expected learning outcomes.
- students receive an explanation of the assessment and advice;
- whenever possible, the assessment shall be performed by several examiners;
- assessment is based on approved procedures, is applied fairly to all students and is consistent;
- there is a system for reviewing student appeals.

In the 2nd annex in the section "Other appendices" 2 examples of study courses are given, indicating the methods by which the learning outcomes are achieved.

Learning outcomes

In the autumn semester of the academic year 2021/2022, an extensive research was carried out at the College to assess 1) whether students read syllabi and learning outcomes; 2) students' self-assessment of how they consider whether the lecturers introduce with the requirements of the course at the beginning of the semester and whether at the end of the course students agree that they have obtained learning outcomes; 3) the opinion of the lecturers was also asked to express their opinion on the methods and techniques that best acquaint the students with the content of the syllabus and the learning outcomes to be achieved.

The results show that in the study program Medicine with the qualification of an emergency medical assistant the syllabi are read. A total of 30 syllabi were evaluated. 9 Syllabi are read by 2.6% - 10% of all students in the groups. 8 syllabi are read by 10.3% - 20% of all students in the group. Also 8 syllabi are read by 23.1% - 46.2% and even 2 syllabi are read by 70% -80% of all students in the groups. If reading categories are divided into 10 units from 0% -100%, then most students read 10% -20% reading category (10 syllabi). In general, the results are good, but the result definitely needs to be improved. Such statistics are obtained thanks to the analytical tools of the e-learning

environment Moodle.

2) 60% of students fully agree and 22% rather agree with the statement that at the beginning of the course the lecturer introduced the necessary acquisition of knowledge, skills and competencies (clearly learning outcomes). 72% of students fully agree and 18% rather agree with the statement that the learning outcome (knowledge, skills, competencies) specified in the description of the syllabus were achieved during the study course. 3) When surveying lecturers, 90.5% of respondents are convinced that only a few students read the syllabi. When asked what methods the lecturer introduces to the students with the syllabi convincing majority 34% indicate that in the first lecture the introduction to the main sections of the study course description is introduced. The next most popular method is oral presentation (without presentation), indicated by 23%. 8.6% indicate that a separate MS Words or similar format report is prepared for students, which is easier for students to understand and more concentrated. 67% of lecturers indicate that they spend 10 minutes on the course description, 19% indicated that they spend 10-20 minutes and 5% spend about 20-30 minutes for introducing syllabus to students.

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 internship in the study program “Treatment” with the qualification Assistant to the Emergency Medicine is organized on the basis of the regulations on the First Level Professional Higher Education State Standard, the Professional Standard, the “Practice Regulations”, assistant ”, cooperation agreements between the College and the Internships.

Prior to the Internship, meetings are organized (depending on the epidemiological situation - in person or on the Zoom online platform) for students on the requirements of the Internship, Internship documentation, Internship places offered by the College. Students can get acquainted with the Internship documentation in Moodle. At the end of the Internship, the defense of the internship is organized.

Procedure for organizing practice remotely

According to the Cabinet of Ministers 12.03.2020. Order No. 103 “On Declaring an Emergency” The internship was provided remotely.

The internship at NMPD is credited to students working in health care on the basis of the Cabinet Regulation No. of 14 August 2018. 505 “Regulations for the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education”;
Students who did not manage to complete the internship by 12.03.2020, which was planned in the simulated environment, it was organized on the Zoom online platform, video collections and tutorials in the Moodle system, as well as editions, tests that had to be met according to certain criteria. The situation was presented and discussed on the Zoom online platform.

An overview of the duration, purpose, objectives and deliverables of each placement is provided in the section "Other annexes" 3rd annex.

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

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

The student is offered to choose the topic of the qualification paper from the approved specialisations and topics of applied research for the study program “Treatment” with the qualification of an emergency physician’ assistant (41721). The student also can offer a topic based on their knowledge and professional skills or interests, as well as the problems of research specialisations and topics offered by the EMS. If necessary, the student can consult with the program director or the teaching staff of the respective field about the topicality of the qualification work topic or compliance with the requirements of the study program and the choice of the scientific supervisor.

All topics of the qualification work are important for the practice of an emergency physician’s assistant and, consequently, for employers. The topics of the qualification papers fully correspond to the content and requirements of the study program, as well as to the current affairs of the modern labour market.

In the annex no 4 section "Other appendices" the directions of applied research for the development of qualification papers are given. They are supplemented by a percentage distribution indicating which directions are most in demand among students.

Evaluating the performance of the graduates of the study program “Treatment” with the qualification of an emergency physician’ assistan in the fall semester of 2018/2019., it can be concluded that the average grade obtained in the defense of the qualification paper was **7.4** 3 graduates have a very high level of acquisition (9 obtained). High level of acquisition (8 and 7) was recognized for 14 graduates. Average level of acquisition (6, 5, 4) for 3 graduates.

In academic year 2018/2019 spring semester the average grade of 37 graduates is **8.1.** Very high level of acquisition (obtained 10, 9) was for 13 students, high level of acquisition (obtained 8 and 7) for 23 students, average level of acquisition (obtained 6, 5 and 4) for only 1 student.

In academic year 2019/2020 fall semester graduates were only 8. The average grade in the development and defense of qualification papers is **8**. there were 4 students with very high grades of 9 and 10, 3 students with 7 and 8 and 1 student with an average level of study.

In academic year 2019/2020 spring semester, the average grade among graduates is **7.8**, evaluating the qualification papers defended by 45 students. 19 students out of 45 have a very high score of 9. 19 students have a high grade (7 and 8), only 7 students have shown average performance.

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 implementation of the idea of an operational medical transport simulation room started already in 2019. It was opened on October 21, 2020. The new OMT simulation (Auditorium 223) (see Figure No. 33) is designed as a copy of the vehicle's interior, including a fully equipped ambulance vehicle, thus providing students with a more comprehensive acquisition of practical skills.

Figure No.33

Treatment qualification Emergency medicine physician assistant medical transport simulation room

The Clinical procedures room has Baskets with simulated medicines and instructions for their use – for p.o. administration of medicines and preparation of parenterally administered medicines. Vital sign simulations; Emergency simulations; Drug delivery simulations, patient transfer simulations; simulations of the use of technical aids; Simulations of care manipulations (full, partial bathing, hair, nail care, etc.); bladder catheterization and care simulations; Simulation of various heart rhythms, emergencies, injuries, cardiopulmonary resuscitation, first aid, etc., Running of digestive care situations, urinary catheterization, patient feeding simulations through a nasal gastric tube, Wound care simulations, injury simulations, suturing and removal simulations, simulations of opening a sterile vacuum packaging , setting a sterile tray field, tracheostomy care simulations. Full-body moulage – for non-electronic imitation of CVC. *Laerdal NURSING ANNA* – simulations of care procedures and vital signs. ***Emergency medical transport simulator***, which simulates a NMP team with identical internal equipment, hardware, allows to simulate the activities of staff in the

EMS vehicle. Pregnancy and maternity care room – breast self-examination simulations, childbirth, and neonatal care simulations. In the childcare laboratory – child care simulations, first aid for an infant. The equipment in the College laboratory meets the requirements of the labour market, the latest technologies and directly helps to achieve the results of the study program.

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).

Available Financing by Study Programmes

Table No.38

Available funding for study programs

Study programme / EUR	2020	2019	2018	2017
Study programme "**Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Treatment"	359 797.06	340 780.87	541 624.16	450 396.16
Study programme "**Treatment with the qualification of an *emergency physician's assistant***" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "**Treatment with the qualification of an *emergency physician's assistant***"	165 189.85	179 703.61	124 122.20	74 699.85
Study programme "**Pharmaceuticals**" one study place	2262.87	2734.73	2820.96	2197.05
Total financing for the study programme "Pharmaceuticals"	26 982.08	218 374.01	189 004.26	129 626.21
Study programme "**Therapeutic Massage**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Therapeutic Massage"	178 767.09	161 505.78	19 004.26	140 611.48

Minimum number of students in the study program to ensure the profitability of the study program

39.tabula

Minimum number of students in the study program

Study program	Minimum number of students
Treatment, qualification "Emergency medicine physician assistant"	**20**

Estimated costs per student un cost item calculation in academic year 2021./2022. (including budget lines)

Table No.40

Planned costs per student and calculation of the cost item in 2021/2022.

No.	Budget lines	Study program *Treatment, qualification Emergency medicine physician assistant,* amount in EUR	Percentage distribution of funding among budget lines
1.1.	Remuneration	1846.99	64.41%
1.1.1.	Remuneration of administrative staff	538.08	18.76%
1.1.2.	Remuneration of academic staff	1204.28	42.00%
1.1.3.	Allowance for additional work	104.63	3.65%
1.2.	Compulsory employer`s social security	435.71	15.20%
1.3.	The cost of services	379.45	13.23%
1.4.	Costs of materials, energy resources, inventory	205.40	7.16%
Total expenditure		**2867.55**	**100.00%**

Costs per student and cost item calculation in 2019 and 2020

Table No.41

Costs per student in 2019 and 2020

Cost item	2019, EUR	2020, EUR	Basis of the calculation
Costs of one study place within the study direction*	2368.99	2341.41	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2020 (i.e., 662)
Average number of students in 2019	639	622	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2019 (i.e., 639)
Study programme "Treatment" one study place	2452.06	2428.55	The costs of one study place for the study programme is calculated by taking the costs applicable to all programs divided by the average number of students and adding to it the costs of the academic staff for the study programme divided by the average number of students in the programme.
Study programme "**Treatment with the qualification of an *emergency physician's assistant***" one study place	**2256.73**	**2303.96**	
Study programme "Pharmaceuticals" one study place	2472.57	2396.81	
Study programme "Therapeutic Massage" one study place	2215.01	2218.63	

**one place in the programme is calculated from the total available financing in proportion to the average number of students in the programme*

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 study program, of which 5 have a doctoral degree and 2 lecturers are applicants for a scientific degree, 15 lecturers have a doctor's degree. All lecturers who are involved in the implementation of study programs as lecturers or guest lecturers have at least a master's degree or an education equivalent to a master's degree in a related field of science.

The qualification of the teaching staff involved in the implementation of the study program

complies with the conditions for the implementation of the study program and the requirements of regulatory enactments. All lecturers who teach branch courses in the field of study "Health Care" have appropriate education and appropriate professional experience. For example, 18 lecturers have a doctor's degree, and most of them work in university hospitals or the Emergency Medical Service.

All lecturers who implement general education study courses also have appropriate education in their respective specialities. All lecturers have a master's degree; three lecturers have a doctor's degree and extensive practical experience.

Considering that the profession of a Physician Assistant is a regulated profession and is provided with accordance to the requirements of professional qualification, certification specialists in the field of health are involved in implementing study courses, promoting an even closer connection of study results with the regulated profession.

Lecturers who represent the field of health care are involved in the study practice management and participate in developing the thesis work as supervisors.

RSU SKMK regularly evaluates the competence and suitability of lecturers for work, and if necessary, new lecturers are attracted to ensure the study process.

Most lecturers, including lecturers of specialized courses, have significant practical experience in the relevant field of activity, thus ensuring the compliance of the technical knowledge, skills and competencies acquired in the study program with the accepted qualification and use in other professional activities.

Lecturers are also provided with the opportunity to participate in ERASMUS + experience exchange events by going to ERASMUS + member states, getting acquainted with the experience of other universities, as well as participating in the learning process, for example, reading lectures. (The lecturers' mobility report is available in the list of mandatory appendices in Appendix 17)

The director of the study program is a resuscitator with 10 years of experience. He works as the head of a specialized brigade in the emergency medical service. In 2019, he participated in the School of Young Lecturers organised by RSU.

For more information, see the description of the study field and the CV of the lecturers.

Table No.42

Academic staff involved in the implementation of the study program

Name, surname	Position	Education/ degree	Study courses implemented
Ināra Upmale	Associate Professor	Dr. sc. admin.	Fundamentals of Sociology; Intercultural communication; Introduction to the specialty and professional ethics, Research

Arvīds Grigans	Associate Professor	Degree of a Medical Doctor	Pharmacology
Inga Odiņa	Associate Professor	Dr.paed	Pedagogy and health education; Environment and health
Līva Bodniece	Lecturer	Mg.philol., Dr. philol. applicant	Medical terminology in Latin
Zane Šnore	Associate Professor	Degree of a Medical Doctor, Medical intern certificate	Emergency situations in internal diseases
Elīna Voitehoviča	Guest lecturer	Degree of a Medical Doctor	Emergencies in obstetrics, emergencies in urology and obstetrics
Uldis Apsalons	Associate Professor	Dr.biol	Medical biochemistry and biophysics
Gunta Zirnīte	Associate Professor	Degree of a Medical Doctor, Mg. paed.	Pediatrics
Olga Pašinska	Lecturer	Mg.philol.	Medical terminology in English
Sanita Litiņa	Guest lecturer	Mg.sc.sal.	Research
Māra Pakalnišķe	Lecturer	Mg. ing., Master's degree in natural sciences	Physiology and general pathology; Cytology and genetics

Zane Tauriņa	Lecturer	Mg.sc.sal., Applicant for a doctoral degree	Business (Fundamentals of Economics and Entrepreneurship, Accounting and Record Keeping, Project Preparation and Management)
Zane Šnore	Lecturer	Degree of a Medical Doctor	Anatomy; Electrocardiography; Propaedeutics
Aleksandrs Zaļeskis	Lecturer	Degree of a Medical Doctor	Pre-hospital emergency care; Work organization in the operational control center of the emergency medical service
Ieva Vidmane Ozola	Lecturer	Degree of a Medical Doctor	Emergency situations in surgery
Roberts Stašinskis	Lecturer	Degree of a Medical Doctor	Toxicology
Ivans Krupeņko	Guest lecturer	Degree of a Medical Doctor	Emergency situations in traumatology and microsurgery
Oļegs Ņikiforovs	Associate Professor	Dr. psych.	Communication psychology; Psychosomatic medicine
Linda Venskus	Guest lecturer	Mg iur	Labor protection and labor law
Juris Ķiploks	Guest lecturer	Dr.math	Medical biochemistry and biophysics

Aleksejs Naglis	Guest lecturer	1st level professional higher education diploma and qualification of Physician assistant	Clinical procedures in the practice of an emergency medical assistant
Juris Raudovs	Lecturer	Professional Master's degree in Health management and Professional Qualification "Business Establishment Executive"	Disaster, military medicine and civil defense
Viktors Gorovenko	Associate Professor	Degree of a Medical Doctor	Pre-hospital emergency (Resuscitation and Intensive Care);Emergencies in neurology and endocrinology; Basics of management and team wor
Oksana Isankova	Guest lecturer	Degree of a Medical Doctor	Emergency situations Otolaryngology
Daiga Kazāka	Guest lecturer	Degree of a Medical Doctor	Emergency situations in ophthalmology
Kristīne Maķe	Guest lecturer	Degree of a Medical Doctor	Emergencies in neurology and endocrinology
Baiba Brokāne-Čekstere	Guest lecturer	Degree of a Medical Doctor	Emergencies in psychiatry and narcology
Eva Bormane	Guest lecturer	Degree of a Medical Doctor	Emergencies in nephrology and infectious diseases

Agnese Niķitina	Guest lecturer	Degree of a Medical Doctor	Emergencies in nephrology and infectious diseases
Zane Oše	Guest lecturer	Doctoral student in computer science	Business (information technology and statistics, information literacy)
Ardis Bērziņs	Guest assistant	Degree of a Medical Doctor	Pharmacology

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

During the reporting period, the composition of the teaching staff changed, mainly by changing the visiting teaching staff and electing teaching staff in academic positions at RSU RCMC. Currently, 18 or 57% of the lecturers involved in the study program are elected academic staff. Since 2013, the number of lecturers involved in the study program with a doctoral degree has changed from 4 to 7 and 3 more applicants for a scientific degree.

Changes in the composition of the teaching staff are also related to changes in the content of the study program, for example, supplementing the study program with the study courses "Patient Safety", Digital Skills in Health Care, Nutritional Supplements, Intercultural Communication, Tropical Parasitology. The study course "Human Development" was replaced by the study courses "Physiology", "Gerontology and Geriatrics".

Some examples of changes in the academic staff.

Table No.43

Changes in the composition of the academic staff

Study Course	**Academic staff 2016**	**Academic staf 2021**
Propaedeutics	Ilze Celma	Zane Šnore
Medical terminology in English	Ārija Briķe	Olga Pašinska
Physiology and general pathology	Baiba Grīnberga	Māra Pakalnišķe
Information technology and statistics	Oskars Rasnačs	Zane Oše
Research	Ināra Upmale	Sanita Litiņa

Emergency situations in surgery	Maksims Mukāns	Ieva Vidmane - Ozola

Highly qualified lecturers who are experts in the field and specialize in the topics of the respective study course are involved in the implementation of the study program. Due to the specifics of the content of some courses, several guest lecturers are involved (for example, Emergency Situations in Internal Medicine, Emergency Situations in Surgery, Entrepreneurship, etc.)

College independently employed lecturers, and lecturers have mandatory participation in methodological and research activities. The results of the methodological and scientific activities of the academic staff are summarized once a year.

The results of the academic activity, pedagogical and professional development of the academic person are summarized once a year, including them in the annual self-assessment report of the study field, as well as for certain groups of staff they are linked to the principles of remuneration and motivation. Lecturers' achievements include a personal resume.

College regularly plans and implements activities aimed at motivating the academic staff to get involved in research (for example, lecturers in cooperation with students have the opportunity to apply for the College's Scientific Grant projects). The teaching staff uses the research results, as well as the research results of other researchers, ensuring the provision of current knowledge to students in their study courses.

College cooperates with RSU Pedagogical Development Center and provides an opportunity for new lecturers to participate in the School of Young Lecturers to promote the ability of participants to independently implement innovative initiatives in their study courses and modernize study programs in an interdisciplinary context by cooperating with colleagues from other study programs.

2021/2022 During the academic year, lecturers became involved in the assessment of digital competencies using the DigCompEdu tool, which aims to support and encourage lecturers to use digital tools to promote education and innovation.

Since the licensing of the study program, the teaching staff regularly improves their qualification by participating in professional development events, conferences and publishing articles in academic publications.

Several lecturers of the study program are active representatives of the Association of Emergency Medicine of the Republic of Latvia; for example, lecturer Juris Raudovs is the Vice President of the Association of Emergency Medicine of the Republic of Latvia.

In order to develop digitalization in the implementation of the study program and courses, lecturer Māra Pakalnišķe has successfully improved her qualification and acquired Mg.ing in e-learning technologies and management and in cooperation with the College Methodology Department, is actively involved in advising other lecturers on digital technology implementation and management.

More detailed information is available on the lecturers' CVs.

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).

Lecturers' meetings

Lecturers' meetings are organized every other month, during which the topicalities of the study process are discussed, methodological seminars are organized (for example, on the definition of study results, application of interactive teaching methods, including digital applications and tools). Guest lecturers are also invited to lecturer meetings. As part of the Covid19 pandemic, meetings were held on the Zoom platform online.

Collegial observation

Colleges are actively involved in promoting mutual cooperation between lecturers, incl. lecturers are encouraged and the usefulness of the exchange of collegial experience or pedagogical practice is explained. For example, in 2021/2022. 7 collegiate observations took place online on the Zoom platform. On average, at least 2-4 collegiate observations are organized every semester.

Example of collegial observation: Guest lecturers Dārta Krēsliņa and Gints Vedļa cooperate within the study course “Obstetrics and Gynecology”, taking into account that in the study program “Treatment” there are several groups and lecturers implement this course together for several groups. The lecturers took part in a lecture / lesson next to each other, even if it took place on the Zoom platform. The lecturers discussed the organization of a better sequential course of the course, the creation of a test form before the course was implemented for students. Link to collegial observation protocol: collegial observation protocol.

Methods, organization of training for colleagues

In cooperation with the Methodological Department, lecturers are invited to organize open lectures

or classes and share examples of good practice with other colleagues. For example, lecturer Māra Pašnišķe has demonstrated to other colleagues the use of **virtual laboratories** within the study course Microbiology and Physiology. Virtual labs are similar to simulation games, but they take place on a personal computer for each student. There is no need to invest a lot of time in setting up the laboratory and the time spent on the experiment or reaction is significantly reduced. The computer shortens this time and leaves more time to play and analyze multiple situations. The virtual labs were successfully used in the Covid19 pandemic, which was fully or partially implemented online.

An example of successful cooperation in exchange of experiance provided lecturer L. Bodniece, where she shared her experience in the implementation of the study course "Latin" in the **blended learning** with other lecturers, how she creates her study course in the e-learning environment Moodle, what activities and resources she uses. There were 2 such meetings on 23.03.2021. and March 26, 2021, where 4 lecturers participated in each of these occasions.

A good example of cooperation is the seminar / discussion conducted by the lecturer R.Šukele **on publication in scientific journals**, which attracted 8 listeners online and so many who asked to share the video recording.

On January 28, 2022, a workshop will be held, which will also be led by a College Lecturer to share her experience **on working with a Google Account, Google Drive, spreadsheets.**

Exchange of study course descriptions and simulated environment scenarios

In the e-learning environment Moodle lecturers have access to descriptions of other colleagues' study syllabi as well as scenarios developed by other lecturers for a simulated environment. Such a section was created so that the lecturers know better the content of supplementary and successive study courses and the presentation of topics. These course descriptions are downloadable from this site but are not editable. In terms of content, lecturers cannot change the descriptions from this site, only get acquainted with the organization and management of courses planned by other colleagues, or the description of the scenario for the application of the simulated environment method.

Analyzing the total number of students in the program compared to the number of lecturers in the program, the ratio of lecturers to students is 1/1,7.

