

APPLICATION

Study field "Health Care" for assessment

Study field	<i>Health Care</i>
Title of the higher education institution	<i>Latvijas Universitātes Rīgas Medicīnas koledža</i>
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Self-evaluation report

Study field "Health Care"

Riga Medical College of the University of Latvia

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I - Information on the Higher Education Institution/College

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

Riga Medical College of the University of Latvia (hereinafter – LU RMC) is an educational institution under the supervision of the University of Latvia (hereinafter - UL), established by the Cabinet of Ministers of the Republic of Latvia (hereinafter - the Cabinet of Ministers) Order no. 574 “On the Reorganization of the Riga Medical College” and with the UL Senate decision no. 307, reorganising the Riga Medical College under the supervision of the state-founded Ministry of Education and Science (hereinafter - MES) and is the successor to the obligations, rights, property and records of the state-founded Riga Medical College under the supervision of the MES, with the unified registration No 90000014902.

The college implements one study direction - "Health Care".

The aim of the college is to provide persons with secondary education with the opportunity to obtain the first level professional higher education and the fourth level of professional qualification in health care and medical programs, as well as to offer public services in further education and participate in scientific activities according to the study program profile. In its activities, the college observes the Law on Higher Education Institutions, the Law on Vocational Education, the Law on Public Agencies, the Law on Scientific Activity, the Constitution of the University of Latvia, regulatory enactments of the University of Latvia, and other valid regulatory enactments.

From 2010 to 30 June 2020, the college was headed by Astra Bukulīte, but from 1 July 2020, the college is headed by Aksels Roshofs.

LU RMC Strategy

Mission of LU RMC

LU RMC provides students with high-quality education and professional qualification by implementing study programs based on achievable results.

LU RMC ensures the development of human resources in the health care sector, the educational environment based on the integration of studies and science promotes the development of the health care field in Latvia.

Vision of LU RMC

LU RMC is a recognizable higher education institution that implements first-level professional higher education study programs, preparing competent specialists in the field of health care, whose acquired knowledge, skills, competencies and attitudes ensure the needs of the Latvian economy and promote the international competitiveness of graduates.

Name of the study field:	Health Care
Accreditation term:	31.05.2013.- 30.05.2019 (extended until 30 June 2022 in accordance with the amendments to the Law on Higher Education Institutions, Paragraph 48, Subparagraph 2 of the Transitional Provisions)

Head of the study field: Sarmīte Villere

List of study programs:

N o .	LR code	Study program name	Level	Qualification	Type and form of studies (FTIS, PTIS, PTES)	Study load (CP)	Head of the study program
1	41.72.1	Medicine	4	Physician assistant	FTIS	120	Linda Alondere
			4	Physician Assistant in Emergency Care	FTIS	80	
			4	Physician Assistant in Ambulatory Care	FTIS	80	
2	41.72.2	Massage and hydrotherapy	4	Massage therapist	FTIS	80	Sandra Seimane
3	41.72.2	Dispensing optician	4	Dispensing optician	FTIS	80	Evita Kassaliete

According to the evaluation of accreditation experts in 2013, the study program “Medicine” was included in the first quality group and is considered sustainable. Implementation of the study program “Massage and Hydrotherapy” was started in 2015/2016. academic year (license No. 041020 - 3), the study program “Dispensing Optician” was licensed on June 18, 2020 (license No. 041020 - 4) and the first enrollment of students took place in 2020/2021. academic year (see Table I.1).

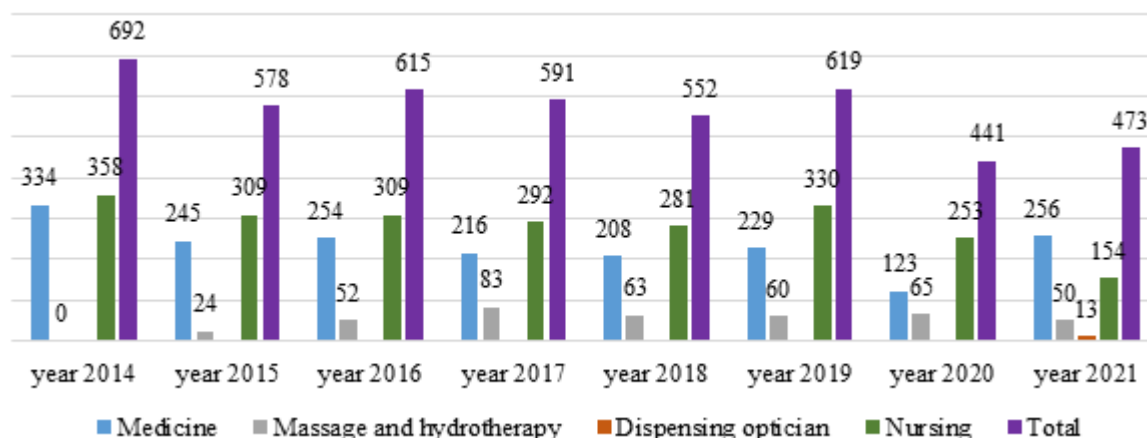


Figure I.1. Dynamics of the number of students during the evaluation period (as of October 1)
(absolute numbers)

Table I.2.

Study programs implemented by LU RMC

Study programs implemented by LU RMC	Duration in years	CP	Qualification	Type	Number of students 01.10.2019.	Since which year is implemented	Notes
Medicine (41721)	3	120	Physician assistant	Full time	229	2005.	From 2011, by regularly participating in various procurement procedures (eg NMPD, Ministry of Health of the Republic of Latvia) both individually and in an association, a study process for obtaining the qualification "Physician Assistant in Emergency Care" is implemented.
	2	80	Physician Assistant in Emergency Care				
	2	80	Physician Assistant in Ambulatory Care				
Massage and hydrotherapy (41722)	2	80	Massage therapist	Full time	60	2015.	The study program is the only one in Latvia
Dispensing optician (41722)	2	80	Dispensing optician	Full time		2020.	The study program is the only one in Latvia

LU RMC development strategy

LU RMC Development Strategy is a medium-term planning document. The strategy is based on the vision, mission and goals of LU RMC, which were determined by assessing the current situation, future opportunities and challenges.

The aim of the strategy is to create an educational environment based on scientific research, a favorable environment for the growth of staff - students, academic and general staff and to ensure the fulfillment of the mission of LU RMC. The strategy is designed to promote the development of LU RMC by staff cooperating with the academic community, public administration institutions, social partners and employers.

The strategy complies with the Regulations of LU RMC, developed in accordance with the state policy planning documents, guidelines in education and science, economic and labor market development trends and demographic forecasts.

The strategy of LU RMC, after approval by the Council of LU RMC and the Senate of the University of Latvia, is a basic document for the development of annual action plans, thus ensuring the implementation of the college strategy, its implementation and achievements are described in the self-assessment report.

LU RMC strategic goals

The development strategy of LU RMC for 2016 - 2020 was approved by the Senate of the University of Latvia on 29.02.2016. decision no. 279, extended until June 30, 2021 by the decision of the Council of LU RMC of January 27, 2021, protocol no. 89 until the approval of the strategy of the University of Latvia.

1. Development of the study field and quality assurance for the provision of excellence-oriented study programs.
2. Integration and internationalization of studies and scientific activities.
3. Improvement of institutional capacity and educational environment by developing infrastructure based on innovations and technologies.
4. Purposefully plan and implement high quality study programs with a focus on results, in accordance with economic development trends and labor market requirements.

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

LU RMC decisions are made in various institutions and levels. The self-governing institutions of LU RMC are the Council of LU RMC (hereinafter - the Council), the head of LU RMC (hereinafter - the Director) and the Academic Arbitration Court (see Annex I.2 "Management structure of LU RMC").

Council is a collegial representation, management and decision-making body of the staff of LU RMC. The Council operates in accordance with the regulations of LU RMC. Representatives for the work of the Council are elected from among the academic and general staff and students. The council consists of 11 council members: 5 (five) persons elected to academic positions in the college; 1 (one) general staff representative; 3 (three) student council representatives; 2 (two) authorized representatives of employers or professional organizations. The staff of the Council and the regulations of the Council are approved by the Rector of the University of Latvia. The term of office of the Council is 3 (three) years. Council meetings are held at least once in 2 (two) months. The scope and responsibilities of the Council are wide:

1. discuss and submit for approval the College's medium-term operation and development strategy, approve the College's flag, coat of arms, emblem, motto and anthem;
2. determine the main directions of academic activity,
3. approve the annual activity plan, annual report and annual budget, determine the procedure and criteria for evaluating the performance of the College, approve the structure of the

College determined by the Director, propose the change of name, reorganization or liquidation of the College;

4. approve the regular reports, study programs and their self-evaluation reports, determine the procedure for the development and examination of the study program,
5. nominate representatives in UL students' council institutions,
6. decide on the establishment, reorganization and liquidation of the structural units of the college, approves the composition of study program councils, regulations of the structural units of the college, regulations of the Student council, regulations and procedures for ensuring the operation of the college, conceptual documents
7. develop proposals on the admission of students and the implementation of new study programs,
8. support and promote the activities of student council,
9. elect the Director, propose the removal of the Director, approve his / her deputies on a proposal from the Director,
10. decide on other matters within its competence.

Director is the highest official of LU RMC, who implements the general administrative and economic management of the College and represents the College in all its affairs, including:

1. makes decisions on all issues within the competence of the college without special authorization, if the consent of the Senate of the University of Latvia, the Rector of the University of Latvia or the Council of LU RMC is not required in these issues,
2. represents the college in all structural units of the University of Latvia, state and local government institutions, court instances, other organizations, institutions, maintains relations with legal and natural persons,
3. draws up the College's medium-term operation and development strategy, annual work plan and annual budget and submits them to the Council, determines the College's structure and submits them to the Council for approval;
4. ensures and is responsible for the activities of the college in accordance with the requirements of regulatory enactments and these Regulations, in accordance with its powers decides on the rational use of college resources, determines the remuneration of college employees within the college salary fund,
5. prepares the number of study places and the requests for financing of study places, which is coordinated with the college council before submission to the Rector of the University of Latvia,
6. organizes elections of college councils, academic arbitration courts and academic staff,
7. recruits and dismisses the academic and general staff of the College, issues binding orders to the staff of the College;
8. submits the annual report of the college to the college council for approval, then submits it to the Rector of the University of Latvia and provides an opportunity for the staff of the college to get acquainted with the annual report, submits the current reports of the College to the Rector of the University of Latvia.

Academic Arbitration Court is nominated at the general meeting of the academic staff and elected by secret ballot from among the academic staff. It may not include representatives of the College's administrative staff. Student representatives in the academic arbitration court are elected by the student council. The Academic Arbitration Court consists of 2 (two) persons elected to academic positions and 1 (one) student representative.

The Academic Arbitration Court examines the submissions of students and academic staff regarding restrictions or violations of academic freedom and rights, disputes of an academic or ethical nature between the officials of the College, as well as the administrative institutions of the structural units

that are in a subordinate relationship.

The decisions of the Academic Arbitration Court are enforced by the administration. The members of the Academic Arbitration Court are accountable for their activities to the College Council.

The College shall establish **structural units** for the performance of the educational process, research, organizational, economic or service work. The College may also establish other structural units for the performance of organizational, economic and service work. The management of LU RMC is ensured by using a hierarchical subordination model and process approach. This ensures both a precise division of responsibilities and functions to be performed and close cooperation between departments and staff.

Table I.3.

Composition of LU RMC employees

LU RMC staff composition	Total	Men	Women	PLE (full-time equivalent)
Elected academic staff	17	4	13	5.2
Visiting teaching staff	8	1	7	1.4
incl. staff with scientific degree	6	1	5	1.2
Deputy assistant	39	7	32	16.8
Academic staff - total	64	12	52	23.4
Practical training supervisors	157	7	150	-
Administrative staff	6	1	5	3.9
General staff	32	7	25	28.1

The internal regulatory enactments of LU RMC define the functions of all structural units, the responsibilities, powers and duties of their employees, describe the course of processes, involved parties and conditions. The College develops regulatory enactments in all cases specified by law, as well as for the successful provision of its activities (see Annex I.1 “List of the main internal regulatory enactments and regulations of LU RMC”).

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

“Quality Policy” developed by LU RMC (approved at the meeting of the LU RMC Council on

18.12.2019, Minutes No. 82) [RMK-Kvalitates-politika-APSTIPRINATA-2019-12-18-1.pdf \(lu.lv\)](#) (available only in Latvian) and the Quality Management System Description and Ensuring Plan (approved at the LU RMC Council meeting on 28.10.2020, Minutes No. 87) (see I.1 Appendix "List of the main internal regulatory enactments and regulations of LU RMK").

Formulation of the quality management system:

LU RMC quality management system is based on LU RMC strategy and organizational values defined in it, as well as on the requirements of the international standard "Investment in excellence", LU RMC vision and mission implementation, based on strategic goals and monitoring of their progress and envisages continuous development.

LU RMC quality management policy is focused on providing modern quality improvement and excellence-oriented study and research work. LU RMC quality management policy is based on the following basic principles:

1. Leadership and setting ambitious, realistic goals.
2. Unity in achieving the goals of the college.
3. Involvement of stakeholders in the improvement of college services and processes.
4. Observance of the principles of social responsibility.
5. A positive cooperation approach.
6. A fact-based approach to decision making.

LU RMC quality policy is aimed at creating a favorable and development-friendly institutional environment for those people who associate their creative and professional growth with LU RMC. LU RMC develops and implements study programs and research work, actively cooperating with stakeholders, taking into account the wishes and needs of these parties. The interested parties of LU RMC are:

1. current students, prospective students, graduates,
2. employees,
3. University of Latvia,
4. other educational institutions both in Latvia and internationally,
5. employers,
6. professional associations,
7. Country.

In order to implement the quality policy, LU RMC develops its human resources and the intellectual capacity of the college, pursues a responsible financial management policy and continuously works on the improvement of the college management system, study process and research work.

Objectives of the quality management system:

1. To maintain the quality management system and its compliance with the requirements of the international standard "Investment in Excellence", ensuring a continuous process of improvement.
2. To ensure the fulfillment of strategic goals.
3. To ensure a continuous increase in the level of satisfaction of all stakeholders.

Since October 30, 2010, LU RMC has been operating procedures for quality control in the field of studies. In December 2019, the mentioned procedure was improved and the Quality Policy of LU RMC was approved by the Council. The quality policy determines the understanding and activities of LU RMC in the implementation of the approach of excellence, quality policy in studies and research activities, personnel management and communication with the public. LU RMC implements the approach of excellence "Plan - Do - Check - Act" and the principle of continuous

improvement, ensures the identification of the needs of the involved parties and cooperation in quality assessment and improvement issues (see Figure I.2).