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	1_Treatment, qualification Emergency medicine physician assistant_diploma and diploma supplement.pdf	1_Ārstniecība ar kvalifikāciju neatliekamās medicīnas ārsta palīgs_dipolms un dipolma pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	2_Treatment, qualification Emergency medicine physician assistant_Dynamics of the student count.docx	2_Ārstniecība ar kvalifikāciju neatliekamās medicīnas ārsta palīgs_Studējošo skaita dinamika.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	3_Treatment, qualification Emergency medicine physician assistant_Compliance with the national professional higher education standard.docx	3_Ārstniecība ar kvalifikāciju neatliekamās medicīnas ārsta palīgs_Atbilstība valsts izglītības standartam.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)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	4_Treatment, qualification Emergency medicine physician assistant_Compliance with the the Cabinet of Ministers No 268.docx	4_Ārstniecība ar kvalifikāciju neatliekamās medicīnas ārsta palīgs_Atbilstība MK noteikumiem Nr. 268.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Treatment, qualification Emergency medicine physician assistan_Mapping matrix.xlsx.xlsx	5_Ārstniecība ar kvalifikāciju Neatliekamās medicīnas ārsta palīgs_Kartēšanas matrica studiju programma.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Treatment, qualification Emergency medicine physician assistan_Study plan.docx	6_Ārstniecība ar kvalifikāciju neatliekamās medicīnas ārsta palīgs_Studiju programmas plāns.docx
Descriptions of the study courses/ modules	7_Treatment,_ qualification "Emergency medicine physician assistant"_Study course descriptions (syllabi).zip	7_Ārstniecība ar kvalifikāciju Neatliekamās medicīnas ārsta palīgs studiju kursu aprraksti.zip
Description of the organisation of the internship of the students (if applicable)	8_Internship Regulations.docx	8_Prakses nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Treatment (41721)

Study field	*Health Care*
ProcedureStudyProgram.Name	*Treatment*
Education classification code	*41721*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Ritvars*
Surname of the study programme director	*Ziedonis*
E-mail of the study programme director	*ritvars.ziedonis@rcmc.lv*
Title of the study programme director	*Ārsta grāds*
Phone of the study programme director	*+371 6727 3154*
Goal of the study programme	*To prepare Training and competent Physician assistant for medical practice in the provision of primary care services in all age groups of the population, to ensure the prestige of the model of excellence in the education of Physician assistants and the profession of an enhanced Physician assistant in the country.*
Tasks of the study programme	*1. To show the essence of comprehensive and specialized knowledge and understanding of the profession of a physician's assistant in the provision of emergency medical care, examination of patients of all age groups, assessment of health condition, diagnosis of disorders, prescribing and implementation of necessary treatment.* *2. To ensure the coordinated and comprehensive acquisition of graduates' appropriate knowledge, skills, and competencies to provide highly qualified patient care independently and in cooperation with a certified doctor.* *3. To promote and encourage the development of the necessary professional, moral, intellectual, and ethical competencies essential for Physician assistants.* *4. To develop skills and abilities for the physician's assistant to orientate in acute medical situations and to set priorities in the maintenance of the patient's vital functions and the organization of medical assistance in case of disasters.* *5. To promote professional cooperation and workability to work in a team, ensuring a safe and efficient care environment for the patient.* *6. To promote the integration of biological, psychological and social concepts of health promotion and disease prevention in students' clinical practice.* *7. To provide students with the more modern acquisition of instrumental and technological skills to support lifelong learning and intellectual pursuit of knowledge.* *8. To acquaint and develop students with methods of obtaining active information and critical evaluation and application of theoretical and practical knowledge in the pre-hospital and hospital period.* *9. To acquire the ability to use the acquired theoretical knowledge in professional activity and demonstrate skills that will allow creativity in professional work.* *10. To develop scientific research activity, professional growth and intellectual potential*

Results of the study programme	*Knowledge* *Understands the structure of the human body and normal processes.* *Understands the basic pathological processes and the aetiology and pathogenesis of diseases.* *Understands the signs and symptoms of basic medical conditions.* *Understands the nature of diagnostic and therapeutic manipulation and laboratory tests.* *Understands the indications, contraindications, side effects and interactions of pharmacological agents.* *Understands pathological processes and methods of treatment and prevention of diseases, their nature.* *Understands the principles and various aspects of the field of professional activity.* *Skills* *Able to apply basic theoretical knowledge in clinical practice.* *Able to collect a detailed and targeted patient's history.* *Able to perform a comprehensive and focused physical examination of the patient.* *Able to provide care to patients regardless of health status, gender, age or other characteristics.* *Able to communicate effectively as a healthcare professional.* *Able to cooperate with other medical personnel in providing appropriate patient care.* *Able to analyse, integrate and synthesize data from a patient's medical history.* *Able to formulate a differential diagnosis by using the knowledge base.* *Able to identify, prescribe, perform, and interpret appropriate diagnostic tests and treatment measures.* *Able to draw up an individual treatment plan for the patient.* *Competences* *Able to educate patients, their families and the public on health promotion and disease prevention.* *Able to provide professional medical care in life-threatening situations based on international cardiopulmonary resuscitation algorithms.* *Able to perform examinations, health assessment, diagnosis and treatment of patients of all ages.* *Able to promote and maintain acquired professional competencies and lifelong learning.* *Able to adhere to the principles of professional ethics in one's practice.* *Able to acquire new knowledge as a result of analysis of scientific research statistics.* *Able to find the best available evidence for patient care, using information technology.*
Final examination upon the completion of the study programme	*State examination consists of the defence of the qualification paper/thesis, the qualification exam - the theoretical part and the qualification exam - the practical part.*

Study programme forms

Full time studies - 3 years - latvian

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*general or vocational secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	*Physician assistant*

Places of implementation

Place name	City	Address
Red Cross Medical College of Riga Stradiņš University	RĪGA	JĀŅA ASARA IELA 5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1009

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 courses in the study program "Treatment" are arranged in such a way that the study load is proportionally balanced over the academic years, as well as in such a way that there is a sequential transition from the simplest to the most complex, to achieve all student learning outcomes. The organization of the study programme corresponds to the preparation of a physician assistant, whose theoretical and practical training enables to fulfill the tasks specified in the professional standard in accordance with the requirements of the fourth professional qualification level. The following changes have been made in the study programme since the accreditation of the previous study field.

Table No.23

Changes in the study program

2012./2013. study year	2021./2022. study year
The main components of the study programme **General study courses** (humanities; social sciences; natural sciences, engineering and information technology) **20 KP** **Sectoral study courses** (compulsory training courses; specific profession training courses) **66 KP** Internship **20 KP** Qualifying paper **10 KP** Professional development course **4 KP**	**The main components of the study programme** **General study courses** (humanities; social sciences; natural sciences, engineering and information technology) **21 CP** **Sectoral study courses** (compulsory training courses; specific profession training courses) **65 CP** Internship **22 CP** Qualifying paper **8 CP** Professional development course **4 CP**

Since the previous accreditation of the study fields, which was carried out in the study programme plan in 2013, based on the mapping results, the study course "**Human Development**" has been replaced by the study course "**Patient Safety**". On March 13, in 2018, a letter was received from the Ministry of Health regarding studies in patient safety with recommendations for the inclusion of patient safety topics in the current study programme. The letter is available here(only in Latvian)

In the light of the digital revolution and the development of e-health, healthcare professionals need to acquire new competencies and new areas of activity at several levels.
Another model of relationship with patients, based more on mutual trust, should gradually lead to the acquisition of digital tools, changes in the technical representation of care provision, and a collaborative and sharing approach through interoperable systems (European Commission, 2017). With reference to the above, the section of professional development courses in the study programme "Treatment" was supplemented with the study course "**Digital Skills in Health**

Care".

Based on the results of the student survey and the results of the employer survey in the study programme plan, the amount of CP for the study course "**Internal Diseases**" has been increased from 12 CP to 15 CP. The study course "**Gynecology and Obstetric**s" has been reduced from 4 CP to 3 CP. The amount of **Internship** in 1 study year has been increased by 1 CP and the amount of **Qualification paper** development has been reduced from 10 CP to 8 CP.

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 study program "Treatment" with the qualification of a physician's assistant is implemented in such a way as to encourage students to actively participate in the development of the study process and that the assessment of student's progress would correspond to student-centred teaching.

The title of the study program, "Treatment", is related to the name of the study field and corresponds to the acquired professional qualification - physician's assistant. The minimum requirements for obtaining a professional qualification for the regulated profession "physician's assistant" in health care are determined on 24.03.2009. Cabinet Regulation No. 268 "Regulations regarding the Competence of Medical Practitioners and Students Acquiring First or Second Level Professional Higher Medical Education Programs in Medical Practice, and the Amount of Theoretical and Practical Knowledge of These Persons" Paragraph 7.2.

The title of the study program depicts and shows precisely that in the study process, students will learn to acquire skills and abilities to orientate in acute medical situations and set priorities, maintain the patient's life functions and organize medical care.

The following normative documents were taken into account when developing the study program "Treatment":

- 11.1995. Law on Higher Education Institutions, 29.10.1998. Education Law, 10.06.1999. Professional Education Law, 01.10.1997. Medical Treatment Law (with the 25.07.2012 Amendments); Law on the Regulated Professions and the Recognition of Professional Qualifications,
- Cabinet 20.03.2001 Regulations No. 141 "Regulations regarding the State Standard for First Level Professional Higher Education",
- Cabinet 24.03.2009 Regulations No. 268 "Regulations on the Competence of Medical Practitioners and Students Acquiring First or Second Level Professional Higher Medical Education Programs in Medical Practice and the Amount of Theoretical and Practical Knowledge of These Persons",
- Cabinet 06.06.2006 Regulations No. 460 "Regulations regarding Professions Regulated by Lists of Specialities, Sub-specialities and Additional Specialities",
- Cabinet 16.04.2013 Regulations No. 202 "Procedures for Issuing State-Recognized Higher

Education Documents",

- 14.08.2018 Cabinet Regulation No. 505. "Rules for the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education"
- Cabinet 16.11.2004 Regulations No. 932 "Procedure for Starting Studies in Later Study Stages",
- Recommendations of the European Parliament and of the European Council on the establishment of the European Qualifications Framework for lifelong learning, ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area,
- Regulations of Riga Stradins University Agency "Riga Stradins University Red Cross Medical College" and regulatory enactments and internal documents regulating the study process.

The aim and tasks of the study program are designed in accordance with the professional standard of a physician's assistant (Professional standard available only in Latvian: https://www.niid.lv/files/prof_standartu_registrs/Arsta_paligs.pdf)

Study program goal

To prepare qualified and competent physician assistants for medical practice in the provision of primary care services to all age groups of the population, to ensure a model of excellence in physician assistant education and to increase the prestige of the pshisical assistant profession in the country.

Study program tasks

1. To demonstrate the essence of comprehensive and specialized knowledge and understanding of the profession of pshisical assistant in the provision of emergency medical care, examination of patients of all ages, assessment of health status, diagnostics of disorders, prescribing and implementation of necessary treatment.
2. To ensure the coordinated and comprehensive acquisition of relevant knowledge, skills and competencies of graduates in order to provide highly qualified patient care independently and/or in cooperation with a certified doctor.
3. To promote and encourage the development of the necessary professional, moral, intellectual, and ethical competences, which are essential for the role of pshisical assistant.
4. To develop skills and abilities for the pshisical assistant to be competent in acute medical situations and to set priorities in maintaining the patient's vital functions and organizing pshisical assistance in case of disasters.
5. To promote professional cooperation and faculties to work in a team, providing a safe and effective care environment for the patient.
6. To promote the integration of biological, psychological, and social concepts of health promotion and disease prevention in students' clinical practice.
7. To provide students with more modern command of instrumental and technological skills to support the necessary lifelong learning and intellectual pursuit of knowledge.
8. To teach and develop students' methods of active obtaining of information, as well as critical evaluation and application of theoretical and practical knowledge in the pre-hospital and hospital periods.
9. To master the ability to use the acquired theoretical knowledge in professional activity and to demonstrate skills that will allow to show creativity in professional work.
10. To develop scientific research activities, professional growth and intellectual potential.

Results of the study program to be obtained (lerning outcomes)

The results to be achieved by the study program are formulated based on the knowledge, skills and

competencies defined in the Latvian qualification framework for the 5th qualification level and the requirements included in the professional standard. The results to be achieved by the study program are aligned with the aim of the study program, tasks and the qualification "physician's assistant" obtained.

Knowledge

Understands the structure of the human body and normal processes.

Understands the basic pathological processes and the aetiology and pathogenesis of diseases.

Understands the signs and symptoms of basic medical conditions.

Understands the nature of diagnostic and therapeutic manipulation and laboratory tests.

Understands the indications, contraindications, side effects and interactions of pharmacological agents.

Understands pathological processes and methods of treatment and prevention of diseases, their nature.

Understands the principles and various aspects of the field of professional activity.

Skills

Able to apply basic theoretical knowledge in clinical practice.

Able to collect a detailed and targeted patient’s history.

Able to perform a comprehensive and focused physical examination of the patient.

Able to provide care to patients regardless of health status, gender, age or other characteristics.

Able to communicate effectively as a healthcare professional.

Able to cooperate with other medical personnel in providing appropriate patient care.

Able to analyse, integrate and synthesize data from a patient’s medical history.

Able to formulate a differential diagnosis by using the knowledge base.

Able to identify, prescribe, perform, and interpret appropriate diagnostic tests and treatment measures.

Able to draw up an individual treatment plan for the patient.

Competences

Able to educate patients, their families and the public on health promotion and disease prevention.

Able to provide professional medical care in life-threatening situations based on international cardiopulmonary resuscitation algorithms.

Able to perform examinations, health assessment, diagnosis and treatment of patients of all ages.

Able to promote and maintain acquired professional competencies and lifelong learning.

Able to adhere to the principles of professional ethics in one’s practice.

Able to acquire new knowledge as a result of analysis of scientific research statistics.

Able to find the best available evidence for patient care, using information technology.

Upon graduating from the study program, the student obtains a diploma of the first level

professional higher education and the qualification "physician's assistant". The awarded qualification envisages the acquisition of the necessary knowledge, skills and competencies provided by the evaluated study program "Treatment".
The supervision of the implementation and quality of the study program is ensured by the head of the study program, who evaluates the study process and study results by analyzing the results of student surveys, changes in labour market trends and current events in the industry and in the world. The necessary changes in the study program are evaluated and approved by the study program council and the study field "Health Care" internal study quality council.

The study program council monitors and ensures the quality of studies, prepares recommendations and provides significant support to the study program managers in solving arising issues. Also, it monitors the compliance of the content of the study program with the requirements of Latvian and EU legislation, public interests and labour market requirements.

Each academic year, the head of the study course reviews and expands the description of their study course. The Study Program Council approves changes in the content of the study course. The content of the study course is reviewed by a specialist of the methodological department of RSU RCMC; if necessary, it is returned to the course leader for corrections.

Admission to the college means admission to the first level professional higher education study programs in the study specialisation “Health Care”. Admission requirements are evaluated at the meeting of the relevant department, based on the statistical data compiled by the study program and the results achieved by students in studies, in consultation with employers. All necessary information on admission requirements is published on the College’s website. The Admission rules for the year 2022/2023 are available here.

Those who have previously obtained education in accordance with the level of general secondary education specified in the Republic of Latvia, which is confirmed by a relevant document, may start studies at the College. An evaluation criterion has been set for admission to studies – the result of CE (centralised examination) compulsory examinations in Latvian, a foreign language and mathematics.

Citizens and non-citizens of the Republic of Latvia, as well as persons who have been issued permanent residence permits in the Republic of Latvia are admitted to the College through a competition.

Admission to the study program “Treatment” includes:

- Candidates applying for the studies.
- Competition for study places.
- Announcing the results of the competition.
- Concluding a study agreement.
- Enrolment in the student list (matriculation).

Admission of students is carried out by the College Admission Commission, which operates in accordance with the Admission Regulations. Information about the admission process is posted on the College’s website www.rcmc.lv.

Candidates for full-time studies are matriculated in study programs on the basis of a general competition, based on the results of all passed centralized examinations (hereinafter – CE) in **Latvian, foreign languages** (English, German, Russian) and **mathematics** for the scope of general secondary education. The competition is computerized, summing up the points according to the evaluation levels of the centralized exams translated into the assessment for the competition according to a point scale.

It is possible for the students to equate for the purpose of the RSU SKMK first level professional higher education study programs in the study field “Health Care”:

- Previously acquired formal education – study courses acquired in other higher education institutions.
- Knowledge, skills and competences acquired through professional experience and acquired outside formal education.

The procedure of equation is set out in the following documents:

- The normative document “Guidelines on the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Study Results Achieved in Previous Education at the Red Cross Medical College of Riga Stradins University” approved at the meeting of the College Council on June 27, 2019.

The said document, issued on the basis of the relevant external normative documents, determines the documents that must be submitted by the student for equation. The document also sets out how and in what way a commission for the assessment and recognition of learning outcomes achieved in previous education or professional experience, which carries out the matching and recognition procedure, is to be approved.

In case the implementation of the RSU RCMC study program "Treatment" is terminated, the University of Latvia agency "Riga Medical College of the University of Latvia" provides students with an opportunity to continue their studies in the agency "University of Latvia Riga Medical College". The agreement is available here:https://docs.google.com/document

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

Study program ***Treatment with the acquired qualification Physician's assistant***. In the group of educational programs Medicine, according to specialists with 1st level professional higher education, a significant increase in demand is forecasted, even up to 80% (in the period until 2030) (Ministry of Economics of the Republic of Latvia 2018).

Also, according to the VM Conceptual Report with the Health Care System *(only in Latvian)*, already in 2022. there will be a lack of specialists with the qualification of a pshisical assistant.

Table No.25

Significance of the “Treatment” study program

Profession	Number of medical staff (2016)	Number over the age of 65 (2016)	In the near future will reach retirement age, the number (2016)	Indicative number of graduates (2016)	Number of medical practitioners (- pensioners, + graduates) (2022)	Recommended number of medical personnel (2025)	Deficit against 2022
Physician's assistant (n27)	1882	87	199	698	2294	2606	-312

Employment of graduates

The table No.26 provides an overview of nationally obtained data on graduate employment rates. Unfortunately, there is no data available for each of the qualifications. As can be seen in the table no 26, the RSU Red Cross Medical College has employed the most graduates as a percentage of the number of graduates in 2018, evaluating the employment of all medical college graduates. The share of the unemployed is the lowest in comparison with other medical colleges, which is a very positive achievement.

Table No.26

Analysis of graduates' employment in 2018 (Data source: Higher education graduates monitoring tool (*available only in Latvian*)

College	Number of graduates	Share of employees %	Unemployment rate %	Proportion of economically inactive %	Share of emigrants, %
The Red Cross Medical College of Rīga Stradiņš University	172	**94,77**	**1,16**	4,07	0,00
Riga Medical College of the University of Latvia	239	93,72	1,67	3,35	0,00
Riga First Medical College of the University of Latvia	178	94,38	1,69	3,37	0,00
P. Stradins Medical College of the University of Latvia	347	88,47	4,03	5,48	0,0
Daugavpils Medical College	64	84,38	3,13	9,38	0,00

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.

Dynamics of the number of students

The dropout rate is 19% in 2018, 25% in 2019 and 16% in 2020, the most common reason being non-compliance with study contracts (which includes study debts unjustified delays). Critical 2020/2021 During the academic year, the dropout of students is affected by the crisis caused by the Covid19 pandemic both in Latvia and in the world.

The analysis of students numbers dynamic from 2014/2015. until 2020/2021 shows that the number of students for the academic year 2017/2018 was influenced by the number of state budget places allocated, which, for example, in 2017/2018. and 2018/2019. was lower than in other years. It should be noted that the above also affects the number of graduates.

Study year	*Graduate count*	*Changes in the number of graduates compared to the year of admission (state financed studies)*
2019/2020	*52*	*69 students admitted*
2018/2019	*58*	*57 students admitted*
2017/2018	*32*	*58 students admitted*
2016/2017	*59*	*75 students admitted*
2015/2016	*67*	*78 students admitted*
2014/2015	*45*	*66 students admitted*

Students seldom choose studies for personal financial resources; from one to 10 students study for personal resources.

Detailed information is available in the appendix to this section.

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.

Correspondence of the study program to the professional standard

The draft professional standard, which was developed in 2021, emphasizes the need for new knowledge, which was not available in the professional standard until now. It is a:

Application of SSK10 principles;
Resuscitation features for pregnant women;
Use of express diagnostic methods;

Cardiac electrical conduction system, conduction pathways;
Eithoven triangle;
Pulse formation and transmission in the sinus node, possible disorders and their diagnosis;
Electrocardiogram recording and interpretation;
Safari technique;
Understand the importance of electrocardiography in patient care;
Premedication before the procedure;
Understand the importance of electrocardiography in patient care;
Unstable patient condition;
Premedication before the procedure;
Selection and use of vehicle immobilization devices;
Screening methods at the primary health care level;
Cooperation with a doctor in the implementation of screening.

These knowledge and skills will be integrated into the study program within academic year 2022/2023.

Compliance of the study program with the national education standard

The study courses included in the study program, their goals, tasks, content and achievable results comply with the Profession standard for the medical assistant, approved on September 15, 2011, Minutes No.7. The study program has been developed in accordance with the Cabinet Regulations No. 141 of 20.03.2001 “Regulations on the State First Level Professional Higher Education Standard”.

Requirements for starting studies are determined by the Admission Regulations, which are approved in accordance with the procedures specified by the Ministry of Education and Science and are available on the RSU SKMK website. No additional requirements are specified.

The title of the study program “Treatment” fully reflects the essence of the degree to be obtained. The defined goals, tasks and achievable results of the study program provide detailed information on the level of the professional first level qualification, which complies with the regulations of the Cabinet.

Plan of the study program “Treatment”

The implementation plan of the study program is reviewed for each study year, coordinated and approved:

- Reviewed at the Council meeting of the RSU Red Cross Medical College study program “Treatment”
- Approved at the meeting of the Council of the Faculty of Public Health and Social Welfare of Riga Stradins University
- Coordinated with Prof. T. Koķe, Vice-Rector for Studies of Riga Stradins University
- Approved by the decision of the RSU Red Cross Medical College Council.

Total volume of the study course is 120 CP (or 180 ECTS).

Main components of the study program:

1. General education study courses 21 CP (31.5 ECTS)
2. Industry study courses 65 CP (97.5 ECTS)
3. Internship 22 CP (33 ECTS)
4. Qualification paper 8 CP (12 ECTS)
5. Professional development course 4 CP (6 ECTS)

Mapping analysis of the study results to be achieved by the study program and study courses

Every year, the content of the study courses of the program “Treatment” is updated in accordance with the requirements of the industry and the labour market, as well as the development trends of science. Compliance with labour market trends and the requirements of the professional environment is ensured by cooperation with the study program council and attraction of health care professionals for teaching study courses.

The mapping results show that such study courses as Internal Medicine, Infectious Diseases and STDs, Obstetrics and Gynecology, Assistant Medical Practice in Cases of Disaster Medicine, Civil Protection, Clinical Procedures in Physician Assistant Practice, Nervous Diseases are most often related to the results of the study program. It can be concluded that these are indispensable study courses for the implementation of the study program.

Most study courses provide competence to examine patients of all ages, assess their health, diagnose and treat disorders. The second most commonly associated competence is the ability to educate patients, their families and society at large in health promotion and disease prevention.

The knowledge gained in the study courses is mostly reflected in the results of the program on the understanding of the structure of the human body and normal processes. The second most common knowledge competence is the understanding of the principles of the professional field in various aspects. This can be explained by the proportion of general education study courses (social and humanitarian courses) in the study program.

The skills to apply basic theoretical knowledge in clinical practice, to identify, prescribe, perform and interpret appropriate diagnostic examinations and treatment measures, including the formulation of differential diagnosis and the ability to communicate effectively as a health care professional are the skills most often associated with study course skills.

On the other hand, the study program learning outcomes “Understands the indications, contraindications, side effects and interactions of pharmacological agents, Understands the treatment and prevention of pathological processes and diseases, their nature” (knowledge), “Ability to analyze, integrate and synthesize data from patient history” (skill) , “Using information technology, is able to find the best available evidence for the provision of patient care” (competence) is least often found in comparison with knowledge, skills, competencies in study courses.

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

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

implemented in a foreign language or in the form of distance learning, describe in detail the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The study program "Treatment" is implemented in such a way as to encourage students to participate in the development of the study process actively and that the assessment of students' progress would correspond to student-centred teaching.

The implementation of student-centred learning and teaching takes into account the following conditions based on standards and guidelines for quality assurance in the European Higher Education Area (ESG, 2015):

The context of students and the diversity of their needs are taken into account and respected in developing appropriate learning pathways. For example, additional consultations and scientific groups are implemented in study courses such as anatomy, clinical procedures for students to promote and prove their professional development in specialized Olympiads and mastery competitions.

For example, students regularly participate in a mastery competition organized by Daugavpils Medical College. More detailed information is available here:https://rcmc.lv/daliba-daugavpils-medicinas-koledzas-rikotaja-studentu-meistaribas-konkursa/

- In different situations various pedagogical methods are introduced and used (examples are given in the section “Theoretical and practical studies” of this chapter).
- The types of learning and pedagogical methods that are implemented every semester within the observations are regularly assessed (description of the procedure in Section 1.5 "Assessment of processes and procedures used in the assessment of student achievements, principles of their selection, analysis of the adequacy of assessment methods and procedures in relation to meeting program aims and student needs".)
- Students' desire for independence is promoted, while providing lecturer guidance and support (students are offered effective forms of organizing independent student work based on student-centred learning; see examples in the section **"Student-centered learning and teaching”**);
- Mutual respect in the relationship between students and lecturers is promoted (joint monthly meetings with students and program management are organized to discuss topicalities of the study process, meetings of the Student board and the College Director are held every semester to discuss topicalities of the College and answer questions of Student board members). Lecturers are also involved in various events, such as the Big Cleanup, Riga Marathon, mobility projects, etc.
- There are appropriate procedures for dealing with student complaints (description of the procedure in point 2.3 "Procedures and systems for submitting student complaints and proposals")

Statistics on the number of readings of syllabi, evaluation of the learning outcomes

In the autumn semester of the academic year 2021/2022, an extensive research was carried out at the College to assess 1) whether students read syllabi and learning outcomes; 2) students' self-assessment of how they consider whether the lecturers introduce with the requirements of the course at the beginning of the semester and whether at the end of the course students agree that they have obtained learning outcomes; 3) the opinion of the lecturers was also asked to express

their opinion on the methods and techniques that best acquaint the students with the content of the syllabus and the learning outcomes to be achieved.