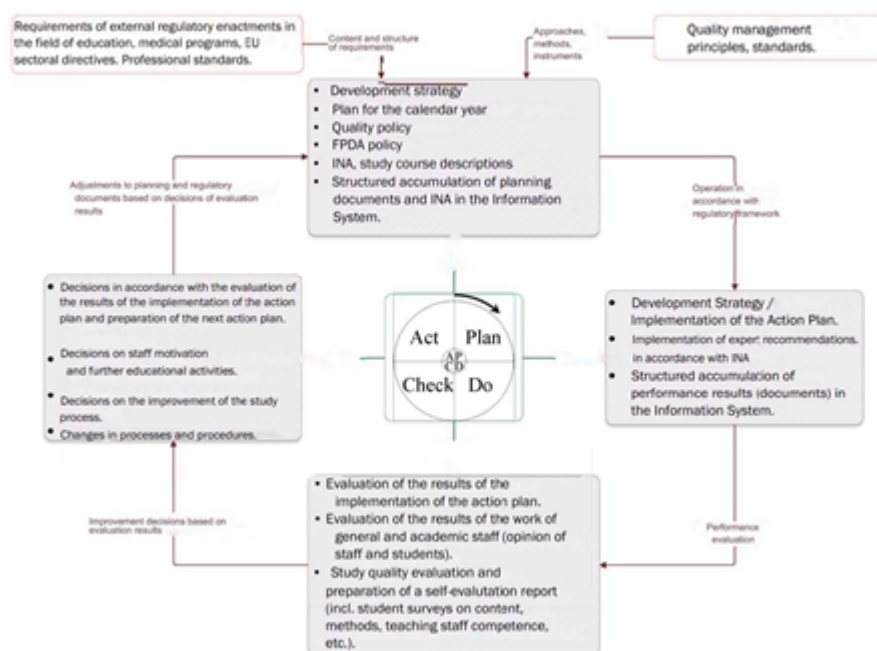


Figure I.2

1.4. Fill in the table on the compliance of the internal quality assurance system of the higher education institution/ college with the provisions of Section 5, Paragraph 21 of the Law on Institutions of Higher Education by providing a justification for the given statement. In addition, it is also possible to refer to the respective chapter of the Self-Assessment Report, where the provided information serves as evidence for the full compliance, partial compliance or non-compliance.

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>See Section 2. "Effectiveness of the internal quality assurance system".</p> <p>The quality management system is constantly being improved.</p>
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2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <p>Procedures for the development, approval and supervision of study programs have been developed, which determine the basic principles for the development of study programs. Programs:</p> <ol style="list-style-type: none"> 1. are developed in accordance with the overarching goals of the program, which correspond to the strategy of LU RMC and have the expected study results clearly formulated, 2. are formed with the involvement of students and other stakeholders, 3. use external expertise and benchmarks, 4. reflects the challenges of higher education, 5. designed to ensure the progress of students in studies without obstacles, 6. determines the expected workload of students, 7. where necessary, include carefully planned opportunities - the practical training includes traineeship, practical trainings and other study periods included in the program, which are not implemented in LU RMC, but allow the student to gain experience in a field related to studies, 8. are subject to the approval procedures specified by LU RMC. <p>Every year reports on all study programs are created, which are published on the website of LU RMC www.rmkoledza.lu.lv</p>
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>The student achievement evaluation system is described in the "Regulations on the Procedure of Studies and Examinations" (approved at the meeting of the Council of LU RMC on 26.05.2018, Minutes No. 72). The evaluation conditions for each specific study course are indicated in the course description.</p>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>SpcRequirementValue.UNDEFINED</p> <p>Procedures and regulations developed by LU RMC to ensure staff qualification and work quality - "Procedure for evaluation of LU RMC employees and evaluation of its results" (approved at LU RMC Council meeting on 15.12.2020, Minutes No. 88), in which the employee's performance for the previous period is assessed, analyzing and evaluating the outcome criteria for general staff:</p> <ol style="list-style-type: none"> 1. achievement of goals and tasks, 2. performance of official duties in accordance with the requirements. <p>Outcome criteria for academic staff:</p> <ol style="list-style-type: none"> 1. international mobility, 2. participation in conferences, 3. preparation of students for conferences, 4. performance of official duties in accordance with the requirements. <p>Investment criteria:</p> <ol style="list-style-type: none"> 1. level of competence development, 2. conformity of professional qualification. <p>"Regulations on academic and administrative positions at LU RMC", where the determination and holding of academic and administrative positions, qualification requirements, tasks and election procedures are determined.</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Complies</p> <p>LU RMC uses an information system, which collects information about the entire study process of each student. The following surveys are organized regularly:</p> <ol style="list-style-type: none"> 1. survey on study courses and teaching staff work, including survey on practical training and survey on course papers and final theses, 2. survey of students of the last study year about the study program. <p>The results of the surveys are available to every lecturer, study program heads.</p>
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	<p>Complies</p> <p>Every year the annual reports of the study field are created, which are reviewed and approved by the Council of LU RMC. After approval, they are published on the LU RMC website.</p>

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

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

Substantiation of the study program “Medicine”

With the development of medicine and science, human life is prolonged, but unfortunately the aging process also includes the emergence of various chronic diseases that require resources in health care, including human resources. As elsewhere in the world, medical education in Latvia is expensive and can be obtained in a very long learning process, therefore opportunities are sought to treat patients by effectively using different levels of resources. In the 1990s, pre-hospital emergency medicine in Latvia had 90% of medical teams and only about 10% of medical assistant teams, today the proportion is reversed. Thanks to the development of information technology (hereinafter - IT), hospital network, good road transport, modern equipment and excellent education, medical assistants have firmly occupied the niche of pre-hospital emergency providers. Statistics show that, as elsewhere in Europe, patients need only 10-15% of the support of a medical team.

An important role in the education of students is the acquisition of competencies provided in the appropriate quality, in accordance with professional standards, in order to continue to ensure the quality of health care in Latvia. Developed by the Ministry of Health and by the Cabinet of Ministers Regulation No. 394 of 7 August 2017, the data included in the approved document “Conceptual Report on the Reform of the Health Care System” show that the rates of long-term mortality / preventable mortality in Latvia are the highest among the EU countries (320 cases per 100,000 population in Latvia, on average 119 in the EU countries). Mortality from cardiovascular diseases in Latvia is 2.3 times higher than the EU average, and from malignancies 1.18 times higher than in EU countries. Latvia has one of the highest 30-day mortality rates in a hospital after a stroke: 18 cases per 100 hospital admissions in Latvia, and an average of 9.4 per 100 hospital admissions in the EU countries. There is also a weak monitoring and timely treatment of chronic patients in Latvia (Cabinet of Ministers Conceptual Report on the Reform of the Health Care System, 2017).

More and more attention is paid to the rehabilitation of patients after various injuries or illnesses, therefore in 2015 LU RMC started to implement the study program “Massage and Hydrotherapy”, while in 2020 was licensed and in 2021 first students were enrolled in the study program “Dispensing Optician”. These are both commercial programs.

In implementing the study field “Health Care”, LU RMC closely cooperates with the Ministry of Education and Science, the Ministry of Health, the Association of Emergency Medicine of the Republic of Latvia, the Latvian Association of Medical Professionals, the Latvian Association of Outpatient Physicians, the Latvian Association of Optometrists and Opticians, the Latvian Nurses Association, with the intention to make a real contribution to achieving the goals of the Latvian health care sector reform: sufficient provision of human resources, sustainable organization of the sector, availability of health care services, economically organized use of health care sector funding.

With the development of health care as one of the country's overall development priorities, the

national budget finances the training of a certain number of specialists using budgetary resources. The Ministry of Education and Science evaluates the demand for specialists in the health care sector and annually concludes an agreement on the determination of state-funded study places and the allocation of appropriate funding. With a constant number of state-funded budget places, since 2016, funding for one study place has steadily increased every year (see Figure II.1).

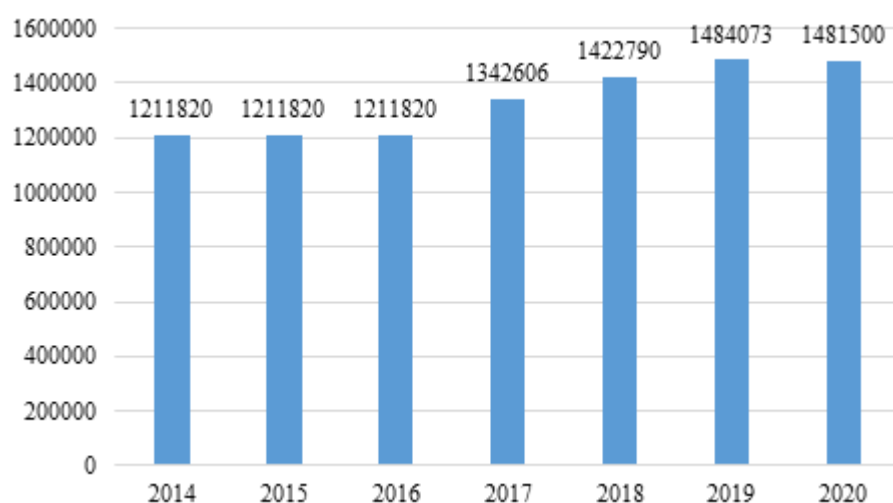


Figure II.1. State budget financing for the study field in 2014 - 2020, euro

Increasingly influenced by the opportunities offered by digital tools and platforms, the Covid - 19 pandemic accelerated the acquisition, development and application of digital skills among both teachers and students. In the near future, the management of LU RMC will work on the solutions proposed in the policy planning document “Digital Integration Guidelines for 2021-2027” in both education and health care and developing a joint study programme with partners, whose graduates will provide real support to patients and clinicians in digital solutions.