A total of 36 study courses - syllabi - were evaluated in the 1st, 2nd and 3rd year. 9 syllabi were read by 8.1% - 20% of all students in the groups. Also 9 syllabi were read by 34% - 45.9% of all students in the group. 7 syllabi were read by 46.8% - 82.5% of all students in the groups. If reading categories are divided into 10 units from 0% -100%, then most students read 20% - 30% reading category (11 syllabi) Overall, the results are very high. Such statistics are obtained thanks to the analytical tools of the e-learning environment Moodle.

2)59% of students fully agree and 26% rather agree with the statement that at the beginning of the course the lecturer introduced the necessary acquisition of knowledge, skills and competencies (clearly learning outcomes). 51% of students fully agree and 22% rather agree with the statement that the learning outcome (knowledge, skills, competencies) specified in the description of the syllabus were achieved during the study course.

3) When surveying lecturers, 90.5% of respondents are convinced that only a few students read the syllabi. When asked what methods the lecturer introduces to the students with the syllabi convincing majority 34% indicate that in the first lecture the introduction to the main sections of the study course description is introduced. The next most popular method is oral presentation (without presentation), indicated by 23%. 8.6% indicate that a separate MS Words or similar format report is prepared for students, which is easier for students to understand and more concentrated. 67% of lecturers indicate that they spend 10 minutes on the course description, 19% indicated that they spend 10-20 minutes and 5% spend about 20-30 minutes for introducing syllabus to students.

In the annex no 1 in chapter Other annexes is provided example of 3 study courses to clearly show what implementation methods have been used to achieve learning outcomes.

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 goal of the practice: To create an appropriate environment for the development and strengthening of the necessary skills and competences required for the successful integration of students in health care.

The tasks of the practice:

1. To develop the ability to apply the acquired theoretical knowledge in the clinical care of patients.
2. To develop the ability to perform safe diagnostic and medical manipulations in accordance with Latvian and internationally accepted standards.
3. To develop careful treatment of patients of all ages and their relatives.
4. To develop ethical competence in the professional practice of a pshisical assistant.
5. To develop the ability to communicate effectively with colleagues, patients of all ages and

their relatives.

An overview of the duration, purpose, objectives and deliverables of each placement is provided in the section "Other annexes" 2nd annex.

Procedures for organizing / recognizing practice remotely

According to the Cabinet of Ministers 12.03.2020. Order No. 103 “On Declaring an Emergency” The practice was provided remotely.

1) The practice was credited to students working in health care on the basis of the Cabinet Regulation No. 505 ”Regulations for the recognition of competencies acquired outside formal education or through professional experience and learning outcomes achieved in previous education”. Students based their practical work experience with an application for recognition of knowledge, skills and competences acquired outside formal education and / or professional experience, as well as submitted a statement from the employer about his / her professional activities and responsibilities.

2) The practice was credited if the student was working as a volunteer in a health care institution, based on the submitted Certificate.

3) Students who did not work in a health care facility received situation assignments in a Moodle environment. The situation was presented, discussed and evaluated on the ZOOM online platform.

This procedure only applied to the spring semester of 2020.

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.

Analysis and evaluation of students’ final thesis topics

Students choose the topics of their qualification papers in accordance with the “Instruction on writing and defending a qualification paper” developed by College, and College applied research directions in the study program “Treatment”, which are updated and approved at the beginning of each study year by the College Science Council. The student also has the opportunity to offer their Qualification thesis topic based on their knowledge and professional skills and/or the interests of a particular organization. If necessary, the student can consult with the program director or the teaching staff of the respective field about the topicality of the qualification work topic or compliance with the requirements of the study program and the choice of the scientific supervisor. Analysing the directions of the defended Qualification papers over the last seven years, it can be concluded that the topics of the students’ final theses are very diverse and focus on topical issues in health care and public health, such as patient safety issues, health habits in different age groups and their impact on the development of various chronic diseases; students also studied the quality

of life of the population with various diseases, as well as in their research tried to find out the awareness of the population about the factors influencing health.

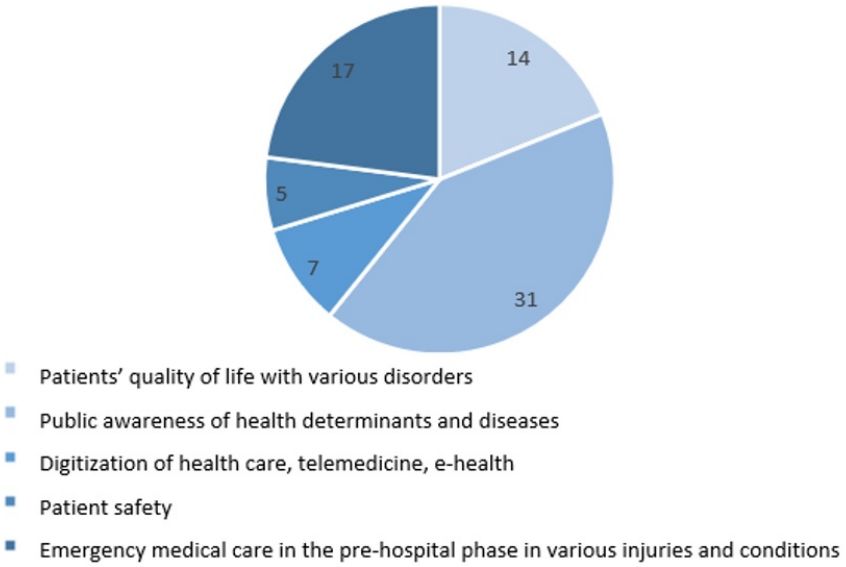


Figure No.29

Students' Qualification Papers are highly valued. For example, in the **2017/2018 academic year** (1.7%) received - 4 (almost average) for Qualification work, 3.4% received -5 (average) 5.2% received - 6 (almost good), 31% received a rating of 7 (good), 32.8% received a rating of 8 (very good), 17.2% received a rating of 9 (excellent) and 8.6% received a rating of 10 (excellent). In general, the quality of the developed Qualification Papers can be assessed as very good.

In 2018/2019 the qualification paper was developed and defended by 52 students, who showed an average grade of **7.5**. 10 out of 52 students showed a very high grade (9 and 10 points), 31 students showed a high grade (8 and 7 points), and 11 students gave a medium grade (6 and 5 points).

During the study year **2019/2020**, 26 students defended their qualification work, of which 6 had a very high grade, 15 had a high grade and 5 had a medium grade. The average score for all students was **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.

Since 2019/2020. In the study year process, simulation is integrated as a teaching method, organized in a simulated learning environment with audio technology solutions. In September 2019, Kajaani University of Applied Sciences representatives in Finland visited the College. Lecturers Taina Romppanen and Jukka Seppanen and the College lecturers shared their experience in

simulated environmental challenges, conducting simulation discussions. In a short role play in the College's advanced simulation laboratory, lecturers from Finland and Madara Blumberg, the College's simulation environment methodologist, allowed lecturers to take on the role of simulation leader and lead the interview process. Pictures from the visit are available here:

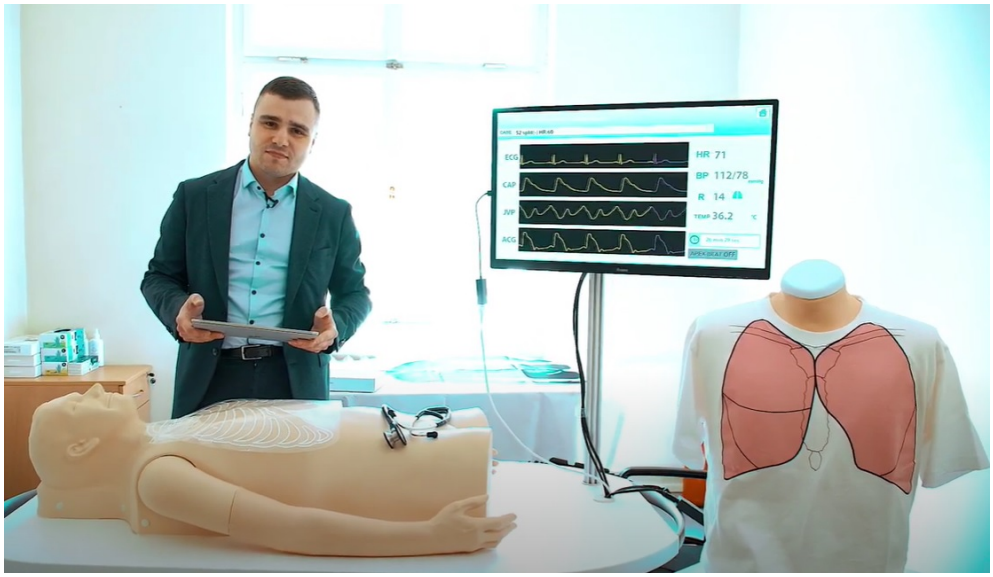


Figure No.31

Image from the simulated environment lesson

For the needs of students, a self-study room for clinical skills is provided for students. There is a couch, full-body mannequin, injection arm, airway access mulch for INTUBATION, KPR mannequin, equipment for vital signs - tonometer and phonendoscope, urinary tract catheterization of different sexes, etc. Students are free to use this office as a key when signing up with the duty officer.

Figure No.32

Image from the practical laboratory

Students are provided with WI-FI throughout the College. In the spring of 2020, major improvements were made to ensure wireless network coverage. In cooperation with RSU, the Panopto video recording system is used to prepare audiovisual teaching materials. There are two computer classes available for the study process.

The students of the study program have access to the collections of books and databases of the RSU Library and the RSU Library Information Center for Latvian health care specialists. A total of 28 online databases: AMBOSS (Medical Learning System Platform), ClinicalKey, AccessMedicine, Ebook Central (ProQuest), BMJ Journals, SAGE Premier 2018 Magazine Collection, Wiley Online Journals, PsycARTICLES, EBSCO (Multiple Academic Databases), The Cochrane Library Plus, ProQuest Journal Collection Health Research Premium Collection, Science Direct Journal Collection, SCOPUS, Web of Science, ProQuest Dissertations & Theses Global: The Sciences and Engineering
Collection, Letonika, LETA news archive, Nozare.lv u. c. (see https://www.rsu.lv/biblioteka/resursi). Elsevier ClinicalKey and McGraw-Hill AccessMedicine, a subscription database for the medical industry, provides an unlimited number of RSU users with key educational literature and manuals in both the basic medical sciences and a variety of
Specialities. In turn, the subscribed multidisciplinary databases Ebook Central (ProQuest) and EBSCO eBook Academic Collection offer e-books from various publishers in various industries, which provide the results of selected information by searching on a wide variety of topics / keywords.

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).

Available Financing by Study Programme

Table No.27

Available Financing by Study Programme

Study programme / EUR	2020	2019	2018	2017
Study programme "**Nursing**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Nursing"	43 4471.92	523 187.73	682 672.11	496 534.30
Study programme "**Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Treatment"	359 797.06	340 780.87	541 624.16	450 396.16
Study programme "**Emergency Medical Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Emergency Medical Treatment"	165 189.85	179 703.61	124 122.20	74 699.85
Study programme "**Pharmaceuticals**" one study place	2262.87	2734.73	2820.96	2197.05
Total financing for the study programme "Pharmaceuticals"	26 982.08	218 374.01	189 004.26	129 626.21
Study programme "**Therapeutic Massage**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Therapeutic Massage"	178 767.09	161 505.78	19 004.26	140 611.48

Minimum number of students in the study program to ensure the profitability of the study program

Table No.28

Minimum number of students in the study program

Study program	Minimum number of students
Treatment	**195**

Estimated **Costs per student and cost item calculation in academic year 2021./2022. (including budget lines)**

Table No.29

Estimated Costs per student and cost item calculation 2021./2022.

No.	Budget lines	Study program *Treatment* amount in EUR	Percentage distribution of funding among budget lines
1.1.	Remuneration	1656.21	62.93%
1.1.1.	Remuneration of administrative staff	538.08	20.45%
1.1.2.	Remuneration of academic staff	1013.5	38.51%
1.1.3.	Allowance for additional work	104.63	3.97%
1.2.	Compulsory employer`s social security	390.7	14.85%
1.3.	The cost of services	379.45	14.42%
1.4.	Costs of materials, energy resources, inventory	205.4	7.80%
Total expenditure		**2631.76**	**100.00%**

Costs per student and cost item calculation in 2019 and 2020

Table No.30

Costs per student and cost item calculation in 2019 and 2020

Cost item	2019, EUR	2020, EUR	Basis of the calculation
Costs of one study place within the study direction*	2368.99	2341.41	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2020 (i.e., 662)
Average number of students in 2019	639	622	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2019 (i.e., 639)
Study programme "Nursing" one study place	2448.58	2459.08	The costs of one study place for the study programme is calculated by taking the costs applicable to all programs divided by the average number of students and adding to it the costs of the academic staff for the study programme divided by the average number of students in the programme.
Study programme "Treatment" one study place	**2452.06**	**2428.55**	
Study programme "Emergency Medical Treatment" one study place	2256.73	2303.96	
Study programme "Pharmaceuticals" one study place	2472.57	2396.81	
Study programme "Therapeutic Massage" one study place	2215.01	2218.63	

**one place in the programme is calculated from the total available financing in proportion to the average number of students in the programme*

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.

Thirty-six lecturers are involved in implementing the study program, of which 7 have a doctoral degree, and three are candidates for a scientific degree. Seventeen lecturers have a doctor's degree. All lecturers involved in the implementation of study programs as lecturers or guest lecturers have at least a master's degree or an education equivalent to a master's degree in science.

The study programs implement the qualification of the involved teaching staff, which complies with the conditions for the implementation of the study program and the requirements of regulatory enactments and ensures the achievement of the results of the study programs.

Director of Studies and General Practitioner with nearly ten years of experience Specializes in general primary health care for patients, diagnosis of common diseases and a comprehensive treatment program. Regularly participates in working groups for the development of clinical algorithms.

For more information, see the description of the study field and the CV of the lecturers.

Table No.31

Academic staff involved in the implementation of the study program

Name Surname	Position	Education/degree	Title of the study course
Uldis Apsalons	Guest lecturer	Dr. biol.	Human biochemistry
Ināra Upmale	Associate Professor	Dr.sc.admin	Humanities: philosophy, ethics, sociology
Baiba Brokāne Čekstere	Lecturer	Degree of a Medical Doctor	Mental illness
Līva Bodniece	Lecturer	Mg.philol., Dr. philol. applicant	Latin in medicine

Arvīds Grigans	Associate Professor	Degree of a Medical Doctor	Pharmacology
Oksana Isankova	Guest lecturer	Degree of a Medical Doctor	Surgical diseases Otolaryngology
Kristīne Ivanova	Lecturer	Degree of a Medical Doctor (MD)s, Dr. applicant	Cytology and genetics
Kristaps Jurjāns	Lecturer	Degree of a Medical Doctor, Dr.med applicant	Internal Medicine (Nervous Diseases)
Daiga Kazāka	Guest lecturer	Degree of a Medical Doctor	Surgical diseases (Eye diseases)
Ilze Kozinda	Associate Professor	Degree of a Medical Doctor	General pathology
Elīna Krauce	Guest assistant	Degree of a Medical Doctor	Internal Medicine (Skin Diseases)
Dārta Krēsliņa	Guest assistant	Degree of a Medical Doctor	Obstetrics and gynecology
Juris Ķiploks	Associate Professor	Dr. ing.	Human biophysics
Jekaterina Kucina-Krasovska	Guest lecturer	Degree of a Medical Doctor	Internal Medicine (Infectious Diseases and STDs)
Jolanta Līcīte	Lecturer	Degree of a Medical Doctor	Disaster medicine, civil defense and military medicine; action of a physician's assistant in cases of EMS

Sanita Litiņa	Guest lecturer	Mg.sc.sal	Research, Digital skills in healthcare
Vita Logina	Guest assistant	1st level professional higher education diploma and qualification of Emergency medicine physician assistant	EMS and civil protection
Aleksejs Naglis	Lecturer	Degree of a Medical Doctor 1st level professional higher education diploma and qualification of Physician assistant	Clinical procedures in the practice of a physician's assistant
Oļegs Ņikiforovs	Associate Professor	Dr. psych.	Psychology
Viktorija Morozova	Guest lecturer	Mg. oec.	Accounting
Inga Odiņa	Associate Professor	Dr. paed.	Pedagogy in health education
Zane Oše	Lecturer	Mg. math.	Information technology and statistics
Māra Pakalnišķe	Lecturer	Mg. ing., Master's degree in natural sciences	Environmental health, Physiology
Olga Pašinska	Lecturer	Mg.philol.	English
Daiga Rudzīte	Guest lecturer	Mg. sc. sal.	Patient safety

Zane Šnore	Associate Professor	Degree of a Medical Doctor, Medical intern certificate	Anatomy, Propaedeutics
Zane Tauriņa	Lecturer	Mg. sc. sal.	Business (Fundamentals of Economics and Business, Project Preparation and Management, Record Keeping)
Una Veseta	Associate Professor	Dr. paed.	Introduction to the profession
Linda Venskus	Guest lecturer	Mg iur	Business (Record Keeping)
Ieva Vidmane-Ozola	Lecturer	Degree of a Medical Doctor	General surgery and traumatology
Ritvars Ziedonis	Associate Professor	Degree of a Medical Doctor	Internal diseases
Iveta Norko	Associate Professor	Degree of a Medical Doctor	Internal diseases
Ieva Vaine	Guest lecturer	Mg. psych.	Stress management
Una Veseta	Associate Professor	Dr. paed.	Sports for health, Rehabilitation
Dmitrijs Zabrodins	Guest lecturer	Degree of a Medical Doctor	Surgical diseases
Gunta Zirnīte	Associate Professor	Mg. paed.	Children's diseases

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

During the reporting period, the composition of the teaching staff changed, mainly changing guest teaching staff and electing teaching staff to academic positions at College. Currently, 22 or 67% of the lecturers involved in the study program are elected academic staff. Since 2013, the number of lecturers involved in the study program with a doctoral degree has changed from 4 to 7 and 3 more applicants for a scientific degree.

Changes in the teaching staff are also related to changes in the content of the study program, for example, supplementing the study program with study courses "Patient Safety", Digital Skills in Health Care, Nutritional Supplements, Intercultural Communication, Tropical Parasitology. The study course "Human Development" was replaced by the study courses "Physiology", "Gerontology and Geriatrics".

Some examples of changes in the teaching staff.

Table No.32

Changes in the composition of the academic staff

Study course	**Academic staff 2013**	**Academic staff 2021**
Anatomy	Janīna Grāvīte	Zane Šnore
Clinical procedures in the practice of a physician's assistant	Vita Saulīte	Aleksejs Naglis
Children's diseases	Jēkabs Krastiņš	Gunta Zirnīte
Propaedeutics	Ilze Celma	Zane Šnore
Research	Ina MežiņaMamajeva	Sanita Litiņa
Latin	Gaida Preimane	Līva Bodniece

Highly qualified lecturers who are experts in the field and specialize in the topics of the respective study course are involved in the implementation of the study program. Due to the specifics of the content of some courses, several guest lecturers are involved (for example, Internal Medicine, Entrepreneurship, etc.).

Academically elected lecturers in the College have a mandatory participation in methodological and research activities. The results of the methodological and scientific activities of the academic staff are summarized once a year.

The results of the academic activity, pedagogical and professional development of the academic person are summarized once a year, including them in the annual self-assessment report of the study field, as well as for certain groups of staff they are linked to the principles of remuneration and motivation. Lecturers' achievements include a personal resume.

The College regularly plans and implements activities aimed at motivating the academic staff to engage in research (for example, lecturers in cooperation with students have the opportunity to

apply for the College's Research Grant projects). The teaching staff uses the research results, as well as the research results of other researchers, ensuring the provision of up-to-date knowledge to students in their study courses.

College cooperates with RSU Pedagogical Growth Center and provides an opportunity for new lecturers in the School of Young Lecturers to promote the ability of participants to independently implement innovative initiatives in their study courses and the modern interdisciplinary study program, cooperating with colleagues from other study programs.

During the academic year 2021/2022 , teaching staff became involved in the assessment of digital competencies using the DigCompEdu tool, which aims to support and encourage lecturers to use digital tools to promote education and innovation.

Since the licensing of the study program, the teaching staff regularly improves their qualification by participating in professional development events, conferences and publishing articles in academic publications.

Ināra Upmale, a senior lecturer in the study program, is also the author of several books, such as Clinical Procedures and Patient Safety. RSU RCMK, 2018; 422 p.

In order to develop digitalisation in the implementation of the study program and courses, lecturer Māra Pakalnišķe has successfully improved her qualification and further acquired Mg.ing in e-learning technologies and management and in cooperation with the College Methodology Department is actively involved in advising other lecturers on digital technology implementation and management.

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).

Lecturers' meetings

Lecturers' meetings are organized every other month, during which the topicalities of the study process are discussed, methodological seminars are organized (for example, on the definition of study results, application of interactive teaching methods, including digital applications and tools). Guest lecturers are also invited to lecturer meetings. As part of the Covid19 pandemic, meetings were held on the Zoom platform online.

Collegial observation

Colleges are actively involved in promoting mutual cooperation between lecturers, incl. lecturers are encouraged and the usefulness of the exchange of collegial experience or pedagogical practice is explained. For example, in 2021/2022. 7 collegiate observations took place online on the Zoom platform. On average, at least 2-4 collegiate observations are organized every semester.

Example of collegial observation: Guest lecturers Dārta Krēsliņa and Gints Vedļa cooperate within the study course “Obstetrics and Gynecology”, taking into account that in the study program “Treatment” there are several groups and lecturers implement this course together for several groups. The lecturers took part in a lecture / lesson next to each other, even if it took place on the Zoom platform. The lecturers discussed the organization of a better sequential course of the course, the creation of a test form before the course was implemented for students. Link to collegial observation protocol: collegial observation protocol.

Methods, organization of training for colleagues

In cooperation with the Methodological Department, lecturers are invited to organize open lectures or classes and share examples of good practice with other colleagues. For example, lecturer Māra Pašnišķe has demonstrated to other colleagues the use of **virtual laboratories** within the study course Microbiology and Physiology. Virtual labs are similar to simulation games, but they take place on a personal computer for each student. There is no need to invest a lot of time in setting up the laboratory and the time spent on the experiment or reaction is significantly reduced. The computer shortens this time and leaves more time to play and analyze multiple situations. The virtual labs were successfully used in the Covid19 pandemic, which was fully or partially implemented online.

An example of successful cooperation in exchange of experiance provided lecturer L. Bodniece, where she shared her experience in the implementation of the study course "Latin" in the **blended learning** with other lecturers, how she creates her study course in the e-learning environment Moodle, what activities and resources she uses. There were 2 such meetings on 23.03.2021. and March 26, 2021, where 4 lecturers participated in each of these occasions.

A good example of cooperation is the seminar / discussion conducted by the lecturer R.Šukele **on publication in scientific journals**, which attracted 8 listeners online and so many who asked to share the video recording.

On January 28, 2022, a workshop will be held, which will also be led by a College Lecturer to share her experience **on working with a Google Account, Google Drive, spreadsheets.**

Exchange of study course descriptions and simulated environment scenarios

In the e-learning environment Moodle lecturers have access to descriptions of other colleagues' study syllabi as well as scenarios developed by other lecturers for a simulated environment. Such a section was created so that the lecturers know better the content of supplementary and successive study courses and the presentation of topics. These course descriptions are downloadable from this site but are not editable. In terms of content, lecturers cannot change the descriptions from this site, only get acquainted with the organization and management of courses planned by other colleagues, or the description of the scenario for the application of the simulated environment method.

Analyzing the total number of students in the program with the number of lecturer programs, the ratio of lecturers to students is 1/5.