The document “Conceptual Report on the Reform of the Health Care System” developed by the Ministry of Health in 2017 (Cabinet of Ministers Regulation No. 394 of 7 August 2017) indicates the projected deficit of physician assistants for 2022. The need for medical staff in the Emergency Medical Service already exists in the long term. Liene Cipule, Director of the Emergency Medical Service (hereinafter - NMPD), informed that there is currently a shortage of 587 medical professionals in, but another 200 people will retire in the near future (Program “Krustpunktā” on October 3, 2019).

In order to ensure the optimal number of medical personnel for work within the normal working hours of the NMPD, including to ensure the change of generations, an average of 100 additional physician assistants are required each year. Despite the fact that the number of students in Latvia is decreasing in general and there is a demographic decline, during the last five years LU RMC has a constant number of students in the study field “Health Care” in the study program “Medicine” and filled all budget places. Specially requested in the study program “Medicine” is the specialty “Physician Assistant”. LU RMC has participated in procurements and qualitatively implemented projects by educating physician assistants in the NMPD. Since 2018, LU RMC has been implementing a project on the implementation of the study process for the acquisition of the specialty of physician assistant (agreement No. 01-17.12 / 112). The aim of the project is to ensure the European Social Fund (hereinafter - ESF) Operational Program “Human Resources and Employment” supplements 1.3., 2.3. “Improving the 6 competences, skills and abilities of staff of institutions involved in health care and promotion”. In the period from 2018 to 2020, 151 diplomas with the qualification “Physician Assistant in Emergency Care” were issued within the project.

Substantiation of the study program “Massage and hydrotherapy”

LU RMC implements the study program “Massage and Hydrotherapy” of the study field “Health Care”, ensuring the training of professional specialists for Latvian health care and rehabilitation institutions, the staff cooperating with the academic community, public administration institutions and social partners and employers.

The development of the study program “Massage and Hydrotherapy” started in 2009 in cooperation with the Latvian Blind Society, employers, industry professionals and educational specialists were involved in the development of the program. This program was designed to train visually impaired or blind people to work as a massage therapist. The program was licensed on August 24, 2011, license no. P-5075. Qualified teaching staff was attracted for the implementation of the program and equipment for the acquisition of massage therapist skills and competencies was purchased. The program was accredited in 2013 (accreditation sheet No. AP1969, issued on March 13, 2013). At that time, according to the program in 2015, out of 24 graduates, 16 massage therapists already gained the status of a certified massage therapist. The study environment of LU RMC is fully adapted for people with special needs: a ramp has been installed, a toilet has been adapted, two spacious elevators have been installed. Every year a student with special needs studies in the study program “Massage and Hydrotherapy”.

The topicality of the first level professional higher education study program “Massage and Hydrotherapy” is related to the growing demand for qualified and professionally trained massage therapists with higher education who are able to practice in health care and rehabilitation institutions, are able to promote patients and clients health and functional status, quality of life and improvement of well-being, as well as participation in treatment and continuous improvement.

At the meeting of the Cabinet of Ministers on January 8, 2019 (Protocol No. 1 § 33), the informative report “On the Implementation of Health Reform Measures in 2019” was taken into account. One of the objectives of the report was to ensure the strategic procurement of rehabilitation services. Three key performance indicators have been set for health sector reform, and two of them (potential life years lost and long-term mortality / preventable mortality) are closely linked to the availability and quality of rehabilitation services.

Also in the operational strategy of the Ministry of Health (hereinafter - MH) for 2019-2021 (Order of the MH, 06.06.2019, No. 130), when mentioning public health, the main health risks are defined: obesity, various addictions, injuries, infections - physical medicine and rehabilitation services, including massage and hydrotherapy, can provide positive evidence-based results in the first three risk reduction measures. In turn, when talking about the strategy of the Ministry of Health, in the section “Health care” rehabilitation services are mentioned both in the part of secondary outpatient health care (even highlighted among services) and in the part of inpatient health care services.

In the performance audit “Is rehabilitation a full-fledged part of health care services?” (07.12.2018), the State Audit Office pointed to the necessary significant improvements in the planning, organization and quality monitoring of rehabilitation services, including to achieve better results in the treatment process, preserve or return capacity and purposefully reduce permanent functional limitations, improve the availability and continuity of rehabilitation services, and provide an opportunity to conduct research and analysis of the increase in disability and incapacity for work of population groups. In order to improve the availability and quality of rehabilitation services, additional state budget funding has been allocated since 2018 as part of the health care system reform. A massage therapist is one of the main members of the multi-professional rehabilitation team.

Based on the priority directions set in the Latvian National Development Plan for 2021-2027,

several main priorities in the field of health have been set for the European Union (hereinafter - EU) 2021-2024 funds planning period, including:

1. to improve the qualification of medical and medical support staff,
2. to implement complex health promotion measures for the population of Latvia in priority areas of health care.

The report "Human Resources for Health" (14 June 2019) also points to a growing gap between supply and demand for health professionals. The profession of massage therapist is mentioned among the planned categories of human resources professions, however, massage therapists have not yet been analyzed as medical practitioners in any report, despite the already extensive employment and large lines in the range of state-paid services, such as for children.

According to the annual surveys of the social partners on labor market forecasts conducted by the State Employment Agency, there is a constant demand for jobs in the field of health care professionals or a slight increase in jobs (depending on the region), including for massage therapists (<https://cvvp.nva.gov.lv/#/pub/vakances/saraksts>).

The demand for qualified massage therapists is also shown by advertisements placed on job vacancy portals - www.irdarbs.lv ; www.nva.gov.lv ; www.kurdarbs.lv ; www.visidarbi.lv ; www.cvmarket.lv ; www.ss.com ; etc. - in each of them massage therapist vacancies can be found every day. Some advertisements specify the level of professional qualification (for example, <https://www.kurdarbs.lv/vakance/masiere>).

Information about massage therapist vacancies is regularly provided to the college by graduates of the study program who have started their professional career. Heads of physical and rehabilitation medicine departments in whose institutions clinical practice (including Erasmus+) takes place often offer students the opportunity to start work after graduation or even during training or clinical practice. Good examples of such cooperation are the resort rehabilitation center "Jaunķemeri", joint stock company "Latvian Maritime Medical Center", health center "Bīķernieki", Limited Liability Company (hereinafter - SIA) "Baltijas fizioterapija", Veselības Centrs "Ogre", MFD Veselības centrs , Zemgale Health Center, Sigulda Hospital, SIA "Mugurkaula veselības centrs", Childrens Clinical University Hospital, "Estetic treatment palace", "ESPA Rīga", "Skulme Physical Medicine and Rehabilitation Clinic", "SPA Hotel Ezeri", "Liepupe Manor SPA", "Sergey Avakov masseur practice", "Martins Ikstens masseur practice", SIA "Ingasse", "Kamavera Harmony home".

The implementation of the study program is based not only on the need to eliminate the shortage of massage therapist specialists, but also to analyze the accumulated practical and research experience in the field of health care. Latvia's Sustainable Development Strategy "Latvia 2030" calls for solving such problem as depopulation, aging, quality of health care, social inequality, etc. Research and innovation contribute to the development of patient diagnostics, access to treatment and increased efficiency. Educational research is particularly welcome. They contribute to solving specific educational issues, innovate in methodology, promote the development of critical thinking, technology, methods and system. Latvia has not accumulated much research experience in massage and hydrotherapy. LU RMC teaching staff together with students actively follow scientific tendencies and current events in the field, conduct research within the framework of qualification papers and projects, contribute to professionals working in the clinical environment by presenting research at international and domestic scientific conferences.

Substantiation of the study program "Dispensing Optician"

In 2019, there were about 220 vision optics companies in Latvia, employing about 650 employees who apply, adjust, manufacture and sell optical devices. Approximately 40 employees throughout Latvia perform the direct duties of an optician - to grind and install spectacle lenses within the

spectacle frame. Grinding and installation of one spectacle lens takes on average 15 - 20 minutes, and with the development of technology and process automation, the direct action of the optician loses its importance in the manufacturing process. Until now, Latvia has a bachelor's study program "Optometry", which does not provide a qualification.

The development of modern technologies and the provision of quality services in society highlighted the importance and role of other competencies. In the field of visual optics, there is a need to expand the knowledge, skills and competencies that characterize the qualifications of the working staff.

The need to develop the first level professional higher education study program "Dispensing Optician" from the point of view of Latvian interests is motivated by the growing demand in the country for qualified and professionally trained opticians – dispensing opticians with higher education who are able to practice in the field of health care and public health, are able to promote the improvement of the patient's health and functional condition, quality of life, participate in health care, are able to work with new technologies, educate patients and continuously improve their knowledge and skills.

The need for the qualification of a dispensing optician is indicated by the employers' desire for more educated health care specialists in the field of optics, in accordance with practices in the world. Opportunities for an optical consultant can be found on job search portals on a daily basis.

In order to promote students' involvement and competitiveness in the labor market, the implementation of the program promotes students' independent reasoning skills, opinion formation, perception of interconnections, analysis of complex situations, as well as ensures that the study program meets existing labor market requirements by creating and maintaining links with employers and promoting the development of the profession of a dispensing optician.

The study program will provide an opportunity for students to enter the labor market faster and continue their education in the academic bachelor's study program Optometry, later also in the professional master's study program Optometry (see Table II.1).

Table II.1.

Professional development opportunities in optometry

Profession code and title	Professional standard and main responsibilities	Opportunities to acquire education
3254 01 OPTICIAN	No standard for the profession	No study programmes
3254 02 DISPENSING OPTICIAN	Standard for the profession was agreed at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on 16 October 2019. Main responsibilities: selection, reconditioning, manufacture, fitting and maintenance of corrective equipment, operation of equipment and devices, customer instruction, problem management, sales of optical aids, all under the direction of a vision care professional.	1st level professional higher education study program. 2 years, 80 CP. LQF level 5. Qualification: dispensing optician The program is licensed.

Profession code and title	Professional standard and main responsibilities	Opportunities to acquire education
2267 01 OPTOMETRIST Medical practitioner (from 01.01.2020.)	Standard for the profession exists. Main responsibilities: differential, provisional or final diagnosis of a visual condition, selection of the type of refractive correction, provision of primary eye care, client education, anticipation, prevention and correction of deficiencies in the client's visual hygiene.	Bachelor's study program "Optometry". 3 years, 120 CP. LQF level 6. Degree: Bachelor of Science in Optometry. Qualification: none Professional master's study program "Optometry". 2 years, 80 CP. LQF level 7. Degree: professional master's degree in clinical optometry. Qualification: optometrist.

The study program ensures a closer compliance of the study content and professional training of the dispensing optician with the content and scope of the study courses defined in the European Qualification for Opticians (The European Qualification in Optics, 2018: <https://www.ecoo.info/european-diploma/educational-institutions/>).

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

The aim of the study field is to prepare competitive specialists in the field of health care for the Latvian and foreign labor market. The training of competitive specialists requires the organization of the study process in accordance with the development trends of education, the labor market and the industry. The aim of the study field is related to the goals of the European Quality Assurance Development Strategy 2023, in which the following are identified as strategic priority areas:

1. quality assurance,
2. staff development,
3. internationalization,
4. partnership
5. image and reputation,
6. material and technical base and infrastructure.

Without the continuous development of these areas, it is not possible to prepare competitive specialists, therefore the strategic goals of LU RMC define development in four main directions:

1. development of the study field and quality assurance of study programs focused on excellence,

2. integration and internationalization of studies and scientific activities,
3. improving institutional capacity and the educational environment by developing infrastructure based on innovation and technology,
4. purposefully plan and implement high-quality study programs with an orientation to results, in accordance with the development trends of the national economy and the requirements of the labor market.

In the study field, the priorities of several policy planning documents are observed, such as:

1. Latvia's sustainable development strategy until 2030,
2. Guidelines for science, technology development and innovation for 2014-2020,
3. Regulation of the Cabinet of Ministers No. 394 of 7 August 2017 "Conceptual Report on Health Care System Reform",
4. Latvian Health Care Infrastructure Master Plan for 2016-2025,
5. Latvia's National Development Plan 2020-2027.

Increasingly, employers emphasize the special importance of soft skills among potential employees. Within the direction, students are provided with opportunities to develop these skills. There is also an offer of study courses (those courses without practical classes) in the study field, which can be acquired by a person as a free listener, thus promoting lifelong learning. According to the statistical data of the Ministry of Education and Science for 2019, 97.2% of LU RMC graduates are employed in their specialty field (MES, Brief description of college and bachelor level graduates, 2019).

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

INTERNAL FACTORS

Strengths:

1. Brand of the University of Latvia,
2. professional and loyal academic and general staff,
3. competitive education with succession education opportunities,
4. modern teaching, methodological and medical equipment, regularly updated library with available methodological and scientific literature, electronic databases, development of e-environment,
5. positive feedback from employers on graduates' readiness for the labor market,
6. successful cooperation with potential employers (health care institutions in Riga and regions),
7. an extensive network of healthcare institutions with a contractual relationship for the provision of practical training,
8. efficient attraction and use of financial resources,
9. optimal attraction of students and their interest in the study process,
10. study places financed from the state budget,

11. improving the living conditions of student residence hall and students,
12. a wide network of partner universities for the implementation of international activities for the organization of student and lecturer mobility, exchange of scientific research activities and experience,
13. experience in organizing international scientific conferences,
14. active participation of students in mobility projects.

Weaknesses:

1. Insufficient efforts in attracting new academic staff,
2. Insufficient foreign language skills for students and academic staff,
3. Insufficient activity of the academic staff in the development of new teaching and methodological tools.

EXTERNAL FACTORS

Opportunities that change the operating environment and may affect performance:

1. cooperation with foreign and Latvian higher education institutions in the implementation of joint programs,
2. expanding the availability of academic and scientific literature, databases,
3. in cooperation with other structural units of the University of Latvia - faculties, institutes, branches, etc., as well as with other universities and institutions (in Latvia and abroad), to conduct joint research, implement joint international projects, participate in state research programs in health care and medicine in interdisciplinary aspect,
4. offer of study courses and modules in a foreign language,
5. development of formal and non-formal further education programs, offers of distance learning opportunities.

Threats that change the operating environment and may affect performance:

1. the impact of the demographic and migration situation on the admission process in study programs,
2. the aging of academic staff,
3. competition in higher education in the healthcare sector,
4. content and level of education of secondary school graduates,
5. additional costs due to the increase in infrastructure maintenance costs (electricity, heat),
6. Negative image of public administration and policy in society, education policy, EU policy regarding project funding for higher education.

Actions to address negative externalities:

1. Fee-paying study places in programmes offered to medical practitioners for specialised training, implementation of a new study programme (fee-paying studies),
2. Generation of academic staff (additional elections, improvement of the results-oriented remuneration system of academic staff),
3. provision of students' clinical practice in the regions, Riga, new cooperation agreements,
4. utilisation of space and equipment, using database facilities and modern electronic programmes, switching from Win Students to LAIS,
5. reducing expenditure and making efficient use of the funds used by improving the accounting system,
6. development of e-learning environment.