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	1_Treatment diploma and diploma supplement.pdf	1_Ārstniecība diploms un diploma pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	2_Treatment_Dynamics of the student count.docx	2_Ārstniecība Studējošo skaita dinamika.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	3_Treatment_Compliance of the national education standard.docx	3_Ārstniecība_Studiju programmas atbilstība valsts izglītības standartam.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)	4_Treatment_Compliance with the profession standard.docx	4_Ārstniecība_Studiju programmas atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	4.2. The study program “Treatment” complies with the specific regulatory framework of the respective field.docx	4.1._Ārstniecība _ atbilstība nozares specifiskajam normatīvajam regulējumam.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Treatment_Mapping Matrix.xlsx.xlsx	5_Ārstniecība_Kartēšanas matrica.xlsx.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Treatment_Study program plan.docx	6_Ārstniecība Studiju programmas plāns.docx
Descriptions of the study courses/ modules	7_Treatment _Study course descriptions (syllabi).zip	7_Ārstniecība_Studiju kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	8.Internship Regulations.docx	8.Prakses nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Therapeutic Massage (41722)

Study field	*Health Care*
ProcedureStudyProgram.Name	*Therapeutic Massage*
Education classification code	*41722*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Una*
Surname of the study programme director	*Veseta*
E-mail of the study programme director	*una.veseta@rcmc.lv*
Title of the study programme director	*Dr.paed*
Phone of the study programme director	*+371 6727 3154*
Goal of the study programme	*To prepare highly qualified and competitive masseurs-medical persons, promoting professional growth and personal development of students during their studies, developing competencies to provide society with modern health care independently, professionally and socially responsibly.*
Tasks of the study programme	*To develop the competence to implement evidence-based treatment process in compliance with ethics, human rights and confidentiality in the professional activity.* *To develop knowledge, skills and competences in the masseur's profession, and to facilitate the creation of independent creative personality.* *To develop the competence to implement the caring process, ensuring the quality and development of masseur's practice, implementing individual-focused care.* *To develop the ability to meet the public health needs in the health care and rehabilitation, as well as the competence in organizing the work of masseur.* *To develop the skills to ensure and facilitate the patient's participation in the caring process.* *To promote the development of masseur's pedagogic competence, by educating patients, their family members in the facilitation and maintenance of public health.* *To promote the competitiveness of graduates in changing social economical conditions in the Latvian labour market.* *To develop the skill to continuously improve personally and professionally, developing the identity and autonomy of the masseur's profession, using critical thinking in decision-making and the latest evidence-based scientific achievements.* *To promote the capacity of knowledge in the understanding and competencies of the Health Technology Ecosystem.* *To promote the understanding about the masseur's role in the health care system.* *To promote professional cooperation skills to work in a team, proving secure and effective patient care, complying with the highest patient safety standards and excellence in the patient care.*

Results of the study programme	*Knowledge:* *Knows the development of basic principles of various types of massage, rehabilitation, hydrotherapy and classical natural healing in health promotion, and techniques, indications and contraindications of segmental, manual lymphatic drainage, sports, point, connective tissue, feet, vacuum, underwater massage, massage for pregnant women, children, massage with various massage devices and massage in aesthetic medicine.* *Analyzes and explains classical massage indications, contraindications and methods in case of heart - circulatory, respiratory, digestive, nervous, sensory organs, musculoskeletal system disorders.* *Explains basic human needs, basic concepts of care, principles of educating a patient, regulatory documents regulating professional activities, basics of ethics, and research principles in masseur's practice.* *Knows the business basics, principles of company and project organization, planning and management theory, accounting, masseur's work documentation, record-keeping, information technologies and issues concerning employment relations.* *Explains the patient's examination - skin, subcutaneous tissue, connective tissue, musculoskeletal, posture assessment, constitutional features, and recognizes musculoskeletal, nervous, circulatory and lymphatic system disorders and diseases, as well as the developmental characteristics of children and the composition and properties of massage substances.* *Knows the principles of maintaining a safe environment in patient care, infection control, masseur safety, protection and basic principles of emergency medical care.* *Skills:* *Performs classical, segmental, manual lymphatic drainage, sports, point, connective tissue, feet, vacuum, underwater massage, massage for pregnant women, children, or massage with medical devices, according to the patient's current health condition.* *Works in a team, complies with the norms of medical ethics, educates patients and their relatives about massage procedures, their course, impact on the body, within the framework of his/her professional competence and qualifications, in compliance with laws and regulations governing the medical treatment, business and employment relations, and the latest scientific research in the field.* *Documents the massage results, ensuring storage of medical documentation, confidentiality, prepares accounting and financial documents necessary for professional activities, using information technologies and office equipment.* *Observes the correct posture, ergonomic work posture, personal hygiene, environmental, labour protection, fire safety, electrical safety regulations and is able to provide emergency medical aid.* *Competencies:* *Is able to massage the patient's appropriate body area, taking into account his/her health condition, the required intensity of the procedure, duration and care after the massage.* *Is able to plan and organize his/her work in accordance with the requirements of medical legislation, working independently or in a team, to establish professional dialogue and educational work, to observe professional ethics and implement the latest evidence-based achievements in health care.* *Is able to use and meet the requirements of laws and regulations governing the business and employment relations, and to use information technologies for the performance of his/her activity.* *Is able to comply with infection control measures, labour protection, fire safety, environmental protection regulations, and act appropriately in life-threatening situations, to provide first aid and emergency medical aid.*
Final examination upon the completion of the study programme	*State examination consists of the defence of the qualification paper/thesis, the qualification exam - the theoretical part and the qualification exam - the practical part.*

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)	*general or vocational secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	*Massage therapist*

Places of implementation

Place name	City	Address
Red Cross Medical College of Riga Stradiņš University	RĪGA	JĀŅA ASARA IELA 5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1009

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.

Table No.44

Changes in the study program

2015./2016. study year	2021./2022. study year
The main components of the study programme **General education study courses:** (humanities; social sciences; natural sciences, engineering and information technology) **20 CP** **Branch study courses** (compulsory training courses; specific profession training courses; Optional part) **36 CP** Internship **16 CP** Qualifying paper **8 CP**	**The main components of the study programme** **General education study courses** (humanities; social sciences; natural sciences, engineering and information technology) **20 CP** **Branch study courses** (compulsory training courses; specific profession training courses; Optional part) **36 CP** Internship**16 CP** Qualifying paper **8 CP**

In the first study year, the **Business module** 2021/2022 has 2 CP, including the study course Record Keeping and Information Literacy. In the second study year, Business module follows with the remaining 4 CP, including the study courses Basics of Economics and Entrepreneurship, Accounting, Project Preparation and Management. In the beginning year of the programme, the Business module was implemented in the 1st study year in the amount of 6 CP.

Changes were made in order to implement the courses as much as possible, when students are ready for the course and basic knowledge has already been acquired. For example, Accounting is more relevant for students in the 2nd year in the 2nd semester, when students are more aware of themselves as specialists in the field - future self-employed people who will have to take care of accounting themselves. For example, Record Keeping and Information Literacy is more useful for students in the 1st year of study.

Medical rehabilitation (Basics of Rehabilitation, Basics of Hydrotherapy) in the academic year 2021/2022 planning in the 1st study year in the amount of 2 CP, although in the year of the program implementation it was implemented in the 2nd study year, also in the amount of 2 CP.

The study course **Labor Protection and Ergonomics** in the academic year 2021/2022 is plannining in the 1st year of study in order to prepare students for responsible ergonomics in a timely manner, because the course Classical Massage is already in the 1st year, where ergonomics must be known and applied.

The study course **Propaedeutics** in the academic year 2021/2022 is plannining in the 2nd

semester of the 1st study course, when anatomy and physiology have already been mastered, but the study course **Pedagogy** is implemented in the 1st semester of the 1st study course. In the year when the programme was launched, the semesters were the opposite. Such changes have been made to create a better succession with other study courses.

2021/2022 In the academic year, it is planned to implement the study course Massage for various diseases, which was not in the initial plan of the program. In the initial plan of the programme, this course was replaced by the study course **Maternity Massage.** As the skills and knowledge of the course Maternity Massage are better covered with the course Classical Massage, there was no need to implement this course separately. According to the requirements of the industry and also the students' suggestions in the surveys, the study course Massage for various diseases was created, emphasizing more directly the connection of knowledge and skills in treatment, namely, performing massage for various diseases.

Assessing the changes in general, it must be concluded that they have mostly affected the movement of study courses by study years and semesters in order to form a better succession of study courses with other study courses, the changes have not been in the amount of CP.

No changes were made in the formulation of the learning outcomes of the study program.

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.

According to the Latvian education classification, the study code of the study program Therapeutic Massage is **41 722**. The aim of the study program follows from the 5th level of the Latvian Qualifications Framework (LQF) corresponding to Level 1 professional higher education. These competencies are taken into account when creating a professional standard related to the competencies of the LQF. The study program is developed based on the professional standard, determining the goals, tasks, and results.

The title of the study program, "Therapeutic Massage", is related to the name of the study field and corresponds to the professional qualification to be obtained - a masseur. The minimum requirements for obtaining the professional qualification for the regulated profession "masseur" in the field of health care are determined on 24.03.2009. Cabinet Regulation No. 268 “Regulations regarding the Competence of Medical Practitioners and Students Acquiring First or Second Level Professional Higher Medical Education Programs in Medical Treatment, and the Amount of Theoretical and Practical Knowledge of These Persons” Paragraph 7.5

The title of the study program shows precisely that in the study process, students will study different types of massage, including massage with various massage devices and massage in aesthetic medicine.

The following normative documents were taken into account when creating the study program "Therapeutic Massage":
1. 02.11.1995 "Law on Higher Education Institutions"; 10/29/1998 "Education Law"; 6/10/1999

"Vocational Education Law"; 10/1/1997 "Medical Treatment Law" (with amendments on 25.07.2012); 7/20/2021 "On Regulated Professions and Recognition of Professional Qualifications"
2. MK 20.03.2001. Regulation No. 141 "Regulations on the State Standard for First-Level Professional Higher Education", 24.03.2009. Cabinet Regulation No. 268 "Regulations regarding the competence in medical treatment of medical practitioners and students who acquire first or second level professional higher medical education programs, and the amount of theoretical and practical knowledge of these persons";
3. MK 03.09.2013. Regulation No. 756 "Amendments to the Cabinet of Ministers Regulations No. 461 "Regulations on the Classifier of Professions, Basic Tasks and Basic Qualification Requirements Corresponding to the Profession and the Procedure for Using and Updating the Classifier of Professions", which include the standard of the profession of Masseur;
4. MK 16.04.2013. Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents";
5. Recommendations of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning, ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area;
7. Riga Stradins University Agency "Riga Stradins University Red Cross Medical College" Regulations and regulatory enactments and internal documents regulating the study process.

Aim of the study programme. To prepare highly qualified and competitive masseurs-medical persons, promoting professional growth and personal development of students during their studies, developing competencies to provide society with modern health care independently, professionally and socially responsibly.

The tasks of the study program are designed in accordance with the standard of *masseur* profession. (Professional standard available: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-149.pdf)

Study programme objectives:

1. To develop the competence to implement evidence-based treatment process in compliance with ethics, human rights and confidentiality in the professional activity.
2. To develop knowledge, skills and competences in the masseur’s profession, and to facilitate the creation of independent creative personality.
3. To develop the competence to implement the caring process, ensuring the quality and development of masseur’s practice, implementing individual-focused care.
4. To develop the ability to meet the public health needs in the health care and rehabilitation, as well as the competence in organizing the work of masseur.
5. To develop the skills to ensure and facilitate the patient's participation in the caring process.
6. To promote the development of masseur’s pedagogic competence, by educating patients, their family members in the facilitation and maintenance of public health.
7. To promote the competitiveness of graduates in changing social economical conditions in the Latvian labour market.
8. To develop the skill to continuously improve personally and professionally, developing the identity and autonomy of the masseur’s profession, using critical thinking in decision-making and the latest evidence-based scientific achievements.
9. To promote the capacity of knowledge in the understanding and competencies of the Health Technology Ecosystem.
10. To promote the understanding about the masseur's role in the health care system.
11. To promote professional cooperation skills to work in a team, proving secure and effective patient care, complying with the highest patient safety standards and excellence in the patient care.

Learning outcomes

The learning outcomes to be achieved by the study program are formulated based on the knowledge, skills and competencies defined in the Latvian qualification framework for the 5th qualification level and the requirements included in the professional standard. Learning outcomes to be achieved by the study program are aligned with the aim of the study program, tasks, and the qualification "masseur" obtained.

Table No.46

Learning outcomes

Knowledge	Skills	Competences
Knows the development of basic principles of various types of massage, rehabilitation, hydrotherapy and classical natural healing in health promotion, and techniques, indications and contraindications of segmental, manual lymphatic drainage, sports, point, connective tissue, feet, vacuum, underwater massage, massage for pregnant women, children, massage with various massage devices and massage in aesthetic medicine.	Performs classical, segmental, manual lymphatic drainage, sports, point, connective tissue, feet, vacuum, underwater massage, massage for pregnant women, children, or massage with medical devices, according to the patient's current health condition.	Is able to massage the patient's appropriate body area, taking into account his/her health condition, the required intensity of the procedure, duration and care after the massage.
Analyzes and explains classical massage indications, contraindications and methods in case of heart - circulatory, respiratory, digestive, nervous, sensory organs, musculoskeletal system disorders.	Works in a team, complies with the norms of medical ethics, educates patients and their relatives about massage procedures, their course, impact on the body, within the framework of his/her professional competence and qualifications, in compliance with laws and regulations governing the medical treatment, business and employment relations, and the latest scientific research in the field.	Is able to plan and organize his/her work in accordance with the requirements of medical legislation, working independently or in a team, to establish professional dialogue and educational work, to observe professional ethics and implement the latest evidence-based achievements in health care.

Explains basic human needs, basic concepts of care, principles of educating a patient, regulatory documents regulating professional activities, basics of ethics, and research principles in masseur’s practice.	Documents the massage results, ensuring storage of medical documentation, confidentiality, prepares accounting and financial documents necessary for professional activities, using information technologies and office equipment.	Is able to use and meet the requirements of laws and regulations governing the business and employment relations, and to use information technologies for the performance of his/her activity.
Knows the business basics, principles of company and project organization, planning and management theory, accounting, masseur’s work documentation, record-keeping, information technologies and issues concerning employment relations.	Observes the correct posture, ergonomic work posture, personal hygiene, environmental, labour protection, fire safety, electrical safety regulations and is able to provide emergency medical aid.	Is able to comply with infection control measures, labour protection, fire safety, environmental protection regulations, and act appropriately in life-threatening situations, to provide first aid and emergency medical aid.
Explains the patient's examination - skin, subcutaneous tissue, connective tissue, musculoskeletal, posture assessment, constitutional features, and recognizes musculoskeletal, nervous, circulatory and lymphatic system disorders and diseases, as well as the developmental characteristics of children and the composition and properties of massage substances.		
Knows the principles of maintaining a safe environment in patient care, infection control, masseur safety, protection and basic principles of emergency medical care.		

Upon graduating from the study program, the student obtains a diploma of the first level professional higher education and the qualification "masseur". The awarded qualification envisages the acquisition of the necessary knowledge, skills and competencies, which are provided by the evaluated study program "Therapeutic Massage". For example, the professional standard mentions several tasks, the knowledge, skills, and competencies included in the content of the study program and corresponding to the title of the study program, "Therapeutic Massage".

The content and implementation plan of the study program “Therapeutic Massage” is unified and developed by coordinating it in the joint Council of the study programme “Therapeutic Massage” of the RSU agency “RSU Red Cross Medical College” and RSU Liepāja Branch. The content of the programme complies with its aims to prepare and provide qualified masseurs who can meet the demand of the public health care for massage specialists.

Supervision of the implementation of the study programme and its quality is ensured by the head of the study programme, who evaluates the study process and study results by analyzing the results of student surveys, changes in labour market trends and current events in the industry and the world. The necessary changes in the study program are evaluated and agreed upon in the joint study program council and the study field “Health Care” internal study quality council.

The Study Council monitors and ensures the quality of studies, prepares recommendations and provides significant support to the study programme managers in solving current issues, and it plays an important role in the process of internal quality assurance. It also monitors the compliance of the content of the study programme with the requirements of Latvian and EU legislation, public interests and labour market requirements.

Each academic year, the head of the study course reviews and supplements the description of his/her study course. The changes in the study course content is approved by the Study Quality Council. The content of the study course is revised by the Specialist of the Methodology Department of the RCMC, returning it to the head of the course for making adjustments, if needed.

Example: at the meeting of the Study Council in the study programme “Therapeutic massage”, in Riga, 16.01.2019, it was decided to postpone the study course “Propedeutics” to the 2nd semester, when Anatomy and Physiology is learned, but Pedagogy — to the 1st semester. To achieve the study course “Massage for pregnant women” skills and knowledge in the “Classical Massage” study course, and to create a new study course “Massage for various diseases".

Changes are made to the content of the study course “Introduction to alternative types of massage”, taking into account current events in the field both in Latvia and in the world.

Admission conditions

Admission to the College takes place in the first level professional higher education study programmes in the study direction “Health Care”. Admission requirements are evaluated at the meeting of the relevant department, based on the statistical data compiled by the study programme and the results achieved by students in studies, in consultation with employers. All necessary information on admission requirements is published on the College's website. The Admission Regulations for 2022/2023 are available here.

Those who have previously obtained education in accordance with the level of general secondary education specified in the Republic of Latvia, which is confirmed by a relevant document, may start studies at the College. An evaluation criterion has been set for admission to studies - the result of CE compulsory examinations in Latvian, foreign language and mathematics.

Citizens and non-citizens of the Republic of Latvia, as well as persons who have been issued permanent residence permits in the Republic of Latvia are admitted to the College through a competition.

Admission to the study programme “Therapeutic Massage” includes the following:

- Application to the studies;
- Competition for the study places;
- Announcement of competition results;

- Conclusion of the study agreement;
- Recording onto the list of students (immatriculation).

The student admission is provided by the College's Admission Commission that acts according to the Admission Regulations. Information on the admission process is placed on the College's website www.rcmc.lv.

Applicants for full-time studies are immatriculated in study programmes on the basis of a joint competition, based on the results of all passed centralized examinations (hereinafter - CE) in **Latvian, foreign language** (English, German, Russian) and **mathematics** for general secondary education. The competition is computerized, summing up the points according to the evaluation levels of the centralized examinations according to the evaluation obtained in the competition in the points system.

In the first level professional higher education study programmes at the College, students in the study direction "Health Care" have the opportunity to equate:

- previously acquired formal education - study courses acquired in other higher education institutions;
- knowledge, skills and competences acquired through professional experience and outside formal education.

The procedure for equation is set out in the following documents:

- The regulatory document "Guidelines on the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Study Results Achieved in Previous Education at the Red Cross Medical College of Riga Stradiņš University" approved at the meeting of the College Council on 27 June 2019.

The said document, issued on the basis of the relevant external regulatory documents, determines the documents that students must submitted for equation. The document also sets out how and in what way the Commission for the assessment and recognition of learning outcomes achieved in previous education or professional experience, which carries out the equation and recognition procedure, is to be approved.

In case the implementation of the RSU RCMC study program "Therapeutic Massage" is interrupted, the RSU Liepāja branch undertakes to provide students of this study program with an opportunity to continue their studies at the RSU Liepāja branch. An agreement (https://drive.google.com/file/d/1f2tcVQ_Ht_2PMJp410KnOr8sFacel3Zl/view) has been concluded between Riga Stradins University and the Red Cross Medical College of Riga Stradins University.

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

Economic and social substantiation of study program development

This chapter will analyse the economic and social substantiation of study program development. The substantiation will be provided with data and facts about the current situation in the labour market and the need for educated employees.

The significance of the "Therapeutic massage" study program. The profession of massage

therapist has changed considerably in Europe in recent years, gaining widespread recognition and emerging as an independent, high-quality discipline among other professions of physical therapy and rehabilitation. In Latvia as well these shifts have facilitated changes in the Medical Treatment Law, ***which since 2012 stipulates that a massage therapist is a medical practitioner and they require a 1st level professional higher education.*** The topicality of the study program is mainly determined by the labour market, its requirements and opportunities. After acquiring the "Therapeutic Massage" study program, graduates have the opportunity to fully integrate into the labour market - this is indicated by the responsiveness of rehabilitation centres, inpatient rehabilitation departments and the responsiveness of medical practices and their opinion that the study program is relevant and necessary to supplement high-quality human resources for health care. There are more than ten rehabilitation centres in Latvia, rehabilitation and physical therapy departments are located in all multi-profile medical institutions and regional hospitals. The following results have been obtained by conducting a survey of Therapeutic massage employers - in Riga and the Riga region, and in the Vidzeme region at least 15 graduates, and in the Kurzeme and Zemgale region - up to 15 graduates are required with the qualification of Massage Therapist per year. The data were obtained by interviewing the VSIA National Rehabilitation Centre "Vaivari", SIA Rehabilitation Centre "Līgatne", Riga Municipality SIA "Riga 1st hospital" polyclinic "Šarlote", University of Latvia Social Pediatric Centre and medical rehabilitator private practices, general practitioner private practices and the management of regional hospital Rehabilitation departments.

Employment of graduates

The no 47 provides an overview of nationally obtained data on graduate employment rates. Unfortunately, there is no data available for each of the qualifications. As can be seen in the table No.47, the RSU Red Cross Medical College has employed the most graduates as a percentage of the number of graduates in 2018, evaluating the employment of all medical college graduates. The share of the unemployed is the lowest in comparison with other medical colleges, which is a very positive achievement.

Table No.47

Analysis of graduates' employment in 2018 (Data source: Higher education graduates monitoring tool (*available only in Latvian*)

College	Number of graduates	Share of employees %	Unemployment rate %	Proportion of economically inactive %	Share of emigrants, %
The Red Cross Medical College of Rīga Stradiņš University	172	**94,77**	**1,16**	4,07	0,00
Riga Medical College of the University of Latvia	239	93,72	1,67	3,35	0,00
Riga First Medical College of the University of Latvia	178	94,38	1,69	3,37	0,00
P. Stradins Medical College of the University of Latvia	347	88,47	4,03	5,48	0,0
Daugavpils Medical College	64	84,38	3,13	9,38	0,00

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.

We are analyzing the total number of students from 2016/2017. until 2020/2021 The number of students for the study year is growing every year.

Realizācijas vieta	***Study year***	***Private financing (number of students)***	***State budget places (number of students)***
RSU SKMK	*2019./2020.*	83	10
RSU SKMK	*2018./2019.*	70	8
RSU SKMK	*2017./2018.*	75	6
RSU SKMK	*2016./2017.*	71	3
RSU SKMK	*2015./2016.*	30	0

The drop-out percentage is 12% in 2018, 12% in 2019 and 8% in 2020. The most common reason could be the non-fulfilment of study contract obligations (which includes study debts unjustified delays). Critically 2020/2021. During the academic year, the drop-out rate caused by the Covid19 pandemic in Latvia and the world was the most common reason for students to choose to discontinue their studies.

The number of graduates did not change much during the reporting period, noting the trend that this profession is in demand. Detailed information is available in the appendix to this section.

In the study program "Therapeutic Massage", students mainly study for personal financial resources.

Detailed information is available in the appendix to this section.

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).

Grounds for creation and agreement on further implementation of the program

Rīga Stradiņš Universy and The Red Cross Medical College of Rīga Stradiņš Universy, taking into account the experience and knowledge, with the aim to create a high standard study program, agree to jointly develop and implement a joint 1st level professional higher education study program "Therapeutic Massage".

In order to successfully develop, license, accredit and implement the Program, Riga Stradins University and RSU Red Cross Medical College agreed to establish a Program Council, whose task was to monitor and coordinate the activities required to develop and implement the Program. The council consisted of 5 people and 3 from RSU SKMK and 2 from RSU. Each party undertook to implement at least 1/10 of the joint study program, as well as to ensure the organization of research work within the Program. Each party independently registers the enrolled student data in the student database of each party, matriculates self-employed students after receiving the tuition fee in accordance with the provisions of the Study Agreement, issues a diploma and awards a professional qualification only after completing the study program. Each party is independently responsible for its established obligations, independently determines the pricing of additional services, such as copying. The Parties undertake to agree on common rules for setting common requirements for the implementation of the program, final examinations, award of professional qualifications, content of the diploma supplement. Agreement on the development and implementation of a joint 1st level professional higher education study program "Therapeutic Massage"

The composition of joint study program council:

Studiju programmas īstenošanas vieta	Vārds, uzvārds	Akadēmiskais amats
Riga Stradins University Liepājas branch	Dina Berloviene Gunta Bēta Jānis Vizulis	Lecturer Head of the Study Department, Assistant Professor 2nd year student
Red Cross Medical College of Riga Stradins University	Una Veseta Ināra Upmale Liene Veitnere Iļja Zarembins	Director of the study program "Therapeutic Massage" Program Manager, Assistant Professor Head of the Study Department, Guest Lecturer 2nd year student

Joint Study program council to ensure an efficient study process in the study program "Therapeutic Massage":

- changes in the study program implementation plan (number of contact hours, in the proportional distribution of study courses within the study course, etc.);
- Changes in the study program (replacement of Mandatory Part A study courses with new ones); offer of new study courses in Optional Part).
- Examines and proposes changes in study examination papers (final examination of the study course change of questions, proportional distribution of questions within the study course, practical changes in the content and scope of tasks, etc.).

At Riga Stradiņš University Liepaja Branch and Riga Stradiņš University Red Cross Medical College,

academic staff mobility and participation in the State examination commissions is provided.

Mutual participation of lecturers in the joint study program within the framework of State examinations

	Qualification **supervisors** (name and surname)		**Reviewers** of qualification papers (name and surname)		Participation in the work of the **State Examination Commission** (name and surname)	
Academic study year	Red Cross Medicas College or Rīgas Stradiņš university lecturers who have supervised the qualification works of Rīgas Stradiņš university Liepāja branch students	Rīgas Stradiņš university Lecturers of the Liepāja branch who have supervised Red Cross Medicas College or Rīgas Stradiņš university student qualification papers	Red Cross Medicas College lecturers who have reviewed the qualification papers of Rīgas Stradiņš university Liepāja branch students	Rīgas Stradiņš university Liepāja branch lecturers who have reviewed the qualification papers of Red Cross Medicas College students	Red Cross Medicas College lecturers who participated Rīgas Stradiņš university Liepāja branch in State examination commissions	Rīgas Stradiņš university Liepāja branch lecturers who participated Red Cross Medicas College in State examination commissions
2020./2021	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2019./2020	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2018./2019	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2017./2018	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2016./2017	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2015./2016	There were no topics	There were no topics	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene

* topics are reviewed and coordinated by the Joint Council of the Study Program

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.

Topicality and relevance of the content of the study courses to the needs of the industry and the labor market

The content and implementation plan of the study program “Therapeutic Massage” is unified and created by coordinating it in the council of the joint study program “Therapeutic Massage” of the RSU agency “RSU Red Cross Medical College” and RSU Liepāja branch. The content of the program is in line with its goal of training and providing qualified masseurs who are able to meet the public health care needs of massage professionals.

The supervision of the implementation and quality of the study program is ensured by the head of the study program, who evaluates the study process and study results by analyzing the results of student surveys, changes in labor market trends and current events in the industry and the world.

The Study Council monitors and ensures the quality of studies, prepares recommendations and provides significant support to the study program managers in solving topical issues, and it plays an important role in the process of ensuring internal quality. Also, monitors the compliance of the content of the study program with the requirements of Latvian and EU legislation, public interests and labor market requirements.

Each academic year, the head of the study course reviews and supplements the description of his / her study course. Changes in the content of the study course are approved by the Study Quality Council. The content of the study course is reviewed by a specialist of the methodological department of SKMK, if necessary, it is returned to the course leader for corrections.

Example: in the study program “Therapeutic Massage” at the Study Council meeting in Riga, 16.01.2019. it was decided to transfer the study course Propaedeutics to the 2nd semester, when Anatomy and Physiology have already been tought, but Pedagogy to the 1st semester. The study course Maternity Massage skills and knowledge to achieve the Classical Massage study course, and to create a new study course Massage for various diseases.

The content of the study course Introduction to Alternative Types of Massage is being changed, taking into account the current events in the field both in Latvia and in the world.

Mapping analysis of the study programme and study course results

Information included in the study courses derives from the aims of the study course and the results to be achieved, which, in turn, derive from the aim of the programme and the results to be achieved. The link is clearly visible from the study programme mapping. The mapping results show that sectoral study courses such as “Classical massage”, “Medical rehabilitation”, “Information literacy”, and “Paediatrics and massage for children” more often are linked with the study programme results to be achieved. It can be concluded that they are irreplaceable study course for the implementation of the study programme.

Most study courses provide students with such competencies as the ability to plan and organize their work in accordance with the requirements of medical legislation, working independently or in a team, establish professional dialogue and educational work, observe professional ethics and implement the latest evidence-based achievements in health care.

The next most frequently mentioned competence in study courses related to the competence of the study programme is the competence related to the ability to assess the patient's health, prepare patients for massage, evaluate the contraindications of massage for each patient individually and understand the physician's instructions.

Knowledge gained in the study courses and skills developed in practical lessons ensure the development of the following knowledge and skills: to explain the patient's examination - skin, subcutaneous tissue, connective tissue, musculoskeletal, posture assessment, constitutional features, and recognizes musculoskeletal, nervous, circulatory and lymphatic system disorders and diseases, as well as the developmental characteristics of children and the composition and properties of massage substances. To work in a team, complies with the norms of medical ethics, educate patients and their relatives about massage procedures, their course, impact on the body, within the framework of his/her professional competence and qualifications, in compliance with laws and regulations governing the medical treatment, business and employment relations, and the latest scientific research in the field. To assess and document the patient’s current health condition, to understand the physician’s instructions regarding the patient's disease, stage of disease, type of massage, localization, aims and effects of substances used during massage.

In contrary, the result to be achieved in the study programme “to analyze and explain classical massage indications, contraindications and methods in case of heart-circulatory, respiratory, digestive, nervous, sensory organs, musculoskeletal system disorders” relates ontly to three study courses.

In order to strengthen the students' knowledge, in the second study year a new study course “Massage for diseases” was introduced in the study programme.

16 of 33 study courses relate to 3 results to be achieved in the programme, 10 courses relate to 4 results to be achieved in the programme, and 7 courses relate to 5-7 results to be achieved in the programme. At least 2 study courses correspond to each achievable result of the programme, but on average they are 8 courses.

Compliance of the Study Programme “Therapeutic Massage” to the Occupational Standard

The study courses in the study programme “Therapeutic Massage” are arranged in modules. The study course module ‘Introduction to Profession’ includes the study course ‘Fundamentals of Health Care and Work Organization’ and the study course ‘Professional Ethics’. The module of the study course ‘Medical Terminology in Foreign Languages’ includes both Latin, English and Russian languages. The psychology module includes the study courses ‘Fundamentals of Psychology’ and ‘Professional Communication’, while the ‘Entrepreneurship module’ includes business-related study courses and ‘Information Literacy’. The new professional standard pays much more attention to the security of information and communication systems, as well as greater emphasis on evidence-based achievements in the professional sector.

The new professional standard put more emphasis on knowledge at the level of understanding and use in the direction of Information Literacy. It is planned to learn the principles of operation of antivirus software, computer and office equipment and the security of the information system, which was not so emphasized in the equivalent professional standard. In the academic year 2022/2023, those knowledge will be integrated into the study course "***Information Literacy***".

In the academic year 2022/2023, the module "***Medical Rehabilitation***" will have to review the usefulness of the study course "Water Healing". So far, the number of hours devoted to the course is relatively small, which does not ensure full mastering of the course. The new professional standard also does not provide for the acquisition of such knowledge.

In turn, in the module "***Special Massages***" In the academic year 2022/2023., the usefulness of the sections on "points" in the study course "***Point and Foot Massage***" should be reviewed, as

such knowledge is not required in the professional standard. The study course "***Sports and Connective Tissue Massage***" should be reviewed according to the same principle, where the acquisition of knowledge about connective tissues is not required in the new professional standard.

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

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

Lectures, practical classes

Studies are implemented in the form of lectures and classes, both individual tasks and creative work are organized, as well as group work for larger results and development of critical thinking. The works are presented by training speaking skills and public speaking skills. Clinical cases are analyzed, role-plays (patient or client / masseur) discussions are developed to develop professional teamwork and communication skills.

Materials in e-learning environment

The e-learning environment *Moodle* contains presentations, text pages, video, audio and video recordings of lectures, tests, surveys.

Summative and formative evaluation

At the end of the study course the student receives a summative assessment, which is expressed in 10 points, but an integral part of each study course is formative assessment, feedback (oral or written commentary on the student's performance in the specific study course and its tests).

Creative approach to practical lessons using video

In the practical classes, both videos in the Internet environment, videos prepared by lecturers and filmed independently by students (both individual and group works) are used. The works are presented by training speaking skills and public speaking skills. Both miscarriages and clinical cases or role-plays (patient or client / masseur) and key discussions are analyzed to develop the ability to see good, mistakes and misunderstandings and to promote professional teamwork and communication skills.

Digital access to online state examinations

The organization of online state exams is fully implemented during emergencies when no gatherings are allowed. If the practical exam is not allowed in person, then an exam ticket is drawn in the e-learning environment, the student introduces the specific clinical case to the commission and demonstrates the performance of the massage in the Zoom environment. The theoretical exam takes place in the Moodle environment, students take a multiple-choice test in e-learning at a specified time, with the commission watching remotely in parallel on the Zoom platform to ensure academic integrity. The defense of the qualification papers takes place in the Zoom environment, in the usual presentation format.

Feedback

Feedback is a continuous part of all study time. The student receives an oral or written comment on his / her performance in the specific study course and its examinations.

Learning outcomes

In the autumn semester of the academic year 2021/2022, an extensive research was carried out at the College to assess 1) whether students read syllabi and learning outcomes; 2) students' self-assessment of how they consider whether the lecturers introduce with the requirements of the course at the beginning of the semester and whether at the end of the course students agree that they have obtained learning outcomes; 3) the opinion of the lecturers was also asked to express their opinion on the methods and techniques that best acquaint the students with the content of the syllabus and the learning outcomes to be achieved.

The results show that the syllabus in the study program Massage are read. In the 1st and 2nd year, a total of 21 syllabi were evaluated. In the 1st and 2nd year there are 10 syllabi, which are read by 14% - 18.2% of all students in the groups. 7 syllabi are read by 28.6% - 45.7% and 4 syllabi 51.4% - 60% of all students in the group. If reading categories are divided into 10 units from 0% -100%, then most students read 10% -20% reading category (10 syllabi). Overall, the results are positive. There are no syllabi that are read by less than 14% of all students in the group. Such statistics are obtained thanks to the analytical tools of the e-learning Moodle.

2) 67% of students fully agree and 23% rather agree with the statement that at the beginning of the course the lecturer introduced the necessary acquisition of knowledge, skills and competencies (clearly learning outcomes). 54% of students fully agree and 24% rather agree with the statement that the learning outcome (knowledge, skills, competencies) specified in the description of the syllabus were achieved during the study course.

3) When surveying lecturers, 90.5% of respondents are convinced that only a few students read the syllabi. When asked what methods the lecturer introduces to the students with the syllabi convincing majority 34% indicate that in the first lecture the introduction to the main sections of the study course description is introduced. The next most popular method is oral presentation (without presentation), indicated by 23%. 8.6% indicate that a separate MS Words or similar format report is prepared for students, which is easier for students to understand and more concentrated. 67% of lecturers indicate that they spend 10 minutes on the course description, 19% indicated that they spend 10-20 minutes and 5% spend about 20-30 minutes for introducing syllabus to students.

Principles of student-centered education

They are based on continuous discussion with students and mutual feedback. Regular meetings to inform students about the progress of the study process, answers to students' questions, suggestions using all possible forms of communication: face-to-face meetings, e-learning environment Moodle, e-mails, telephone conversations, text messages, *WhatsApp, Mesenger, etc.*

In the annex no 1 in chapter Other annexes is provided example of 3 study courses to clearly show what implementation methods have been used to achieve learning outcomes.

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 content and implementation plan of the study program “Therapeutic Massage” is unified and created by coordinating it in the council of the joint study program “Therapeutic Massage” of RSU agency “RSU Red Cross Medical College” and RSU Liepāja branch. The content of the program is in line with its goal of training and providing qualified masseurs who are able to meet the public health care needs of massage professionals.

In the 2nd annex in section "Other annexes" is provided an overview of the duration, purpose, objectives and deliverables of each placement.

Classical massage internship 4 CP. Aim - Application of the knowledge and skills acquired during the theoretical courses and practical lessons in practical work in communication with the employees of the internship, customers/patients and their relatives.

Special massage internship 4 CP. Aim - Application of the knowledge and skills acquired during the theoretical courses and practical lessons according to the health condition of a customer/patient.

Classical and special massage internship 8 CP. Aim - To strengthen the knowledge acquired in the programme of each course and to improve practical skills in working with patients of different ages in creating an effective communication process, health assessment, examining patients, providing emergency care and treatment, educating patients, creating a safe working environment, based on practical activities - ethical principles, complying with confidentiality obligation.

Prior to the practice, meetings are organized (depending on the epidemiological situation - in person or on the Zoom online platform) for students on the requirements of the practice, the practice Documentation and the practice places offered by the College. Students can get acquainted with the practice documentation in Moodle. At the end of the practice, the defense of the practice is organized.

Procedure for organizing practice remotely

According to the Cabinet of Ministers 12.03.2020. Order No. 103 “On Declaring an Emergency” The internship was organized remotely.

- The students created an opportunity to provide the Practice at home by performing the classical massage learned in practical classes, filmed it and a video (7 pieces) about performing a classical massage of certain parts of the body (neck massage, back massage, chest massage, hand massage, abdominal massage, lumbar - lumbar massage, foot massage) was inserted into the Moodle system.
- The practice supervisor evaluated the videos submitted by the students, commented on

them, and informed the students about what adjustments should be made for one of the massages.

- At the end of the practice, a video discussion and evaluation took place on the Zoom online platform.

This procedure only applied to the spring semester of 2020.

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.

In cooperation with experts in the field, directions of applied research are developed, which are coordinated at the meeting of the study programme “Therapeutic Massage” Council and approved by the College Scientific Council. The themes of students' final papers are relevant in the field and in the labour market, because they are selected during the internship and based on the latest scientific research. In medical institutions, classical massage, massage for various diseases are mostly practised. Thereby these themes and the masseur's work specifics are explored more.See image no. 34 on the most frequently chosen research directions.

During the 2020/2021 academic year, topics related to COVID-19 became topical and significant. There were also researches on massage during childbirth, reduction of scars, improvement of short-term memory.

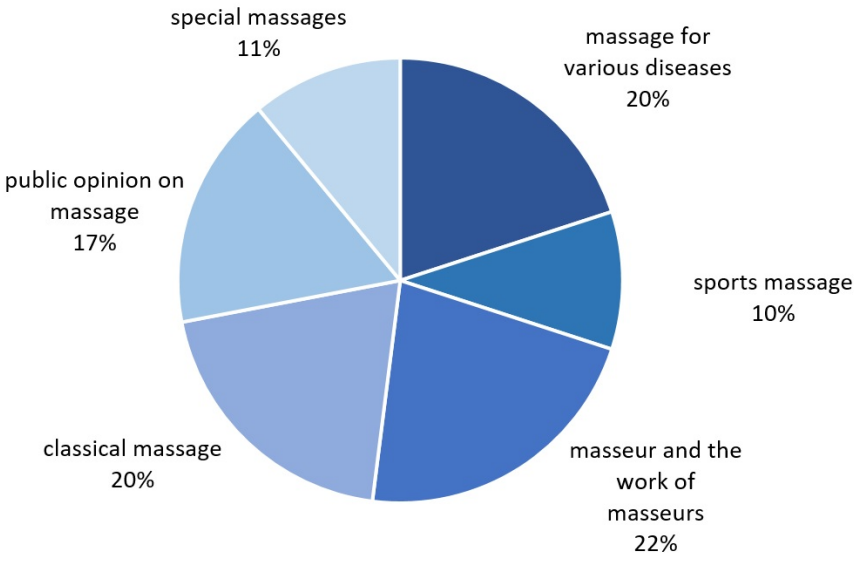


Figure No.34

Summary of Themes of Student Qualification Papers

Average evaluation of the results of the state examination in the defense of the qualification paper 2018/2019. in the spring semester of the academic year was **7.8** (defended by 22 students). 7 graduates have a very high level of acquisition (10 and 9 points were obtained). High level of acquisition (8 and 7 points) was recognized for 11 graduates. Average level of acquisition (6.5.4 points) for only 4 graduates.

2019/2020 in the spring semester of the academic year was **7.3** (defended by 27 students). The level of acquisition is very high for 5 graduates (10 and 9 points were obtained). High level of acquisition (8 and 7 points) was recognized for 14 graduates and average level of acquisition (6,5,4 points) for 9 graduates.

Average evaluation of qualification works in 2020/2021. study year **7.53**. RSU RCMC Average evaluation of the results of the state examination in the defense of the qualification paper 2020/2021. there were 8 study years (defended by 29 students). 8 graduates have a very high level of acquisition (10 and 9 points were obtained). High level of acquisition (8 and 7 points) was recognized for 14 graduates.

Average evaluation of qualification works of RSU Liepāja branch in 2020/2021. study year **7.53.**

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.

Students and lecturers have access to **modern equipmen**t — 45 computer units, 15 video projectors are used in the study process, free access to the Internet is provided, the latest technologies are available as a result of ESF co-financed projects, including computerized procedure and emergency medical training models, 6 interactive boards, anatomical models.

In order to improve the study process of the students of the study program “Therapeutic Massage”, **in September 2020, a new practical room for therapeutic massage was opened in the College** (see Figure No.35), which is as close as possible to the massage room in the real work environment. The new cabinet is equipped with 11 modern massage couches, which are equipped with a support specifically for the face, which ensures maximum comfort during the procedures. Purchased 5 multifunctional trolleys, towels, disposable blankets. A separate training laboratory with built-in furniture and a sanitary unit has been set up for practical massage classes. The room has also been designed to create a pleasant and relaxing atmosphere, which is ensured by the ascetic design of the room and various accessories.

Figure No.35

Therapeutic massage practical rooms

In general, the College's study rooms are equipped to organize the study process according to various simulated situations. Students can learn to use methodological materials in CD format, as well as train independently in care rooms, improving their knowledge, skills and competencies in procedural standards. The College students have access to a computer room where they can complete the independent work exercises in the study subjects.

Resources available in the **library** for the implementation of the study programme:

Students of the RSU Red Cross Medical College can receive study literature both in the RSU Central Library (Dzirciema Street 16, Riga) and in the RSU Library "Information Centre for Latvian Health Care Specialists" (J. Asara Street 5, Riga), where literature is available in Latvian, Russian, English and German. The RSU Library is accredited and it has a library status of national importance. The RSU Library offers the following resources: resource catalogues on the Internet; a catalogue of provision of study subjects; RSU academic staff publications; books; periodicals; article archive; CDs and DVDs; filing cabinets. Resources offered by the Library in the Internet (databases and catalogues): Latvian joint catalogues (electronic joint catalogue of 8 libraries, joint catalogue of higher education institutions and special libraries, virtual joint catalogue of Kurzeme); subscribed online databases (e.g., *Letonika, LURSOFT, NAIS, Nozare.lv, EBSCO* database, *SAGE Publications* database, *Cambridge Journals Online (CJO)* database, *Science Direct, Springerlink, OVID, PubMed*); WHO Depository Library; E-book and e-journal databases; online periodicals; dictionaries; foreign medical associations; access to other libraries.

On May 28, 2021, ar RSU RCMC t**he online student olympiad "Massage Skills** 2021" took place. RSU Red Cross Medical College was represented by two students of the programme "Therapeutic Massage" - Andrejs Kiseļovs and Anna Mellupe. The Olympiad consisted of three parts: 1) theory test, 2) practical skills test (compulsory programme), 3) practical skills test (free programme). The jury consisted of four experienced massage experts from Latvia, Lithuania and Denmark, and evaluated the students' massage technique online, watching the process from two different camera angles. In a tense competition: Andrejs Kiseļovs won the 1st place in the compulsory program, Anna Mellupe took the 2nd place; Andrejs Kiseļovs won the 1st place in the free program, Anna Mellupe took the 2nd place. As a result, the 1st place was won by Andrejs Kiseļovs, the 2nd place - Anna Mellupe! This achievement confirms both the performance of

students' practical skills acquired during the 1st academic year, as well as the provision of technical resources of the College to be able to participate in the practical skills demonstration Olympiad remotely.

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).

Available Financing by Study Programmes

Table No.48

Available funding for study programs

Study programme / EUR	2020	2019	2018	2017
Study programme "**Nursing**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Nursing"	43 4471.92	523 187.73	682 672.11	496 534.30
Study programme "**Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Treatment"	359 797.06	340 780.87	541 624.16	450 396.16
Study programme "**Emergency Medical Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Emergency Medical Treatment"	165 189.85	179 703.61	124 122.20	74 699.85
Study programme "**Pharmaceuticals**" one study place	2262.87	2734.73	2820.96	2197.05
Total financing for the study programme "Pharmaceuticals"	26 982.08	218 374.01	189 004.26	129 626.21
Study programme "**Therapeutic Massage**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Therapeutic Massage"	178 767.09	161 505.78	19 004.26	140 611.48

Minimum number of students in the study program to ensure the profitability of the study program

Table No.49

Minimum number of students in the study program

Study program	Place of implementation	Minimum number of students	Notes
Therapeutic massage	Red Cross Medical College of RSU	36	
Therapeutic massage	RSU Liepaja branch	12	The minimum number of students at RSU is calculated for the faculty "Faculty of Public Health and Social Welfare"

Estimated costs per student un cost item calculation in academic year 2021./2022. (including budget lines)

Table No.50

Planned costs per student in 2021./2022.

No.	Budget lines	Study program *Therapeutic massage*, amount in EUR	Percentage distribution of funding among budget lines
1.1.	Remuneration	1180.99	57.76%
1.1.1.	Remuneration of administrative staff	538.08	26.32%
1.1.2.	Remuneration of academic staff	538.28	26.33%
1.1.3.	Allowance for additional work	104.63	5.11%
1.2.	Compulsory employer`s social security	278.59	13.63%
1.3.	The cost of services	379.45	18.56%
1.4.	Costs of materials, energy resources, inventory	205.40	10.05%
Total expenditure		**2044.43**	**100.00%**

Costs per student and cost item calculation in 2019 and 2020

Table No.51

Costs per student in 2019 and 2020.

Cost item	2019, EUR	2020, EUR	Basis of the calculation
Costs of one study place within the study direction*	*2368.99*	2341.41	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2020 (i.e., 662)
Average number of students in 2019	*639*	622	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2019 (i.e., 639)
Study programme "Nursing" one study place	*2448.58*	2459.08	The costs of one study place for the study programme is calculated by taking the costs applicable to all programs divided by the average number of students and adding to it the costs of the academic staff for the study programme divided by the average number of students in the programme.
Study programme "Treatment" one study place	*2452.06*	2428.55	
Study programme "Emergency Medical Treatment" one study place	*2256.73*	2303.96	
Study programme "Pharmaceuticals" one study place	*2472.57*	2396.81	
Study programme "Therapeutic Massage" one study place	***2215.01***	**2218.63**	

**one place in the programme is calculated from the total available financing in proportion to the average number of students in the programme*

There are no financial obligations between the partner universities when implementing the joint study program "Therapeutic Massage" at the RSU Red Cross Medical College and the RSU Liepāja branch. Each of the implementing parties shall pay for the remuneration of individual lecturers of

the RSU Liepāja branch, for the supervision, review of qualification works and participation in the State examination within the framework of the joint program by agreeing on an equal number of activities in the joint Council of the Study Program "Therapeutic Massage". See table no. 52.