Improvement of resources and provision during the reporting period

The financial resources available for the implementation of the study programmes corresponding to the field of study are state budget funding for 369 budget places until the academic year 2019/2020 and 343 budget places in the academic year 2020/2021, funding from natural persons and ESF funding in accordance with the concluded agreements. The use of financial resources is monitored in accordance with the college budget approved by the Faculty of Arts Senate, as well as in accordance with the resource planning for each of the college's areas of activity.

Increased funding for academic staff research projects, from 12% to 17% of own revenues in 2019 improved and approved in 2020 (10.06.2020, protocol No. 85). Remuneration regulations, which provide for the support of the individual work of the academic staff, including scientific activities as a part of the monthly remuneration. The remuneration of the academic staff complies with the rules of teachers' remuneration.

During the reporting period, Science, Tehnology, Engineering and Mathematics (hereinafter - STEM) projects were purchased to improve the infrastructure. According to the order of the director of LU RMC No. 01-4 / 40 from December 18, 2018 "On the administration and implementation of the STEM project" and on the basis of the cooperation agreement on the European Regional Development Fund co-financed project "Modernization of infrastructure and resource concentration of STEM study fields at the University of Latvia", modern equipment was purchased and simulation laboratories were located: "Laboratory of Emergency Medicine, Intensive Care, Surgery and Traumatology, "Child and Women's Healthcare Simulation Laboratory", "Internal Medicine and Patient Care Simulation Laboratory".

International and local cooperation activities for the improvement of the study field in the reporting period

College staff cooperated with the Ministry of Health in the development of professional standards, participated in the NMPD Development Strategy Working Group, students and academic staff participate in professional conferences organized by the Association of Emergency Medicine of the Republic of Latvia. In cooperation with the Latvian Nurses' Association, the Latvian Midwives' Association and the Latvian Outpatient Physician Assistants' Professional Association, the 4th Latvian Nurses', Midwives' and Doctors' Assistants' Congress was discussed.

Characteristics of the main competitors of the direction and competitive advantages / weaknesses of the direction

According to the data of the Register of Study Fields, the study field "Health Care" is implemented by several educational institutions.

The weakness of LU RMC is its geographical location in Riga, where most of the competing educational institutions are concentrated. The demographic situation is also one of the risks that may affect the activities and development plans of LU RMC. It is encouraging that in the shadow days of 2020 (state-organized activity for high school students where they can choose the profession they would like to observe for one day), the most in-demand sector was 'Healthcare'.

The advantages of LU RMC are the largest number of budget places in Latvia in the program "Medicine", long-term and strong traditions in the specialization "Physician Assistant", the ability to adapt the study content and implementation process to practicing physician assistants, as well as the ability to be flexible and offer to start studies also in winter.

Changes in the competitive advantages and weaknesses identified in the previous reporting period

During the reporting period, the status of a free listener was introduced. Cooperation agreements have been concluded with clinics (both public and private clinics) on the provision of student

practical trainings , as well as research.

In order to increase the competitiveness of graduates, the study programs were supplemented with the compulsory study courses specified in the legislation. The documentation of the clinical practice was improved, including the assessment of the student's competence and performance by the direct supervisor, thus facilitating the participation and responsibility of the employer's representative in the training of the new specialist.

In 2020, a new study program "Dispensing Optician" was licensed, as a result of which the student obtains the qualification Dispensing Optician. In January 2021 the first students were admitted.

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

The field of study includes three study programs led by heads of study programs. Other persons and departments are also involved in the management of the programs, whose responsibilities are defined in the job descriptions and regulations of the departments. Management structure of the field has been established (see Appendix I.1.2 "Management structure of the study field").

A study program council has been established for each study program, which proposes improvements or changes in the study process, for example, in March 2020, it encouraged the safe implementation of the study process in the conditions of the COVID - 19 pandemic.

The defined division of responsibilities allows to ensure purposeful development of the study field and the study programs included in it in accordance with the strategy of LU RMC. Management meetings are held at least twice a month, meetings of the academic staff (at least once a semester) are held for the exchange of information and timely decision-making, as well as electronic means of communication are used.

Management meetings address issues related to the organization of the study process, quality assurance, proposals submitted by the student council. Issues that require the involvement of the College Council are prepared and submitted to the College Council. Meetings of the College Council take place once every two months.

Study program heads cooperate with each other, ensuring a unified approach to the implementation of joint study courses, efficient use of material and technical base.

The head of the field cooperates with the heads of the study programs, performing the evaluation of the strengths and weaknesses of the study field, planning the implementation of the study programs, reviewing the content of the study programs.

The efficiency of management is also promoted by a unified procedure for study programs, unified document samples placed in the electronic document cabinet and the availability of information in the electronic environment about the ongoing processes and current events.

All the main activities in the college are planned before the beginning of the study year, preparing the study calendar, practical training schedules, qualification paper development schedules and

annual activity plan, it is approved by the LU RMC Council.

The head of the study program is open to individual and group discussions with students about the factors that affect the study process and quality. Evaluates and solves the implementation of proposals in the study process. Provides discussion of reasoned suggestions with teachers. As a result of negotiations, the Head of the Study Program may propose changes in the content and methods of study courses or introduce additions or improvements. Student council plays an important role in providing a link between students, faculty and program administration, actively participating in all these processes.

Every year a self-evaluation of the study program is performed, involving students, academic staff and evaluating the results of questionnaires, qualitative and quantitative results of the study program achievements. When implementing the study program, the control of attendance of theoretical and practical classes is used - it helps to improve the students' success in the acquisition of professional competencies, to develop general competencies. The student's evaluation is registered on the final evaluation page of the study course. Information on the assessment received by the student and the amount of the study course in credit points is entered in the electronic system of the Latvian Higher Education Institutions Information System (hereinafter - LAIS).

The final examination commission consists of the chairman of the commission and at least four members of the commission. The chairman of the commission and at least two of the members of the commission shall be representatives of professional organizations or employers in the sector. The qualification exam is regulated by the "Regulations of the State Final Examination". The qualification exam may be taken by students who have fully fulfilled the requirements of the study program.

The College has established good cooperation with certain structural units of the University of Latvia: the Department of Studies, the Department of Law, the Department of IT, the Commission for Study Quality Assessment, the Senate of the University of Latvia, Vice-Rector Professor Valdis Segliņš, Dean of the Faculty of Medicine, Professor Valdis Folkmanis. Because of the initiative of the Vice-Rector and the Dean, joint scientific conferences of the University of Latvia and LU RMC are organized and collections of theses are published. These structural units provide invaluable consultative support, as well as practical support, as, for example, the IT Department of the University of Latvia is currently modernizing the e - learning environment of LU RMC with subsequent maintenance.

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

The deadline for the registration of applicants and the competition for summer admission is determined and announced by the Admission Commission of LU RMC in accordance with the start deadline set by the Cabinet of Ministers "For registration and admission of applicants in the first year after secondary education" <https://rmkoledza.lu.lv/lv/nac-studet/> When evaluating the program request, in some cases the work of the admission commission is also organized in winter (mainly in

paid study programs). In cases when LU RMC participates in the procurement procedure related to the provision of educational services (e.g., procurement by the Cabinet of Ministers of the Republic of Latvia), the deadline for registration of applicants and the tender is determined by the order of LU RMC director.