Table No.52

Mutual participation of lecturers in the joint study program within the framework of State examinations

	Qualification **supervisors** (name and surname)		**Reviewers** of qualification papers (name and surname)		Participation in the work of the **State Examination Commission** (name and surname)	
Academic study year	Red Cross Medicas College or Rīgas Stradiņš university lecturers who have supervised the qualification works of Rīgas Stradiņš university Liepāja branch students	Rīgas Stradiņš university Lecturers of the Liepāja branch who have supervised Red Cross Medicas College or Rīgas Stradiņš university student qualification papers	Red Cross Medicas College lecturers who have reviewed the qualification papers of Rīgas Stradiņš university Liepāja branch students	Rīgas Stradiņš university Liepāja branch lecturers who have reviewed the qualification papers of Red Cross Medicas College students	Red Cross Medicas College lecturers who participated Rīgas Stradiņš university Liepāja branch in State examination commissions	Rīgas Stradiņš university Liepāja branch lecturers who participated Red Cross Medicas College in State examination commissions
2020./2021	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2019./2020	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2018./2019	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2017./2018	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2016./2017	Did not lead the qualification papers*	Did not lead the qualification papers*	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene
2015./2016	There were no topics	There were no topics	I.Odiņa S.Litiņa I.Upmale I.Celma U.Veseta	Mg. sc. educ. Alda Dzērve Mg.sc.sal. Santa Bula Mg.sc.educ. Inga Petermane Mg. sc.sal. Agnese Krētaine Mg. sc. educ. Dita Role	Lilita Dūda, Una Veseta	Dina Berloviene

* topics are reviewed and coordinated by the Joint Council of the Study Program

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.

Twenty-five lecturers are involved in implementing the study program at RSU RCMC , of which 3 have a scientific doctor's degree, one lecturer has a scientific degree, five lecturers have a doctor's degree. All lecturers involved in the implementation of study programs as lecturers or guest lecturers have at least a master's degree or an education equivalent to a master's degree in a related field of science. Certified masseurs are involved in implementing professional courses in the study program, such as Classical Massage and Special Types of Massage.

This chapter does not include lecturers who implement the study process in the RSU Liepāja branch. The lecturers of the partner higher education institution participate in the joint work of the study councils and the work of the State Examination Commission in the review of qualification papers. Detailed involvement of RSU Liepāja branch lecturers in state examinations is presented in Table 52.

Highly qualified lecturers who are experts in the field and specialize in the topic of the respective study course are involved in implementing the study program. Due to the specifics of the content of some study courses, several guest lecturers are involved.

The qualification of the teaching staff involved in the implementation of the study program complies with the conditions for the performance of the study program and the requirements of regulatory enactments. It ensures the achievement of the study program's study results.

The study program director Una Veseta has almost ten years of experience in rehabilitation and works as a practising physiotherapist and masseuse. Actively involved in improving the study program "Therapeutic Massage" by modern requirements, several scientific projects have been implemented together with students, such as "SIGNIFICANCE OF INTENSITY OF SWEDISH MASSAGE COURSE IN IMPROVEMENT OF HEALTH STATUS"

It should be emphasized that mainly specialists in health care participate in the implementation of the study program. Thus, it is ensured that the studies will provide in-depth and expanded knowledge and understanding of current issues in the industry.

For more information, see the description of the study field.

Table no.52

Academic staff involved in the implementation of the study program

	Name Surname	**Position**	**Education/ Degree**	**Study course**
1.	Sabine Grinberga	Guest lecturer	Master's degree in environmental sciences	Fundamentals of water healing

2.	Linda Hauka	Lecturer	Mg. philol.	Medical terminology in Russian; Latin
3.	Kristaps Jurjans	Lecturer	Degree of a Medical Doctor	Clinical medicine; Neurology
4.	Elina Krauce	Guest assistant	Degree of a Medical Doctor	Dermatovenerology
5.	Dace Dagnija Legzdina	Guest assistant	First-level professional higher education qualification Massage therapist	Special massages (Segmental massage; Manual lymphatic drainage)
6.	Liga Liepa	Guest lecturer	Mg. paed and First-level professional higher education qualification Massage therapist	Massage for various diseases
7.	Zane Liepina	Guest lecturer		Work safety and ergonomics
8.	Vita Logina	Guest assistant	First-level professional higher education qualification Physician Assistant in Emergency Care	Emergency medical aid and civil defense
9.	Olegs Nikiforovs	Associate Professor	Dr. psych.	Fundamental of psychology
10.	Annija Medina	Guest assistant	Bc. sc.soc. First-level professional higher education qualification Massage therapist	Classical massage

11.	Viktorija Morozova	Guest lecturer	Mg. oec.	Accounting
12.	Inga Odina	Associate Professor	Dr. paed.	Research methods; Enviroment and health; Pedagogy
13.	Zane Oše	Lecturer	Mg. math.	Information literacy
14.	Mara Pakalniske	Lecturer	Mg. ing.	Physiology and pathology philosophy
15.	Sintija Strautina-Strele	Guest lecturer	Degree of a Medical Doctor	Aromathearpy, Special massages
16.	Dace Trivaškeviča	Guest lecturer	Degree of a Medical Doctor	Fundamental of health sport
17.	Zane Snore	Associate Professor	Degree of a Medical Doctor	Anatomy; Propedeutics
18.	Renāte Sukele	Lecturer	Dipl. Pharm Pharmacist's qualification	Pharmacology
19.	Zane Taurina	Lecturer	Mg. sc. sal.	Business (Project preparation and management)
20.	Dace Trivaskevica	Guest Lecturer	Degree of a Medical Doctor	Clinical medicine (Internal diseases); Sports and connective tissue massage; Fundamental of health sport
21.	Ieva Tropa	Lesson teacher	Mg. sc. sal.	Medical rehabilitation; Introduction to alternative types of massage
22.	Una Veseta	Associate Professor	Dr. paed.	Introduction to profession
23.	Linda Venskus	Guest lecturer	Mg.iur	Business module (Record keeping)

24.	Ieva Vidmane-Ozola	Lecturer	Degree of a Medical Doctor	General surgery and traumatology
25.	Gunta Zirnite	Associate Professor	Mg. paed.	Pediatrics
26.	Guna Zvirbule	Guest assistant	First-level professional higher education qualification Massage therapist	Professional ethics

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

During the reporting period, the composition of the teaching staff changed, mainly by changing the visiting teaching staff and electing
lecturers in academic positions at College, as well as several lecturers who have left the RSU SKMK due to retirement age and other reasons. , From 2016 till 2021, the number of lecturers involved in the program has increased by 12%, from 22 lecturers to 26 lecturers, incl. With practical work experience in the healthcare sector.

Some examples of changes in the academic staff.

Table No.53

Changes in the composition of the academic staff

Study course	**Academic Staff 2016**	**Academic Staff 2021**
Medical terminology in English	Ārija Briķe	Olga Pašinska
Medical terminology in Latin	Gaida Preimane	Linda Hauka
Normal physiology	Janīna Grāvīte	Māra Pakalnišķe
Information literacy	Oskars Rasnačs	Zane Oše
Psychology	Ilze Saušķina	Oļegs Ņikiforovs

Highly qualified lecturers who are experts in the field and specialize in the topics of the respective study course are involved in implementing the study program. Due to the specifics of the content of some courses, several guest lecturers are involved (for example, in Classical Massage and Special Types of Massage)

The results of the academic activity, pedagogical and professional development of the academic person are summarized once a year, including them in the annual self-assessment report of the

study field, as well as for certain groups of staff linked to the principles of remuneration and motivation. Lecturers' achievements include a personal resume.

College regularly plans and implements activities to motivate the academic staff to get involved in research (for example, lecturers in cooperation with students have the opportunity to apply for the College's Scientific Grant projects). The teaching staff uses the research results and the research results of other researchers, ensuring the provision of up-to-date knowledge to students in their study courses.

In the cooperation with RSU Pedagogical Development Center, new lecturers can participate in the School of Young Lecturers to promote the ability of participants to independently implement innovative initiatives in their study courses and modernize study programs in an interdisciplinary context cooperating with colleagues from other study programs.

2021/2022 During the academic year, lecturers became involved in assessing digital competencies using the DigCompEdu tool, which aims to support and encourage lecturers to use digital tools to promote education and innovation.

Since the licensing of the study program, the teaching staff regularly improves their qualification by participating in professional development events, conferences and publishing articles in academic publications. It also prepares students for national and international competitions to demonstrate the Classical Massage technique and gain new experience.

In cooperation with the students, the lecturers of the study program are involved in the implementation of the college's scientific grant projects, which help improve the students' research skills. From 2018 to 2020, the project "Effect of Classical Massage on Muscle Function" was implemented. In 2021, the project "Effect of Classical Massage on Psycho-Emotional Condition, Blood Glucose and Other Physiological Processes Related to Diagnosis, Adolescents with Type 1 Sugar" was launched.

To develop digitalization in implementing the study program and courses, lecturer Māra Pakalnišķe has successfully improved her qualification and acquired Mg.ing in e-learning technologies and management and cooperation with the College Methodology Department is actively involved in advising other lecturers on digital technology implementation and management.

More detailed information is available on the lecturers' CVs.

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).

Lecturers' meetings

Lecturers' meetings are organized every other month, during which the topicalities of the study process are discussed, methodological seminars are organized (for example, on the definition of study results, application of interactive teaching methods, including digital applications and tools). Guest lecturers are also invited to lecturer meetings. As part of the Covid19 pandemic, meetings were held on the Zoom platform online.

Collegial observation

The constant encouragement of the lecturers of the college to cooperate with each other also increases the results. Lecturers should be encouraged to explain the usefulness of exchanging collegial experience or pedagogical practice. 2021/2022 st.g. 7 collegiate observations took place remotely on the Zoom platform. Therapeutic massage guest lecturer L. Liepa collegial observation Zoom visited doc. I. Tropa Rehabilitation Course. Link to collegial observation protocol.

Methods, organization of training for colleagues

In cooperation with the Methodological Department, lecturers are invited to organize open lectures or classes and share examples of good practice with other colleagues. For example, lecturer Māra Pašnišķe has demonstrated to other colleagues the use of **virtual laboratories** within the study course Microbiology and Physiology. Virtual labs are similar to simulation games, but they take place on a personal computer for each student. There is no need to invest a lot of time in setting up the laboratory and the time spent on the experiment or reaction is significantly reduced. The computer shortens this time and leaves more time to play and analyze multiple situations. The virtual labs were successfully used in the Covid19 pandemic, which was fully or partially implemented online.

An example of successful cooperation in exchange of experiance provided lecturer L. Bodniece, where she shared her experience in the implementation of the study course "Latin" in the **blended learning** with other lecturers, how she creates her study course in the e-learning environment Moodle, what activities and resources she uses. There were 2 such meetings on 23.03.2021. and March 26, 2021, where 4 lecturers participated in each of these occasions.

A good example of cooperation is the seminar / discussion conducted by the lecturer R.Šukele **on publication in scientific journals**, which attracted 8 listeners online and so many who asked to

share the video recording.

On January 28, 2022, a workshop will be held, which will also be led by a College Lecturer to share her experience **on working with a Google Account, Google Drive, spreadsheets.**

Exchange of study course descriptions and simulated environment scenarios

In the e-learning environment Moodle lecturers have access to descriptions of other colleagues' study syllabi as well as scenarios developed by other lecturers for a simulated environment. Such a section was created so that the lecturers know better the content of supplementary and successive study courses and the presentation of topics. These course descriptions are downloadable from this site but are not editable. In terms of content, lecturers cannot change the descriptions from this site, only get acquainted with the organization and management of courses planned by other colleagues, or the description of the scenario for the application of the simulated environment method.

Analyzing the total number of students in the program with the number of lecturer programs, the ratio of lecturers to students is 1/3.

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	1_Therapeutic massage_diploma and diploma supplement.pdf	1_Ārstnieciskā masāža_diploms un diploma pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)	2_Therapeutic massage_ Principles of Organizing the Joint Study Programme.docx	2_Ārstnieciskā masāža_Kopīgās studiju programmas organizēšanas principi.docx
Statistics on the students in the reporting period	3_Therapeutic Massage_Dynamics of the Number of Students.docx	3_Ārstnieciskā masāža_Studējošo skaita dinamika studiju programmā.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	4_Therapeutic Massage_Compliance to the State Education Standard.docx	4_Ārstnieciskā masāža_Atbilstība Valsts izglītības standartam.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)	5_Therapeutic Massage_ Compliance to the Profession Standard.docx	5_Ārstnieciskā masāža_Studiju programmas atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	5.1._The study program "Therapeutic Massage" complies with the specific regulatory framework of the respective field.docx	5.1._Ārstnieciskā masāža atbilstība nozares specifiskajam normatīvajam regulējumam.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	6_Therapeutic massage_Mapping matrix.xlsx.xlsx	6_Ārstnieciskā masāža_Kartēšanas matrica.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	7_Therapeutic Massage_Plan of the Study Programme.docx	7_Ārstnieciskā masāža_Studiju plāns.docx
Descriptions of the study courses/ modules	8_Therapeutic massage_Study Course Description (Syllabi).zip	8_Ārstnieciskā masāža_Studiju kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	9_Internship Regulations.docx	9_Prakses nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Pharmaceuticals (41725)

Study field	*Health Care*
ProcedureStudyProgram.Name	*Pharmaceuticals*
Education classification code	*41725*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Artūrs*
Surname of the study programme director	*Praškilēvics*
E-mail of the study programme director	*arturs.praskilevics@rcmc.lv*
Title of the study programme director	*Dipl.Pharm*
Phone of the study programme director	*+371 6727 3154*
Goal of the study programme	*The aim is to prepare highly qualified, competitive healthcare professionals in demand in the Latvian labour market with a solid foundation for lifelong learning.*
Tasks of the study programme	*Study programme objectives:* *To ensure the acquisition of the study programme according to the pharmacist assistant's occupational standard, employer requirements;* *To receive medicines, health care products and medical equipment;* *To ensure the observance of the storage conditions of the medicines, health care products and medical equipment;* *To prepare medicines under the supervision of a pharmacist;* *To dispense medicines under the pharmacist supervision;* */In compliance with the content of the consultation:/* *Finds out for whom and why the customer wants to purchase the medicine and solves the situation accordingly (in case of non-prescription medicine).* *Informs about the use/indications of the medicine (explains for what purpose the medicine is prescribed or what benefit the patient will have after the use of such medicine).* *Informs about an appropriate dosage and usage regime (how much, at what time to use).* *Explains the duration of therapy (how long the medicine should be used).* *Speaks about the ways how the patient can assess whether the therapy is effective (how it would be possible to assess whether the medicine is effective (where necessary).* *Speaks about the frequent and the most important side effects.* *Speaks about (if any) how the side effects can be reduced or prevented. How to act, if they appear.* *Tells the frequent interactions, medicine-food (where necessary).* *Recommends the right medicine storage conditions at home.* *Dispensing of medical devices and health care products;* *Informs the pharmacy customer about the rational use of medicine;* *Develops skill to promote healthy lifestyle on the basis of the latest scientific achievements and in the interests of consumers;* *Uses information and communication technologies in the performance of job responsibilities;* *To improve professional knowledge and skills.*

Results of the study programme	*Knowledge* *Knows the basic notions of care: human, health, environment, self-care, their endangering or risk factors, and their interaction* *Knows health care products, medical devices, medicinal plant drugs, their features, functions, application* *Knows the principles of chemical structure of drugs, methods of analysis and their relation to the functions of a living organism and their use in pharmacy, as well as the regularities of the action of drug substances in the body* *Understands indications for drug use, operational mechanisms and contraindications, side effects, their prevention, drug compatibility, consequences of the wrong use of drugs* *Knows laws and regulations governing the pharmaceutical activity, basic principles of environment, work and civil defence* *Knows the basic principles of preparation and production of drugs within the good practice of drug production* *Knows the basic principles of communication, teamwork and ethics* *Knows the basic principles of economic activity of pharmaceutical companies* *Knows the basic principles of a high quality pharmaceutical care* *Knows the research principles, regulatory enactments, ethic aspects and their relation to the health care* *Knows the information literacy and information and communication technologies, pharmaceutical information searching and processing principles* *Knows the pharmaceutical and health care terminology* *Skills* *To prepare medicine under the supervision of the pharmacist according to the statutory requirements* *To prepare chemical substances, mixtures and materials for syntesis and testing, to assist the pharmacist in the medicine syntesis process in the lab.* *Provides information to pharmacy's customers, doctors, etc. health care specialists about medicine, health care and body treatment products, medicinal plants and medical devices* *Takes measures to provide a secure environment for the work team and a patient; gives the first aid, if necessary* *Knows the State official language and at least two foreign languages, works with professional technologies and information* *Uses the basic principles of marketing and accounting in the company work* *Promotes a healthy lifestyle and informs about health determinants and performs self-monitoring measurements and express diagnostics under the supervision of a pharmacist* *Ensures a high quality pharmaceutical care according to the competence in cooperation with other health care specialists and in a team work* *Is able to choose and use appropriate database, purposefully search and practically use high quality research based literature with respect to diseases and pharmacotherapy* *Uses the basic principles of legal provisions, ethics, patient rights and data safety, taking part in the process of pharmaceutical care* *Performs activities for the provision of product circulation* *Competences* *Ensures professional communication with customers, cooperates in a team with health care specialists, is able to follow the trans-cultural principles* *Uses evidence based medical practice, health care databases and continuously gets acquainted with novelties in the speciality* *Manages the information and communication technologies necessary for work* *Takes responsibility over the continuous professional development* *Assesses the professional results and takes the responsibility over his/her professional performance* *Is able to ensure the receipt of prescriptions, to assess the correspondence of the prescription to the statutory requirements, to dispense prescribed medicine under the pharmacist supervision* *Is able to explain to the customer the use of the drugs in accordance with the doctor's instructions, the description of the drug, and to inform about possible side effects, interactions and storage conditions at home* *Acts according to the Pharmacist's Code of Ethics, observing the regulatory enactments governing the pharmaceuticals, as well as pharmaceutical information, pharmacopoeia, personal data protection.* *Makes medicine, documents the preparation and dispensing* *Is able to assess the composition of the medicine prescribed in the prescription or request, to check the dosage and compatibility of medicine, to inform the doctor who has prescribed the medicine about the shortcomings in the prescription layout, medicinal compatibility, if any* *Is able to participate in ordering, receiving, testing and placing goods in a pharmacy, in compliance with regulatory enactments on the circulation of medicine and goods used for health care or body care, on the registration of narcotic and psychotropic medicines, on the registration of medical spirits, on the correct dispensing of reimbursable medicine* *Is able to take pharmaceutical care under the supervision of a pharmacist and provides information about the healthy lifestyle principles* *Is able to improve the professional knowledge and skills, analyzes numeric data characterizing the pharmaceutical care, using the information technologies, applies communication skills in a team work* *Is able to meet the requirements for good distribution and manufacturing practice and to complete the delegated tasks in the drug manufacturing or in pharmacy* *Is able to use the business principles in the pharmaceutical company* *Is able to meet the work, environmental protection requirements, uses individual and collective protection means, applies civil defence principles and is able to provide the first aid.*

Final examination upon the completion of the study programme	*State examination consists of the defence of the qualification paper, the qualification exam - the theoretical part and the qualification exam - the practical part.*

Study programme forms

Full time studies - 2 years, 6 months - latvian

Study type and form	*Full time studies*
Duration in full years	*2*
Duration in month	*6*
Language	*latvian*
Amount (CP)	*100*
Admission requirements (in English)	*general or vocational secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	*Pharmacist assistant*

Places of implementation

Place name	City	Address
Red Cross Medical College of Riga Stradiņš University	RĪGA	JĀŅA ASARA IELA 5, LATGALES PRIEKŠPILSĒTA, RĪGA, LV-1009

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.

Table No.54

Changes in the study program

2016./2017. study year	2021./2022. study year
The main components of the study programme **General education study courses** (humanities; social sciences; natural sciences, engineering and information technology) 20 CP **Branch study courses** (compulsory training courses; specific profession training courses; Optional part) 57 CP Internship 16 CP Qualifying paper 8 CP	**The main components of the study programme** **General education study courses** (humanities; social sciences; natural sciences, engineering and information technology) 20 CP **Branch study courses** (compulsory training courses; specific profession training courses; Optional part) 56 CP Internship 16 CP Qualifying paper 8 CP

In the 2nd academic year of 2021/2022 of the academic year, in Part C, the choice of professional elective courses was either **Nutritional Supplements** or **Chemistry and Cosmetics,** while in the year of commencement of the programme in 2016/2017. both of these elective courses were offered to students for choice in the 3rd year of study.

In the 3rd academic year 2021/2022, the choice of professional elective courses in Part C was either **Hospital Pharmacy** or **Basics of Veterinary Pharmacy**, while in the year of commencement of the programme in 2016/2017. both of these elective courses were offered to students for selection in the 2nd year of study.

Such changes in the Professional Development courses were made in order for the students of the study course Nutritional Supplements to acquire earlier in the 2nd year of study. This is due to the fact that students often choose to link Qualification topics to current issues in Nutritional Supplements.

In 2016/2017. the implementation plan did not include **Civil Protection**. Civil protection was introduced as a study course in the curriculum in 2018/2019. It is realized in the amount of 1 CP. As a result, the study course **Practical Pharmacy and Pharmaceutical Legislation** 2021/2022 is in the amount of 3 CP, although in 2016./2017 the study course was in the amount of 4 CP.

This comparison shows that the program has been stable from the outset, as evidenced by only a few changes that have been necessary.

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 aim of the study program "Pharmaceuticals" follows from the 5th level of the Latvian Qualifications Framework (LQF) (EQF), where knowledge skills and competencies are formulated according to the 5th LQF, which corresponds to the 1st professional higher education level. These competencies are taken into account when creating a professional standard, which is linked to the competencies of the LQF. The study program "Pharmaceuticals" was developed based on the standards of the profession of Pharmacist's Assistant, which is available here: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/ps0369.pdf (only latvian)

The following normative documents were taken into account when creating the study program "Pharmaceuticals":
1. 02.11.1995 "Law on Higher Education Institutions"; 10/29/1998 "Education Law"; 6/10/1999 "Vocational Education Law"; 10/1/1997 "Medical Treatment Law" (with amendments on 25.07.2012); 7/20/2021 "On Regulated Professions and Recognition of Professional Qualifications"; In the law of 8.05.1997. "Pharmacy Law".
2. Regulations of the Cabinet of Ministers of March 20, 2001 No. 141 "Regulations on the State Standard for First-Level Professional Higher Education".
3. Regulations of the Cabinet of Ministers of 23 May 2017 No. 264 "Regulations on the Classifier of Professions, Basic Tasks Relevant to the Profession and Basic Qualification Requirements".

4. Regulations of the Cabinet of Ministers of 16 April 2013 No. 202 "Procedures for Issuance of State-Recognized Higher Education Documents".
5. Recommendations of the European Parliament and of the Council on the establishment of the European Qualifications Framework for lifelong learning, ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area;
7. Riga Stradins University Agency "Riga Stradins University Red Cross Medical College" Regulations and regulatory enactments and internal documents regulating the study process.

As there is no requirement in the admission regulations for the presence of a mark in chemistry, these study courses in the study programme are based on the fact that applicants have weak prior knowledge of chemistry. Respectively, chemistry study courses are designed in such a way that even in such cases they form the basis for these study courses, which will be necessary for the acquisition of the content of further other study courses.

The title of the study program depicts and shows precisely that Pharmacist's Assistant is a health care professional who works under the supervision of a pharmacist.

The aim is to prepare highly qualified, competitive healthcare professionals in demand in the Latvian labour market with a solid foundation for lifelong learning.

The aim, tasks and achievements of the study program have been developed by the professional standard of a pharmacist's assistant and also correspond to the new professional standard, which is available hereprofessional standard of a pharmacist's assistant(Only in Latvian)

The compliance is substantiated by the mapping results available in the Annex to this Chapter.