Matriculation in study programs takes place taking into account the assessment in centralized exams in Latvian, foreign languages (English, German, French, Spanish, Russian) and mathematics. If the applicant has acquired secondary or secondary professional education before 2004, then the assessment of the examination in Latvian, foreign language and mathematics (algebra and geometry) is taken into account - the assessment is not lower than 4 (10 point system) or 3 (5 point system). Applications for matriculation are also accepted from persons who have been exempted from examinations in the Latvian language, foreign language and mathematics in accordance with the procedures prescribed by law, and whose final assessment in these subjects is not lower than 4 (10 point system) or 3 (5 point system). In case the applicant has not taken the examination in the Latvian language, but has taken the State language examination, this shall be confirmed by the state language proficiency certificate. Applicants are matriculated by the order of the director, based on the results of the competition and the concluded Study Agreement. In case the applicants have the same number of credit points, the admission commission takes into account the mark in the subject of natural sciences or the average mark from the following subjects - physics, chemistry, biology. In the study program "Medicine", for the qualification "Physician Assistant in Emergency Care" and "Physician Assistant in Outpatient Care", applicants with professional secondary education and the qualification of a physician assistant (paramedic) are admitted. The procedure by which applicants are admitted to first-level professional higher education study programs is determined by the admission regulations of the Riga Medical College of the University of Latvia (see Appendix I.1 "List of the main internal regulatory enactments of LU RMC").

Based on external normative documents, regulations on recognition of study results obtained outside formal education or professional experience have been developed by LU RMC and approved by the council (see Appendix I.1 "List of the main internal normative acts and regulations of LU RMC"), recognition of individual study courses (see Appendix I.1 "List of the main internal regulatory enactments and regulations of LU RMC"), and studies in later study stages (see Appendix I.1 "List of the main internal regulatory enactments and regulations of LU RMC" https://rmkoledza.lu.lv/wp-content/uploads/studiju_uzsaksana_velakos_studiju_posmos.pdf). Despite the fact that the above mentioned procedures are a paid service, their demand is high enough. During the reporting period, the study program "Nursing" for the qualification "Internal Care Nurse", "Child Care Nurse", "Surgical Care Nurse", "Outpatient Care Nurse", "Anesthesiology, Intensive and Emergency Care Nurse" had more experience in recognizing study results obtained through professional experience, while the procedures provided for in later study stages have been implemented more in the study program "Medicine" for the acquisition of the qualification "Physician Assistant in Emergency Care". As a result of both of the above-mentioned procedures, the total study time has shortened for students and specialists with the necessary qualifications have integrated more quickly into the labor market. Persons wishing to start studies at later stages of studies must submit documents at least 2 weeks before the beginning of the semester. The experience of LU RMC shows that for successful implementation of studies and integration of a student in studies, it is better to perform this procedure once a year, i.e. before the beginning of the academic year (the optimal time is mid-August). After matriculation, 1st year students are informed about the possibility of recognition of separate study courses, where the documents to be submitted are an academic certificate issued by a higher education institution or a copy of a diploma and diploma supplement issued by another higher education institution. This procedure is used by a relatively large number of students, as free choice (Part C) study courses and general education study courses are generally recognized, e.g. business basics, communication psychology

and basics of sociology, civil protection, environmental protection, etc. (see Table II.2). The implementation of these procedures allows students to really feel the individual approach to each one.

Table II.2.

Recognition of study results obtained outside formal education or professional experience in LU RMK study programs (absolute numbers)

Year	Nursing	Medicine	Massage and hydrotherapy
2017.	16		
2018.	21	1	1
2019.	41		

This practice started only in 2017, so there is not much experience yet.

The implementation of a well-thought-out study process in the study programs of LU RMK successfully allows students to change the study program as well. This experience is clearly reflected among first-year students, when the ability to study for the chosen qualification is identified. During the reporting period, the transition from the study program "Medicine" to the study program "Nursing" took place more often. LU RMC can state that by implementing the above, students in study programs have been successfully attracted.

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

College study quality indicators are based on the performance indicators specified in the LU RMC Development Strategy and the requirements of external regulatory enactments. LU RMC uses several study quality indicators in its activities, incl. admission results, number and composition of students (active, study break, resumed studies after the study break, admitted in later stages of studies, etc.), drop-out of students and its reasons, number of students who have obtained a qualification; student research activity: number of conference participants, number of theses, number of publications, number of reports, number of project participants, etc., student mobility and participation in projects other than research, student progress, student participation in questionnaires and satisfaction level, teaching staff research projects, expert and other professional activities, number and composition of visiting lecturers, development and improvement of study quality, taking into account strategic goals, available resources, study quality and compliance assessment results, students, graduates, teachers, employers, practice supervisors, professional organizations and the views of other stakeholders.

Simultaneously with the study quality indicators, LU RMC also uses compliance indicators, incl. compliance of the study program with the requirements of the Law on Higher Education Institutions and the European Higher Education Area (hereinafter - ESG), compliance of the study program with

the guidelines of the Quality Agency for Higher Education (hereinafter - AIKA), Cabinet Regulation, incl. education standard requirements, compliance of the study program with the professional standard requirements, compliance of the study courses with the results of the study program, material and technical bases, incl. compliance of library resources and infrastructure with the needs of the study program.

The knowledge, skills and competences to be achieved are defined in the program and in detail in the descriptions of study courses. In order to ensure the objectivity of the evaluation and compliance with the achieved results, as well as the requirements of the labor market, the following is ensured:

1. representation of employers' representatives in the qualification examination,
2. individual assessment of the student's knowledge, skills and competencies performed by the practical training supervisors (potential employers) at the end of each practical training period.

The evaluation used in the study program corresponds to 20.03.2001. Cabinet Regulation No. 141 "Regulations on the State Standard of First-Level Professional Higher Education", the Law on Higher Education Institutions, the Regulations of LU RMC on the Procedure of Studies and Examinations, developed in accordance with the UL Senate 28.12.2009. decision no. 307 "Regulations of the Riga Medical College of the University of Latvia" and approved at the meeting of the Council of LU RMC.

The evaluation of the achievements of the students of the study program is based on 20.03.2001. Cabinet Regulation No. 141 "Regulations on the State Standard for First-Level Professional Higher Education". It follows a number of principles:

1. the principle of summing up positive achievements - the acquired education is evaluated by summing up the positive study achievements in the study course, it is incorporated in the description of the study course program,
2. the principle of compulsory assessment - it is necessary to obtain a positive assessment of the acquisition of the compulsory content included in the main parts of the programs,
3. the principle of openness and clarity of requirements - in accordance with the set goals and tasks of the program, as well as the goals and tasks of the study courses, a set of basic requirements for the evaluation of the acquired education has been determined,
4. the principle of diversity of types of tests used in assessment - in the assessment of program acquisition different types of tests are used, which the lecturer has indicated in the study course,
5. the principle of assessment - in the test the opportunity is given to prove the conformity of abilities, knowledge, skills and abilities in the tasks and situation analyzes corresponding to the 1st level higher education program. The amount of content to be included in the examinations corresponds to the content specified in the study course programs and the requirements for knowledge, skills and competencies specified in the professional standard.https://rmkoledza.lu.lv/wp-content/uploads/nolikums-par-studiju-un-p%C4%81rbaud-kartibu-grozijumi-prot_72.pdf

The main forms of evaluation of knowledge acquired in studies (types of examinations) in the study program are:

1. mid-term examinations, the number and type of which is specified in each description of the study course: test, independent work, practical work, report, essay, presentations of individual and group works,
2. final examinations of the study course: exam / test, defense.

During the acquisition of each study course, the student takes the mid-term examinations specified

in the study course program. The final examination is allowed only for those students who have fulfilled all the requirements specified in the study course, which the lecturer has indicated in the course description. Practical classes and tasks play a very important role in the study program, developing students' professional skills and competence, therefore some study courses include a requirement to attend these classes. In cases when the student, due to objective reasons, has not attended the mentioned classes in time or has not completed the practical work, he is always given an additional opportunity to do so.

Students are informed about the evaluation criteria, methods and requirements for obtaining credit points at the beginning of each study course - in the first lesson / introductory lecture, as well as on the website of LU RMC. The study course is considered to have been successfully completed if the evaluation in the 10-point system is not lower than "4" (almost average) or "passed". Study courses, the amount of which is 1 CP, are evaluated with "passed" or "failed" ("Environmental protection", "Civil defense"). Study courses, the amount of which is 2 CP and more, are evaluated with a mark. Students take tests, exams and other tests individually.