Study programme objectives:

1. To ensure the acquisition of the study programme according to the pharmacist assistant's occupational standard, employer requirements;
2. To receive medicines, health care products and medical equipment;
3. To ensure the observance of the storage conditions of the medicines, health care products and medical equipment;
4. To prepare medicines under the supervision of a pharmacist;
5. To dispense medicines under the pharmacist supervision;

/In compliance with the content of the consultation:/

- Finds out for whom and why the customer wants to purchase the medicine and solves the situation accordingly (in case of non-prescription medicine).
- Informs about the use/indications of the medicine (explains for what purpose the medicine is prescribed or what benefit the patient will have after the use of such medicine).
- Informs about an appropriate dosage and usage regime (how much, at what time to use).
- Explains the duration of therapy (how long the medicine should be used).
- Speaks about the ways how the patient can assess whether the therapy is effective (how it would be possible to assess whether the medicine is effective (where necessary).
- Speaks about the frequent and the most important side effects.
- Speaks about (if any) how the side effects can be reduced or prevented. How to act, if they appear.
- Tells the frequent interactions, medicine-food (where necessary).
- Recommends the right medicine storage conditions at home.

1. Dispensing of medical devices and health care products;
2. Informs the pharmacy customer about the rational use of medicine;
3. Develops skill to promote healthy lifestyle on the basis of the latest scientific achievements and in the interests of consumers;
4. Uses information and communication technologies in the performance of job responsibilities;
5. To improve professional knowledge and skills.

Learning outcomes

Table No.56

Learning outcomes

Knowledge	Skills	Competences
Knows the basic notions of care: human, health, environment, self-care, their endangering or risk factors, and their interaction	To prepare medicine under the supervision of the pharmacist according to the statutory requirements	Ensures professional communication with customers, cooperates in a team with health care specialists, is able to follow the trans-cultural principles

Knows health care products, medical devices, medicinal plant drugs, their features, functions, application	To prepare chemical substances, mixtures and materials for syntesis and testing, to assist the pharmacist in the medicine syntesis process in the lab.	Uses evidence based medical practice, health care databases and continuously gets acquainted with novelties in the speciality
Knows the principles of chemical structure of drugs, methods of analysis and their relation to the functions of a living organism and their use in pharmacy, as well as the regularities of the action of drug substances in the body	Provides information to pharmacy's customers, doctors, etc. health care specialists about medicine, health care and body treatment products, medicinal plants and medical devices	Manages the information and communication technologies necessary for work
Understands indications for drug use, operational mechanisms and contraindications, side effects, their prevention, drug compatibility, consequences of the wrong use of drugs	Takes measures to provide a secure environment for the work team and a patient; gives the first aid, if necessary	Takes responsibility over the continuous professional development
Knows laws and regulations governing the pharmaceutical activity, basic principles of environment, work and civil defence	Knows the State official language and at least two foreign languages, works with professional technologies and information	Assesses the professional results and takes the responsibility over his/her professional performance
Knows the basic principles of preparation and production of drugs within the good practice of drug production	Uses the basic principles of marketing and accounting in the company work	Is able to ensure the receipt of prescriptions, to assess the correspondence of the prescription to the statutory requirements, to dispense prescribed medicine under the pharmacist supervision
Knows the basic principles of communication, teamwork and ethics	Promotes a healthy lifestyle and informs about health determinants and performs self-monitoring measurements and express diagnostics under the supervision of a pharmacist	Is able to explain to the customer the use of the drugs in accordance with the doctor's instructions, the description of the drug, and to inform about possible side effects, interactions and storage conditions at home

Knows the basic principles of economic activity of pharmaceutical companies	Ensures a high quality pharmaceutical care according to the competence in cooperation with other health care specialists and in a team work	Acts according to the Pharmacist's Code of Ethics, observing the regulatory enactments governing the pharmaceuticals, as well as pharmaceutical information, pharmacopoeia, personal data protection.
Knows the basic principles of a high quality pharmaceutical care	Is able to choose and use appropriate database, purposefully search and practically use high quality research based literature with respect to diseases and pharmacotherapy	Makes medicine, documents the preparation and dispensing
Knows the research principles, regulatory enactments, ethic aspects and their relation to the health care	Uses the basic principles of legal provisions, ethics, patient rights and data safety, taking part in the process of pharmaceutical care	Is able to assess the composition of the medicine prescribed in the prescription or request, to check the dosage and compatibility of medicine, to inform the doctor who has prescribed the medicine about the shortcomings in the prescription layout, medicinal compatibility, if any
Knows the information literacy and information and communication technologies, pharmaceutical information searching and processing principles	Performs activities for the provision of product circulation	Is able to participate in ordering, receiving, testing and placing goods in a pharmacy, in compliance with regulatory enactments on the circulation of medicine and goods used for health care or body care, on the registration of narcotic and psychotropic medicines, on the registration of medical spirits, on the correct dispensing of reimbursable medicine
Knows the pharmaceutical and health care terminology		Is able to take pharmaceutical care under the supervision of a pharmacist and provides information about the healthy lifestyle principles

		Is able to improve the professional knowledge and skills, analyzes numeric data characterizing the pharmaceutical care, using the information technologies, applies communication skills in a team work
		Is able to meet the requirements for good distribution and manufacturing practice and to complete the delegated tasks in the drug manufacturing or in pharmacy
		Is able to use the business principles in the pharmaceutical company
		Is able to meet the work, environmental protection requirements, uses individual and collective protection means, applies civil defence principles and is able to provide the first aid.

The content and implementation plan of the study program "Pharmaceuticals" is unified and developed by the Council of the study program "Pharmaceuticals". The program's content is in line with its goal of training and providing qualified pharmacist's assistants who can meet the public health care needs.

The supervision of the implementation and quality of the study program is ensured by the head of the study program, who evaluates the study process and study results by analyzing the results of student surveys, changes in labour market trends and current events in the field and the world. The necessary changes in the study program are evaluated and approved by the study program council and the study field "Health Care" internal study quality council.

The study program council monitors and ensures the quality of studies, prepares recommendations and provides significant support to the study program managers in solving topical issues. Also, it monitors the compliance of the content of the study program with the requirements of Latvian and EU legislation, public interests and labour market requirements.

Each academic year, the head of the study course reviews and expands the description of their study course. The Study Program Council approves changes in the content of the study course. The content of the study course is reviewed by a specialist of the methodological department of RSU RCMC; if necessary, it is returned to the course leader for corrections.

Admission conditions

Admission to the College takes place in the first level professional higher education study programmes in the study direction “Health Care”.

Admission requirements are evaluated at the meeting of the relevant department, based on the statistical data compiled by the study programme and the results achieved by students in studies, in consultation with employers. All necessary information on admission requirements is published on the College's website. The Admission Regulations for 2022/2023 are available here.

Persons whose previous education corresponds to the level of general secondary education specified in the Republic of Latvia, which is confirmed by a relevant document, may apply for studies at the College. Admission rules for basic studies envisage mandatory centralized examinations - in Latvian, in a foreign language and in mathematics.

Those who have previously obtained education in accordance with the level of general secondary education specified in the Republic of Latvia, which is confirmed by a relevant document, may start studies at the College. An evaluation criterion has been set for admission to studies - the result of CE compulsory examinations in Latvian, foreign language and mathematics.

Citizens and non-citizens of the Republic of Latvia, as well as persons who have been issued permanent residence permits in the Republic of Latvia are admitted to the College through a competition.

Admission to the study programme “Pharmaceuticals” includes the following:

- Application to the studies;
- Competition for state budget and paid study places;
- Announcement of competition results;
- Conclusion of the study agreement;
- Recording onto the list of students (immatriculation).

The student admission is provided by the College’s Admission Commission that acts according to the Admission Regulations. Information on the admission process is placed on the College's website www.rcmc.lv.

Applicants for full-time studies are immatriculated in study programmes on the basis of a joint competition, based on the results of all passed centralized examinations (hereinafter - CE) in **Latvian, foreign language** (English, German, Russian) and **mathematics** for general secondary education. The competition is computerized, summing up the points according to the evaluation levels of the centralized examinations according to the evaluation obtained in the competition in the points system.

In the first level professional higher education study programmes at the College, students in the study direction “Health Care” have the opportunity to equate:

- previously acquired formal education - study courses acquired in other higher education institutions;
- knowledge, skills and competences acquired through professional experience and outside formal education.

The procedure for equation is set out in the following documents:

- The regulatory document “Guidelines on the Recognition of Competences Acquired Outside Formal Education or Professional Experience and Study Results Achieved in Previous Education at the Red Cross Medical College of Riga Stradiņš University” approved at the meeting of the College Council on 27 June 2019.

The said document, issued on the basis of the relevant external regulatory documents, determines the documents that students must submitted for equation. The document also sets out how and in what way the Commission for the assessment and recognition of learning outcomes achieved in

previous education or professional experience, which carries out the equation and recognition procedure, is to be approved.

Agreement between the University of Latvia Agency "Riga Medical College No 1 of the University of Latvia" and Red Cross Medical College of Riga Stradiņš University

The Agreement is available here.

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

This chapter will analyse the economic and social substantiation of study program development. The substantiation will be provided with data and facts about the current situation in the labour market and the need for educated employees.

The "Pharmaceuticals'' study program prepares the much-needed pharmacist assistants for the industry**.** The total number of pharmacist assistants in open pharmacies remains the same from year to year, but looking at the age groups, the ageing of specialists can be observed. Data are taken from the register of pharmacists and pharmacist assistants working in pharmacies of the Latvian Pharmacist Association (LPA) (see Table No.57). The data were prepared for the LPA annual conference held on November 8, 2019.

Table No.57

The significance of the "Pharmaceuticals" study program

Age	Pharmacist assistants
Up to 25	89
26 - 30	96
31 - 40	132
41 - 50	236
51 - 60	365
61 - 65	165
> 66	169
TOTAL:	1252
Existing demand for specialists	Labuor market forecasts
A change of pharmacist assistants must be prepared for 169 working specialists over the age of 66	A change of pharmacist assistants must be prepared for 334 working specialists over the age of 61

Employment of graduates

The table No.58 provides an overview of nationally obtained data on graduate employment rates. Unfortunately, there is no data available for each of the qualifications. As can be seen in the table No.58, the RSU Red Cross Medical College has employed the most graduates as a percentage of the number of graduates in 2018, evaluating the employment of all medical college graduates. The share of the unemployed is the lowest in comparison with other medical colleges, which is a very positive achievement.

Table No.58

Analysis of graduates' employment in 2018 (Data source: Higher education graduates monitoring tool (*available only in Latvian*)

College	Number of graduates	Share of employees %	Unemployment rate %	Proportion of economically inactive %	Share of emigrants, %
The Red Cross Medical College of Rīga Stradiņš University	172	**94,77**	**1,16**	4,07	0,00
Riga Medical College of the University of Latvia	239	93,72	1,67	3,35	0,00
Riga First Medical College of the University of Latvia	178	94,38	1,69	3,37	0,00
P. Stradins Medical College of the University of Latvia	347	88,47	4,03	5,48	0,0
Daugavpils Medical College	64	84,38	3,13	9,38	0,00

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.

Analyzing the total number of students from 2016/2017. until 2020/2021 The number of students for the academic year has been variable.

Study year	***Private financing (number of students)***	***State budget places (number of students)***
2019/2020	*31 (admitted)*	*5*
2018/2019	*47 (admitted)*	*5*
2017/2018	*29 (admitted)*	*8*
2016/2017	*28 (admitted)*	*-*

The drop-out percentage is 11% in 2018, 13% in 2019 and 16% in 2020. The most common reason could be the non-fulfilment of study contract obligations (which includes study debts unjustified delays). Critically 2020/2021. During the academic year, the drop-out rate caused by the Covid19 pandemic in Latvia and the world was the most common reason for students to choose to discontinue their studies.

During the reporting period, the number of graduates has an upward trend, 2018/2019. in the first break, they were 18 graduates and already in 2019/2020. they were already 34 graduates in.

In the study program "Pharmacy", students mainly study for personal financial resources. Detailed

information is available in the appendix to this section.

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.

Compliance to the State Education Standard

According to the knowledge, skills and competencies specified in the draft standard of the profession of pharmacist assistant, the plan of RSU Red Cross Medical College study program “Pharmacy” provides students with the necessary education to integrate and improve in the professional pharmacy environment, as well as including social skills, ethical aspects and a holistic understanding of the promotion of human health and well-being. The College study plan envisages the acquisition of professional competencies so that an assistant pharmacist can perform the functions specified in regulatory enactments in a professional work environment under the supervision of a pharmacist, they are acquired in industry-specific study courses, such as drug preparation technologies, pharmaceutical chemistry, practical pharmacy and pharmaceutical legislation, health care product knowledge. In order for a future specialist to be able to acquire competencies in pharmaceutical care, knowledge of biopsychosocial aspects of humans is also required, students acquire such study courses as anatomy, normal physiology, pathology, cytology and genetics, human biophysics and biochemistry, environmental health and hygiene, microbiology, communication psychology. and professional communication, ethics in the practice of a pharmacist's assistant. Taking into account the requirements specified in the State education standard, the study program also implements study courses in the business module - basics of professional law, economics and basics of business, accounting, communication psychology and professional communication in the amounts specified by the Cabinet. The curriculum also includes civil protection, as well as general education courses in the humanities (eg Pharmaceutical terminology in English, Latin and Russian), social sciences (eg basics of professional law), natural sciences (eg plant and animal biology, general and inorganic sciences). chemistry, organic chemistry), technical sciences (such as Human Biophysics) and information technology (such as Pharmaceutical Information and Knowledge).

According to the state education standard, student internships are also implemented, divided into 3 study years and the state final examination.

During their studies, students have the opportunity to choose and take elective courses: Hospital Pharmacy, Basics of Veterinary Pharmacy, Nutritional Supplements and Chemistry and Cosmetics.

Students are also provided with knowledge and skills for successful development of research competencies, for example, in the study course “Research”.

Compliance of the acquired qualification with the professional standard

According to the knowledge, skills and competencies specified in the draft standard of the profession of pharmacist assistant, the plan of RSU Red Cross Medical College study program “Pharmacy” provides students with the necessary education to integrate and improve in the professional pharmacy environment, as well as including social skills, ethical aspects and a holistic understanding of the promotion of human health and well-being.

The current knowledge mentioned in the Profession Standard developed by the working group of the Latvian Pharmacists' Association in 2021, which has not been included in the professional standard so far, is: data protection, property protection, Latvian and international legislation on patient data protection, the most important terms and basic principles of personal data protection. Those knowledge with 2022/2023 academic year will be integrated into the study course "***Fundamentals of Professional Law***".

The knowledge to be acquired referred to in the professional standard “Influence of ethnic peculiarities and religious traditions on health behavior” with 2022/2023. academic year will be integrated into the study course “***Social Pharmacy and Pharmaceutical Care***”.

In turn, the acquired knowledge “computer security programs” mentioned in the Professional Standard will be acquired in the content of the study course “***Pharmaceutical Information and Information Literacy***” in 2022/2023. academic year.

It should be taken into account that for the further professional and socially responsible growth of any new specialist, it is important to acquire the cross-cutting knowledge highlighted in the Professional Standard, which is not currently integrated into the study courses of the study program:

- The UN Sustainable Development Goals, the social and political fabric of society;
- Global developments and sustainability systems in a multicultural environment;
- Sustainable society;
- Principles of democracy. Social diversity and equality;
- Social and political structure of society. Principles of multiculturalism in European society.

This cross-cutting knowledge will be included in the topics of the study course "***Intercultural Communication***" when planning in 2022/2023. annual program by extending Part C elective courses.

Mapping analysis of the study programme and study course results

Information included in the study courses derives from the aims of the study course and the results to be achieved. These aims and results derive from the aim of the programme and the results to be achieved.

The mapping results show that sectoral study courses such as Practical Pharmacy and Pharmaceutical Legislation, Pharmacotherapy, Food Supplements, Social Pharmacy and Pharmaceutical Legislation, General and Inorganic Chemistry, Pharmaceutical Chemistry, Pharmacy

Drug Form Technology, Industrial Drug Form Technology, Hospital Pharmaceuticals, Pharmaceutical Information and Information Literacy is most often associated with the results of the study programme. It can be concluded that they are irreplacable study course for the implementation of the study programme.

Most study courses provide competencies such as using health care databases and getting to know the novelties independently, the ability to explain the use of medicine and provide all necessary information on side effects and interactions, the ability to perform pharmaceutical care under pharmacist supervision and the ability to follow good manufacturing practices in the manufacturing of medicine or at the pharmacy.

The next most frequently mentioned competence in study courses related to the competence of the study programme is the ability to make medicine, document preparation and dispensing.

The knowledge acquired in the study courses and the skills developed in practical lessons ensure the development of the following knowledge and skills: to perform quality pharmaceutical care according to one's competence, to promote healthy lifestyle, to perform self-monitoring measurements and express diagnostics under pharmacist's supervision, to prepare medicine under pharmacist's supervision, to perform activities ensuring secure environment to a team and a patient, and to be able to provide first aid, be able to prepare chemical substances, their mixtures for synthesis and testing in accordance with the requirements of regulatory enactments. The ability to work in a team, to observe the norms of pharmaceutical ethics, the ability to comply with the requirements of regulatory enactments regulating the field of pharmacy, business and labour relations, and the latest scientific research in the field are acquired.

During the mapping process, it was established that the possible reorganization of the study course “Plant and Animal Biology” should be considered at the study programme meeting. One of the scenarios would be to expand the of the study course “Pharmacognosy” to include the most important things about plant anatomy and physiology from the study course “Plant and Animal Biology”, as well as to provide more in-depth learning in phytopharmacy in the study course “Pharmacognosy”. In the next meetings of the Study Programme Council, wider discussions will be developed with the representatives of the industry about the future organization of this course.

3 of 39 study courses relate to 10 results to be achieved in the programme, 4 courses relate to 7 results to be achieved in the programme, and 7 courses relate to 5 results to be achieved in the programme, 8 study courses relate to 3 results to be achieved in the programme. 1 study course corresponds to 2 results to be achieved, and 1 study course corresponds to one result to be achieved. This one study course is “Plant and Animal Biology”, the necessity of which should be reviewed. It ensures only one skill to be developed - to prepare substances for testing, and it does not envisage within the programme any other knowledge and skills to be used in the future. The possibility should be considered to integrate this study course into the study course “Pharmacognosy”.

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

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

The study program "Pharmaceuticals" is implemented in such a way as to encourage students to participate in the development of the study process actively and that the assessment of students' progress would correspond to student-centred teaching.

The implementation of student-centred learning and teaching takes into account the following conditions based on standards and guidelines for quality assurance in the European Higher Education Area (ESG, 2015):

- The context of students and the diversity of their needs are taken into account and respected in developing appropriate learning pathways. For example, in the study program "Pharmaceuticals", students are provided with the opportunity to repeat the introductory chemistry course before the start of the study course in College, taking into account that the majority of students have not taken the chemistry exam)
- Various pedagogical methods are introduced and used (examples are given in this chapter's section "Theoretical and practical studies").
- The types of learning and pedagogical methods that are implemented every semester within the observations are regularly assessed (description of the procedure in Section 1.5 "Assessment of processes and procedures used in the assessment of student achievements, principles of their selection, analysis of the adequacy of assessment methods and procedures in relation to meeting program aims and student needs".)
- Students' desire for independence is promoted, while providing lecturer guidance and support (students are offered effective forms of organizing independent student work based on student-centred learning; see examples in the section **"Student-centered learning and teaching"**)
- Mutual respect in the relationship between students and lecturers is promoted (joint monthly meetings with students and program management are organized to discuss topicalities of the study process, meetings of the Student board and the College Director are held every semester to discuss topicalities of the College and answer questions of Student board members). Lecturers are also involved in various events, such as the Big Cleanup, Riga Marathon, mobility projects, etc.
- There are appropriate procedures for dealing with student complaints (description of the process in point 2.3 Procedures and/or systems for submitting student complaints and proposals)

Lectures, practical classes

Studies are implemented in the form of lectures and practical classes, both individual tasks and

creative work are organized, as well as group work for larger results and development of critical thinking. The works are presented by training speaking skills. Clinical cases are analyzed, role play (patient or client / pharmacist assistant) discussions are developed to develop professional teamwork and communication skills.

Materials in e-learning environment

The e-learning environment Moodle contains various types of materials to encourage a variety of methods, namely presentations, text pages, video, audio and video recordings of lectures, tests, surveys, research, e-books.

Summative and formative evaluation

At the end of the study course the student receives a summative assessment, which is expressed in grade 10 system, but an integral part of each study course is formative assessment, which lecturers try to achieve using the "poll" option in the Zoom environment, where questions are asked and answers are expected. Kahoot.com, Mentimeter.com tools are used to diversify formative student self-assessment.

Digital access to online state examinations

The organization of online state tests is fully implemented during emergencies when no gatherings are allowed. If the practical examination is also not allowed in person. In this case, all the principles of academic integrity are followed and the various options of the Zoom environment are used to achieve maximum quality.

Feedback

Feedback is a continuous part of all study time. The student receives an oral or written comment on his / her performance in the specific study course and its examinations.

Principles of student-centered education

Students are invited and students have free opportunities to represent their program in the Student Self-Government, the Study Program Council, Internal Quality Meetings. Students are maximally involved in the International Week, including the student scientific conference, to develop research and intercultural communication skills. At all possibilities, the opinion of students is asked and, as far as possible, it is taken into account when improving the program in the near future. Students are invited to familiarize themselves with the overall student vision of the study courses and program when the results are published in the e-learning environment Moodle.

Statistics on the number of readings of study course descriptions, evaluation of the study results to be achieved

In the autumn semester of the academic year 2021/2022, an extensive research was carried out at the College to assess 1) whether students read syllabi and learning outcomes; 2) students' self-assessment of how they consider whether the lecturers introduce with the requirements of the course at the beginning of the semester and whether at the end of the course students agree that they have obtained learning outcomes; 3) the opinion of the lecturers was also asked to express their opinion on the methods and techniques that best acquaint the students with the content of the syllabus and the learning outcomes to be achieved.

The results show that the syllabus in the study program are read very well. A total of 27 syllabi were evaluated in the 1st, 2nd and 3rd year. In the 1s, 2nd and 3rd year there are onlt 4 study courses in total which are read the least 11.1% - 21.7% of all students in the groups. 9 study courses are read by 30.4% - 38.9% of all students in the group. Syllabi of 13 study courses are read

by 43.5% -73.9% and one by 95.7% of all students in groups. Overall, the results are very positive. If reading categories are created in sections of 10, then most students read 30% -40% reading category (8 course descriptions) and 50% -70% 9 course descriptions. There are no syllabi that are read by less than 11.1% of all students in the group. Such statistics are obtained thanks to the analytical tools of the e-learning Moodle.

2) 62% of students fully agree and 21% rather agree with the statement that at the beginning of the course the lecturer introduced the necessary acquisition of knowledge, skills and competencies (clearly learning outcomes). 62% of students fully agree and 21% rather agree with the statement that the learning outcome (knowledge, skills, competencies) specified in the description of the syllabus were achieved during the study course.

3) When surveying lecturers, 90.5% of respondents are convinced that only a few students read the syllabi. When asked what methods the lecturer introduces to the students with the syllabi convincing majority 34% indicate that in the first lecture the introduction to the main sections of the study course description is introduced. The next most popular method is oral presentation (without presentation), indicated by 23%. 8.6% indicate that a separate MS Words or similar format report is prepared for students, which is easier for students to understand and more concentrated. 67% of lecturers indicate that they spend 10 minutes on the course description, 19% indicated that they spend 10-20 minutes and 5% spend about 20-30 minutes for introducing syllabus to students.

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 internship in the study program “Pharmaceuticals” is organized on the basis of the regulations on the State standard of the first level professional higher education, the professional standard, the “Regulations of the internship”, the procedure for organizing the internship of students in the study program.
"Pharmaceuticals", cooperation agreements between the College and the Internship places.
Prior to the Internship, meetings are organized (depending on the epidemiological situation - in person or on the Zoom online platform) for students on the requirements of the Internship, Internship documentation, Internship places offered by the College. Students can get acquainted with the Internship documentation in Moodle. At the end of the Internship, the defense of the internship is organized.

Organization of practice during the emergency of the Covid-19 pandemic

During this time, the internship was organized in accordance with the Cabinet of Ministers 12.03.2020. Order No. 10 “On the Declaration of an Emergency Situation”. As the implementation of the internship in the study program “Pharmacy” was not possible remotely, the study schedule was changed and the internship was postponed to the summer, when students could perform the internship qualitatively. This procedure only applied to the spring semester of 2020.

An overview of the duration, purpose, objectives and deliverables of each placement is provided in the 1st annex in "Other annexes" section.

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.

One of the forms of State final examinations is a qualification paper which shall be developed by students on the basis of themes they are interested in or topical in the labour market in the field of pharmaceuticals.

Every year the Study Programme Director prepares the directions of applied research, which are reviewed and approved by the Study Programme Councils, based on them, the student has a topical direction in the labour market and in the field of science in choosing the topic.

Several students, when starting their studies in the programme “Pharmaceuticals”, have already obtained another first level higher education, or a bachelor's and master's degree in another study programme. Such students then choose to use in their qualification paper the knowledge acquired in previous studies by combining it with the knowledge acquired while studying as a pharmacist’s assistant.

In the study year 2018/2019, when there were the first graduates of the study programme “Pharmaceuticals”, several of them chose topics important for the field of pharmacy: 2 papers on the topic of pharmaceutical care, 3 papers on patient equality in the use of medicines, 3 papers on the circulation of different groups of medicines in a pharmacy, 2 — polypharmacy research, 1 — advertising of non-prescription medicines and food supplements, 1 — research of pharmaceutical legislation. 1 student chose an important topic for the employer in the production of medicines and it was about innovations in the production of medicines. Seven students or 35 % of the future pharmacist's assistants chose an important topic for employers — the use of food supplements in patient care.

During the study year 2019/2020, 11 students or 35 % of all students chose to write their qualification papers on a topic of pharmaceutical care important for the pharmaceutical industry. Five students wrote about polypharmacy risk studies, 1 student about patient equivalence in the use of medicines, 2 about e-health and e-prescription analysis studies. One paper at a time was on topics such as the study of advertising of non-prescription medicines and food supplements, the study of the collection of waste medicines, and the study of risk factors for the profession of pharmacist. In turn, 8 students or 25% of all students chose the topic important for the employers, i.e., the use of nutritional supplements in patient care.

In the autumn semester of 2020/2021, the topics of the qualification works were different. They were selected taking into account the directions of previous applied research, as well as current topics in the field of public health. A Qualification paper on preventive measures during the flu

season among pharmacists and pharmacist assistants was developed. It was researched which anti-cold medicines are more often used by Saldus residents in case of self-medication. Several Qualification Papers reflected public awareness of several important health care issues, for example, the population's awareness of migraine in Daugavpils was studied, the use of combined products containing paracetamol among the population was clarified. In another Qualification paper, the reasons for the irrational use of proton pump inhibitors among pharmacy visitors were sought. Women's awareness of menopausal symptoms, their prevention, researchers' awareness and understanding of the role of beneficial bacteria in the intestinal microflora were also investigated, as well as preparations containing them. There were a number of Qualification Papers that clarified and analyzed the habits of pharmacy users to use medicines and food supplements, for example, to find out the habits of vitamin D use among the population, to find out the reason for the use of vitamin D by people who eat only vegetarian food on a daily basis. Also taking into account the topics suggested by employers, there were several topics in pharmaceutical care, such as pharmaceutical care options for patients with type 2 diabetes. Similarity was analyzed in patients with arterial hypertension. Qualification work in pharmacognosy was developed in laboratory conditions, in which the amount of phenolic type compounds in common viburnum (lat. Viburnum opulus) drugs was studied.

Average evaluation of the results of the state examination in the defense of the **qualification paper 2018/2019. 7.6 points were obtained** in the autumn semester of the study year, which is equivalent to the assessment in the practical part. There were a total of 19 graduates. The level of acquisition is very high for 5 graduates (10 and 9 points were obtained). High level of acquisition (8 and 7 points) was recognized for 9 graduates. Average level of acquisition (6.5.4 points) - 5 graduates.

2019/2020 In the autumn semester of the study year, the average grade in the defense of qualification papers was **8.3 points.** There were a total of 26 graduates. The lowest grade "6" for two students, 5 students received "10". 11 students have obtained a very high level of acquisition (10 and 9 points). 13 students have a high level of acquisition (8 and 7 points). The average level of acquisition (6.5.4 points) was obtained for 2 students.

2019/2020 The average grade in the spring semester of the academic year was also **7.6 points.** There were 8 graduates in total. The average level of acquisition and the lowest grade "6" was for 1 student. Highest score 10 obtained by 1 student. 11 students have obtained a very high level of acquisition (10 and 9 points). 6 students have a high level of acquisition (8 and 7 points).

2020/2021 In the autumn semester of the academic year, 29 qualification papers were defended, where the average grade was **7.9 points.** 9 graduates have a very high level of acquisition (10 and 9 points obtained), only 3 students have an average level of acquisition (6,5,4 points)

It can be concluded that the qualification evaluation is in the range from 7.6 to 8.3, which can be assessed as a high achievement and stable without changing drastically from semester to semester.

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.

In the study year 2019/2020, the establishment of the chemistry laboratory (Figure No.36) started at the College. It was planned that the chemistry laboratory would be suitable for study courses - ***food supplements, general chemistry, analytical chemistry, pharmaceutical chemistry, organic chemistry.*** In the new chemistry laboratory, students would learn the correct preparation of water extracts of medicinal plants, work with measuring cups, stoves, determining differences in preparation technologies, concepts — time, temperature, concentration. Learn to properly grind drugs (size for the respective drug) and adjust various factors to the preparation. Learn to justify theoretically and practically the best type of water extract. Learn the simple forms of drugs used in the food supplements — syrup, caramels, jelly pastils. Use grinding drugs in a pestle, cooking / heating on a stove in various containers (beakers, porcelain bowls), filtering, measuring, weighing. Specific for each form. Syrup - calculate a correct amount of sugar to be added to the extract, juice. Caramels — correct calculation of amount of sugar, caramelization process, making caramels. Jelly pastils — differences between different jelling agents (animal gelatin, agar), pastil preparation (maturation, heating), pastil formation in the form. Determine advantages and restrictions to drug forms, possibility to include medicinal plant drugs in preparations.

Figure No.36

Chemistry laboratory

Within the Pharmacy Chemistry course, students get acquainted with the lab's structure, work planning and safety in this lab. Students of chemistry laboratory learn practical skills in work with lab equipment. During the lab work, skills to identify and prove organic substance classes will be developed - analysis of functional groups. Students will be able to apply the gained knowledge to prepare their research papers within the lab.

Table No.59

Resources Provided within the Cooperation with Partners

Resources provided within the cooperation with partners	Cooperation partner	Assessment
Library resources and free access databases	Riga Stradiņš University	Students are provided with all necessary literature for their studies
Laboratories and lecture-rooms	Riga Stradiņš University	RSU teachers get involved in the study process, and some lectures and classes take place in the RSU laboratories and lecture-rooms.
Chemistry laboratory	RTU Olaine College of Technologies	Works of the laboratory of general and inorganic chemistry as well as analytical chemistry take place in the chemistry laboratory of the RTU Olaine College of Technologies.

Until the establishment of the College's chemistry laboratory, the laboratory works of the general and inorganic chemistry, as well as analytical chemistry were conducted in the chemistry laboratory of the RTU Olaine College of Technologies and RSU chemistry laboratories. The study course has been implemented within the framewor of mutual cooperation.

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).

Available Financing by Study Programme

Table No.60

Available Financing by Study Programme

Study programme / EUR	2020	2019	2018	2017
Study programme "**Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Treatment"	359 797.06	340 780.87	541 624.16	450 396.16
Study programme "**Emergency Medical Treatment**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Emergency Medical Treatment"	165 189.85	179 703.61	124 122.20	74 699.85
Study programme "**Pharmaceuticals**" one study place	**2262.87**	**2734.73**	**2820.96**	**2197.05**
Total financing for the study programme "Pharmaceuticals"	**26 982.08**	**218 374.01**	**189 004.26**	**129 626.21**
Study programme "**Therapeutic Massage**" one study place	2262.87	2274.73	2820.96	2197.05
Total financing for the study programme "Therapeutic Massage"	178 767.09	161 505.78	19 004.26	140 611.48

Minimum number of students in the study program to ensure the profitability of the study program

Table No.61

Minimum number of students in the study program

Study program	Minimum number of students
Pharmaceuticals	**36**

The largest percentage of own revenues is generated by the study programs "Therapeutic Massage" and "Pharmaceuticals", which can be explained by the fact that these study programs have relatively less budget than other first-level professional higher education programmes implemented by the College. Study programmes are popular with the students and are highly appreciated by employers.

The College's own revenues in 2020 were formed from revenues for educational services EUR 66 040.00 EUR in the study program "Therapeutic Massage", EUR 82 405.00 in the study program "Pharmaceuticals", various professional development courses EUR 40 102.00 and other services provided EUR 14 787.00

Estimated costs per student un cost item calculation in academic year 2021./2022. (including budget lines)

Table No.62

Planned costs per student in 2021/2022

No.	Budget lines	Study program *Pharmaceuticals*, amount in EUR	Percentage distribution of funding among budget lines
1.1.	Remuneration	1852.22	64.45%
1.1.1.	Remuneration of administrative staff	538.08	18.72%
1.1.2.	Remuneration of academic staff	1209.49	42.09%
1.1.3.	Allowance for additional work	104.63	3.64%
1.2.	Compulsory employer`s social security	436.94	15.20%
1.3.	The cost of services	379.45	13.20%
1.4.	Costs of materials, energy resources, inventory	205.40	7.15%
Total expenditure		**2873.99**	**100.00%**

Costs per student and cost item calculation in 2019 and 2020

Table No.63

Costs per student and cost item calculation in 2019 and 2020

Cost item	2019, EUR	2020, EUR	Basis of the calculation
Costs of one study place within the study direction*	*2368.99*	2341.41	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2020 (i.e., 662)
Average number of students in 2019	*639*	622	The costs of one study place is calculated by dividing the total expenses on higher education by the average number of students in 2019 (i.e., 639)
Study programme "Nursing" one study place	*2448.58*	2459.08	The costs of one study place for the study programme is calculated by taking the costs applicable to all programs divided by the average number of students and adding to it the costs of the academic staff for the study programme divided by the average number of students in the programme.
Study programme "Treatment" one study place	*2452.06*	2428.55	
Study programme "Emergency Medical Treatment" one study place	*2256.73*	2303.96	
Study programme "Pharmaceuticals" one study place	***2472.57***	**2396.81**	
Study programme "Therapeutic Massage" one study place	*2215.01*	2218.63	

**one place in the programme is calculated from the total available financing in proportion to the average number of students in the programme*

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.

24 lecturers are involved in implementing the study program, of which 5 have a doctoral degree, four are applicants for a scientific degree, nine lecturers have a degree in pharmacy. All lecturers involved in the implementation of study programs as lecturers or guest lecturers have at least a master's degree or an education equivalent to a master's degree in a related field of science (degree in pharmacy). Certified assistant pharmacists are involved in implementing professional courses in the study program, such as Social Pharmacy and Pharmaceutical Care, Basics of Pharmaceutical Technology, Pharmacognosy.

Highly qualified lecturers who are experts in the field and specialize in the topic of the respective study course are involved in implementing the study program. Due to the specifics of the content of some study courses, several guest lecturers were involved.

The qualification of the teaching staff involved in the study program implementation complies with the conditions of the study program implementation and the requirements of regulatory enactments, as well as ensures the achievement of the study program study results, for example, study courses Chemistry and Fundamentals of Pharmaceutical Technologies.

Artūrs Praškilēvics, the director of the study program, is a member of the Strategic Council of the Latvian Pharmacists' Association, Pharmacy Specialist Education and Human Resources; LFB - candidate for the board, as well as works in the pharmacy of SIA "Zāles" Cēsis Center, as a pharmacist. In 2021, he also started doctoral studies at RSU. Actively participates in the development of the study program. The study programme director also actively participated in exchanging experiences with foreign colleagues, for example, in the autumn of 2021 in Spain and Lithuania.

It should be emphasized that mainly pharmaceutical care experts are implementing the study program. Thus, it is ensured that the studies will provide in-depth and expanded knowledge and understanding of current issues in the industry.

For more information, see the description of the study field.

Table No.64

Academic staff involved in the implementation of the study program

Name Surname	Position	Eduction	Name of the course

Kitija Blumfelde	Guest lecturer	2nd level professional higher education (equivalent to a master's degree); certified pharmacist	Introduction to a profession (Ethics in the practice of a pharmacist's assistant) Business (Communication psychology and professional communication)
Renate Sukele	Lecturer	Dipl. Pharm.	Ethics in Pharmacist Assistant Practice (Research Basics); Pharmaceutical information and information literacy; Supplements; Fundamentals of veterinary pharmacy
Zane Ose	Lecturer	Mg. math.	Ethics in Pharmacist Assistant Practice (Statistics)
Olga Pasinska	Lecturer	Mg.philol.	Pharmaceutical terminology in English; Pharmaceutical terminology in Russian
Liva Bodniece	Lecturer	Mg.philol., Dr. philol. pretendente	Pharmaceutical terminology in Latin
Linda Venskus	Guest lecturer	Mg iur	Entrepreneurship (Fundamentals of Professional Law)
Elita Ardava	Associate Professor	certified pharmacist, MBA	Entrepreneurship (Economics and Basics of Entrepreneurship) Social pharmacy and pharmaceutical care
Viktorija Morozova	Guest lecturer	Mg. oec.	Entrepreneurship (Accounting)
Mara Pakalniske	lecturer	Mg. ing., Master's degree in natural sciences	Environment and health (Environmental health and hygiene, microbiology), Normal Physiology

Juris Kiploks	Associate Professor	Dr. ing.	Human biophysics
Oskars Bikovens	guest docent	Dr. biol.	Human biochemistry
Kristine Ivanova	lecturer	Degree of a Medical Doctor, Dr. pretendente	Cytology and genetics
Inga Sile	guest docent	Dr. pharm.	Plant and animal biology
Olga Kiselova	guest lecturer	Degree in Pharmacy Dr. pharm. applicant	Knowledge of health care products; Fundamentals of Pharmaceutical technology (Pharmacy formulation technologies)
Gunta Abramenkova	lecturer	Master's degree in pedagogy Master's degree in environmental sciences	General and inorganic chemistry, Analytical chemistry
Aiva Plotniece	guest docent	Dr. chem.	Organic chemistry
Alise Dreimane	guest lecturer	Dipl. Pharm.	Fundamentals of Pharmaceutical technology (Industrial dosage form technology)
Ilze Kozinda	lecturer	Doctor's degree	Pathology
Viktors Gorovenko	Associate Professor	Doctor's degree	Toxicology

Ervins Smatcenko	guest assistant	1st level professional higher education, Medical Assistant and Emergency Medical Assistant	First aid; Civil defence
Ksenija Kumacova	lecturer	Dipl. Pharm.	Pharmacognosy
Anna Gavrilova	lecturer	Dipl. Pharm.	Pharmacology; Pharmaceutical Chemistry
Arturs Praskilevics	guest lecturer	Dipl. Pharm.	Practical pharmacy and pharmaceutical legislation
Katrina Pukite	guest docent	Dr. pharm.	Pharmacotherapy
Inga Gutmane	guest lecturer	Mg. pharm.	Hospital pharmacy

Highly qualified lecturers who are experts in the field and specialize in the topics of the respective study course are involved in implementing the study program. Due to the specifics of the content of some study courses, several guest lecturers are involved.

College independent lecturers and lecturers have mandatory participation in methodological and research activities. The results of the methodological and scientific activities of the academic staff are summarized once a year.

The results of the academic activity, pedagogical and professional development of the lecturer are summarized once a year, including them in the annual self-assessment report of the study field, as well as for certain groups of staff they are linked to the principles of remuneration and motivation. Lecturers' achievements include a personal resume.

The lecturers working in the study program are active Pharmacists' Society of Latvia (PSL) members. PSLrepresents, the economic and legal interests of pharmacists, promotes the health of Latvian society and improves the qualification of pharmacists and pharmacist's assistants.

Artūrs Praškilēvics, the director of the study program, works in the Strategic Council of Education and Human Resources of Pharmaceutical Specialists of the PSL At the same time, Renāte Šukele is a member of the Certification Commission of the PSL. Inga Gūtmane, Board Member (Vice President) of PSL.

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

During the reporting period, the composition of the teaching staff changed, mainly by changing the visiting teaching staff and electing academic staff in academic positions at RSU RCMC. Currently, 13 or 52% of the lecturers involved in the study program are elected academic staff. Since obtaining the license of the study program, one lecturer has defended his dissertation and received the doctoral degree of Dr.pharm, Inga Sīle. At the same time, two are Dr.pharm applicants, and one is Dr.philol. Applicant.

Changes in the composition of the teaching staff are also related to changes in the content of the study program, for example, supplementing the study program with study courses "Civil Defense" and retirement age lecturers.

Some examples of changes in the academic staff.

Table No.65

Changes in the composition of the academic staff

Study course	Academic Staff 2016	Academic Staff 2021
Pharmaceutical information and information literacy	Elita Poplovska	Renāte Šukele
Medical terminology in English	Ārija Briķe	Olga Pašinska
Normal physiology	Janīna Grāvīte	Māra Pakalnišķe
General and inorganic chemistry	Dace Bandere	Gunta Abaramenkova
Pharmacy dosage form technologies	Venta Šidlovska	Olga Ķiseļova
Pharmacology	Santa Purviņa	Anna Gavrilova

Highly qualified lecturers who are experts in the field and specialize in the topics of the respective study course are involved in implementing the study program. Due to the specifics of the content of some courses, several guest lecturers are applied (for example, Basics of Pharmaceutical Technology, Chemistry)

College independently employed lecturers, and lecturers have mandatory participation in methodological and research activities. The results of the methodological and scientific activities of the academic staff are summarized once a year.

The results of the academic activity, pedagogical and professional development of the senior lectures are summarized once a year, including them in the annual self-assessment report of the study field, as well as for certain groups of staff they linked to the principles of remuneration and motivation. Lecturers' achievements include a personal resume.

College regularly plans and implements activities to motivate the academic staff to get involved in research (for example, lecturers in cooperation with students have the opportunity to apply for the

College's Scientific Grant projects). The teaching staff uses the research results and the research results of other researchers, ensuring the provision of up-to-date knowledge to students in their study courses.

RSU Pedagogical Development Center provides an opportunity for new lecturers to participate in the School of Young Lecturers to promote the ability of participants to independently implement innovative initiatives in their study courses and modernize in an interdisciplinary context cooperating with colleagues from other study programs.

2021/2022 During the academic year, lecturers became involved in assessing digital competencies using the DigCompEdu tool, which aims to support and encourage lecturers to use digital tools to promote education and innovation.

Since the licensing of the study program, the teaching staff regularly improves their qualification by participating in professional development events, conferences and publishing articles in academic publications.

Several lecturers of the study program are active members of the Latvian Pharmacists Association (LFB). For example, Renāte Šukele is a member of the LFB Certification Commission, Artūrs Praškilēvics is a strategic member of the LFB Pharmaceutical Specialists Education and Human Resources Council, and Inga Gūtmane is a member of the LFB Board (Vice President).

The lecturers of the study program, in cooperation with students, are involved in the implementation of the college's scientific grant projects, for example, the project "Use of Medicines, Food Supplements and Herbal Preparations in Latvia and Related Patients' Health Risks". AND EFFECTIVE COMMUNICATION WITH CUSTOMERS "SOCIETY INTEGRATION EDUCATION Proceedings of the International Scientific Conference. DOI: 10.17770 / sie2021vol4.6394

To develop digitalization in implementing the study program and courses, lecturer Māra Pakalnišķe has successfully improved her qualification and acquired Mg.ing in e-learning technologies and management. Cooperation with the College Methodology Department is actively advising other lecturers on digital technology implementation and management.

More detailed information is available on the lecturers' CVs.

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).

Lecturers' meetings

Lecturers' meetings are organized every other month, during which the topicalities of the study process are discussed, methodological seminars are organized (for example, on the definition of study results, application of interactive teaching methods, including digital applications and tools). Guest lecturers are also invited to lecturer meetings. As part of the Covid19 pandemic, meetings were held on the Zoom platform online.

Collegial observation

The constant encouragement of the lecturers of the college to cooperate with each other also increases the results. Lecturers should be encouraged to explain the usefulness of exchanging collegial experience or pedagogical practice. One of the exchanges I would like to highlight is the cooperation of the lecturer R.Šukele (in the context of the study course Nutritional Supplements) with the lecturer of Pharmacognosy doc. K.Kumačov. The topics of the lectures were discussed and it was concluded that some topics overlap. It was decided that the course of pharmacognosy in alternative and complementary medicine would emphasize the importance of herbs and the course of nutritional supplements in the context of other supplements. This means that there will be less theory in pharmacognosy but more of a plant role. In the cooperation of the lecturers, doc. R.Šukele course Pharmaceutical information. It has been found that students are trained to find information, but this is further useful by paying close attention to the context of pharmacognosy. This was left in both study courses due to the different approach and the fact that the students are already familiar with the database. The lecturers informed that they had a very productive meeting on the Zoom platform. Lecturers A.Plotniece (Organic Chemistry) and O.Bikovens (Biochemistry study course) also visited each other within the framework of collegially similar courses in February 2020. Link to collegial observation protocol.

Methods, organization of training for colleagues

In cooperation with the Methodological Department, lecturers are invited to organize open lectures or classes and share examples of good practice with other colleagues. For example, lecturer Māra Pašnišķe has demonstrated to other colleagues the use of **virtual laboratories** within the study course Microbiology and Physiology. Virtual labs are similar to simulation games, but they take place on a personal computer for each student. There is no need to invest a lot of time in setting up the laboratory and the time spent on the experiment or reaction is significantly reduced. The computer shortens this time and leaves more time to play and analyze multiple situations. The virtual labs were successfully used in the Covid19 pandemic, which was fully or partially

implemented online.

An example of successful cooperation in exchange of experiance provided lecturer L. Bodniece, where she shared her experience in the implementation of the study course "Latin" in the **blended learning** with other lecturers, how she creates her study course in the e-learning environment Moodle, what activities and resources she uses. There were 2 such meetings on 23.03.2021. and March 26, 2021, where 4 lecturers participated in each of these occasions.

A good example of cooperation is the seminar / discussion conducted by the lecturer R.Šukele **on publication in scientific journals**, which attracted 8 listeners online and so many who asked to share the video recording.

On January 28, 2022, a workshop will be held, which will also be led by a College Lecturer to share her experience **on working with a Google Account, Google Drive, spreadsheets.**

Exchange of study course descriptions and simulated environment scenarios

In the e-learning environment Moodle lecturers have access to descriptions of other colleagues' study syllabi as well as scenarios developed by other lecturers for a simulated environment. Such a section was created so that the lecturers know better the content of supplementary and successive study courses and the presentation of topics. These course descriptions are downloadable from this site but are not editable. In terms of content, lecturers cannot change the descriptions from this site, only get acquainted with the organization and management of courses planned by other colleagues, or the description of the scenario for the application of the simulated environment method.

Analyzing the total number of students in the program with the number of lecturer programs, the ratio of lecturers to students is 1/3.

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	1_Pharmaceuticals_diploma and diploma supplement.pdf	1_Farmācija_dipolms un diploma pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	2_Pharmaceuticals_Dynamics of the Number of Students.docx	2_Farmācija_Studējošo skaita dinamika.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	3_Pharmaceuticals_Compliance to the State Education Standard.docx	3_Farmācija_atbilstība valsts standartam.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)	4_Pharmaceuticals_Compliance with the profession standard.docx	4__Farmācija_Studiju programmas atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	4.1._Compliance of the study program_ Pharmaceuticals with the normative regulations of the branch.docx	4.1._Farmācija _studiju programmas atbilstība nozares normatīvajiem regulējumiem_.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	5_Pharmaceuticals_Mapping matrix.xlsx.xlsx	5_Farmācija_Kartēšanas matrica.xlsx.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	6_Pharmaceuticals_Plan of the Study Programme.docx	6_Farmācija_Studiju plāns.docx
Descriptions of the study courses/ modules	7_Pharmaceuticals_Study Course Description (Syllabi) of study program.zip	7_Farmācija_Studiju kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	8_Internship Regulations.docx	8_Prakses nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		