Students perform practical work and submit it to the teaching staff individually. Students' knowledge is tested in written form and in the assessment of practical skills. The aim of the examinations is to establish the level at which the student has acquired theoretical knowledge and acquired skills to use it to perform the tasks necessary for professional activity. According to the specifics of the study course, there are requirements for attending practical classes. Attendance of practical classes is obligatory in all study courses - 100%, regardless of the reason for the delay, practical classes must be attended repeatedly.

The final assessment (mark) of the study course is formed cumulatively, i.e. by assessing the student's work during the whole semester, which forms part of the final assessment mark, and the examination paper. The total assessment of the study course acquisition consists of the total assessment of intermediate examinations, which is on average 50% of the total assessment, and the assessment obtained in the exam / test. All tasks performed during the semester are taken into account in the final assessment.

Special attention is paid to the improvement of study results - forms of assessment of knowledge, skills and competencies, descriptions of study courses are improved, methods and assessment system used in studies are well thought out, work is done to make study course materials available on the Internet. New opportunities are opened by the introduction of the Internet and other computer technologies in the study process for obtaining, processing and storing information, as well as for operational communication.

When implementing the study program, the control of attendance of theoretical and practical classes is used - it helps to improve the students' success in the acquisition of professional competencies, to develop general competencies. The student's evaluation is registered on the final evaluation page of the study course. Information on the assessment received by the student and the amount of the study course in credit points is entered into the electronic system LAIS.

Acquisition of the study program ends with a state examination - the Qualification Exam, a part of which is the elaboration and defense of the qualification paper, the written part of the qualification examination. The qualification paper is developed and defended individually. Students use the methodological instructions of LU RMC for the development and defense of qualification papers.

1. systematization, consolidation and expansion of theoretical knowledge and experience,
2. independent acquisition of literature and other informative sources, incl. in foreign languages,
3. theoretical approach to tasks and problem-solving skills, which include separate and complex

summaries and novelty elements,

4. analysis of a topical business problem,
5. development of practical solutions in the form of recommendations and proposals,
6. Development and strengthening of skills for conducting independent applied research and defending the obtained practical results.

The final examination commission consists of the chairman of the commission and at least four members of the commission. The chairman of the commission and at least two of the members of the commission shall be representatives of professional organizations or employers in the sector. The qualification exam is regulated by the Regulations of the State Final Examination. The qualification exam may be taken by students who have fully fulfilled the requirements of the study program.

The fulfillment of practical training tasks in accordance with their goal and tasks according to the criteria developed by the college is evaluated by the direct practice supervisor and the head of study program. The practice evaluation (with a mark) consists of defending the practical training report: successful implementation of the practical training in a health care institution, submission of clinical practice documentation (practical training diary and practical training report), health care institution evaluation, college evaluation and student self-evaluation.<https://rmkoledza.lu.lv/wp-content/uploads/Prakses-nolikums.pdf>

Students are provided with consultations outside the classes specified in the classes schedule.<https://rmkoledza.lu.lv/lv/studentiem/konsultaciju-grafiks/>

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

Regulations on Academic Integrity have been developed by LU RMC (approved by LU RMC Council on January 27, 2021, protocol No. 89)

<https://rmkoledza.lu.lv/wp-content/uploads/Akademiskais-godigums.pdf> (Only in Latvian) with the aim to strengthen academic integrity and culture LU RMC academic environment. The Regulations comprise academic integrity and related actions, list the most common violations of the principles of academic integrity in the academic environment and the responsibilities of LU RMC staff to prevent academic dishonesty. Academic honesty is a set of core values that includes honesty, respect, trust, justice, objectivity and courage, promoting a responsible attitude towards the study process and scientific activity, eliminating fraud and deception, promoting the quality and prestige of Latvian education and science. The following actions, in particular, are considered to be violations of the principles of academic integrity in research activities:

1. falsifying or fabricating the results and data of an experiment or study,
2. reference to non-existent works, data, studies,
3. selective interpretation of research results in such a way that they confirm the hypothesis put forward in the research or provide only such information that promotes the trust in the performed research and its recognition in the academic environment,
4. breach of anonymity and confidentiality with regard to the persons involved in the research and the research base (institutions, bodies, departments),
5. use of information, databases, published and unpublished studies collected by other persons

- without appropriate reference,
- 6. plagiarism or self-plagiarism,
- 7. application of foreign methodological material or research.

The staff of LU RMC reports in writing about the violation of academic integrity to the head of study programs, deputy director or director. LU RMC staff is obliged to cooperate with the direct supervisor, LU RMC Study Program Heads, Deputy Director, Director or other LU RMC employees if a violation of academic integrity has been established.

The lecturers of LU RMC may express a verbal reprimand to the student for this violation of academic integrity or he / she is suspended from the examination with an appropriate entry in the protocol and instructed to repeatedly perform the examination task (on another topic or perform another task). If a violation is found in the course final examinations or final examinations of the study process, LU RMC lecturers suspend the student from the examination with an appropriate record in the protocol and report the violation to the LU RMC director in writing by submitting a "Report on student academic integrity violation" If necessary, based on the report of the LU RMC academic staff on the violation, in addition to the consequences specified in other LU RMC regulatory enactments, the director of the LU RMC shall form an infringement commission by an order.

The general staff of LU RMC (including the administration) promotes the observance of the principles of academic integrity in their activities, but violates the principles of academic integrity if:

1. unreasonably punishes or ignores the academic staff of LU RMC, researchers or students who report violations of academic integrity,
2. makes the reporting of irregularities difficult, burdensome or even unenforceable, encouraging the facts of irregularities to be ignored or concealed, allows discrimination in the assessment of the irregularity,
3. conceals or falsifies information on progress and other indicators in order to obtain a higher rating or to avoid negative publicity,
4. does not observe confidentiality in compiling examinations and evaluations of other academic works;
5. allows for conflicts of interest.

Plagiarism has various forms of expression, which are found both in texts that do not indicate references to the original work and in texts with references. The academic staff of LU RMC, evaluating students' independent written works (homework, essays, study works, reports, final works, etc.) and when detecting signs of plagiarism, indicate which parts of the student's independent work coincide with the work of another author, indicating the source (and / or Internet resource) with which the student's work coincides and the extent to which they coincide, as well as compile a report on academic integrity . If the academic staff of LU RMC observes the signs of plagiarism in their studies or academic activities, it shall report its suspicions to the Director of LU RMC (in the form of an application), enclosing evidence. Plagiarism is detected by an expert commission established by an order of the Director of LU RMC, after which the final decision is made by the Director of LU RMC or a person authorized by him. If signs of plagiarism are found in the final examination, the provisions of the "State Final Examination Regulations" shall apply.

1.8. Specify the websites (e.g. the homepage) on which the information on the study direction and the relevant study programmes is published (in all languages in which the study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in

the official registers.

Information about the study field and the corresponding study programs is published on the official website of LU RMC - www.rmkoledza.lu.lv. Information is published on the website in Latvian and English. The information published in English is static and gives an idea of college and study programs, as well as international activities. In turn, for active communication with students, potential students and the public, information is published in Latvian.

Information for publication on the website is created in cooperation with other structural units. It is updated, edited and published at the request of the departments. The head of the Communication and Document Management Department is responsible for publishing information on the website.

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

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

The quality management system of LU RMC is based on the principle "Plan - Do - Check - Act". This principle is ensured in the strategic management of LU RMC, in the main business processes - studies and scientific research, in the support processes - personnel management, financial management, economic activity, infrastructure and IT, document and information management and elsewhere. The implementation of the continuous improvement approach is of significant importance in the study process - improvements take place both at the level of the study program and study courses. The results of the study program are reviewed every year (see also the annual self-evaluation reports), changes in the study courses are based on the evaluation of the responsible lecturer as well as the opinion and success of the students. For example, in the implementation of practical training, the importance of the assessment of the practice supervisor has increased - it is no longer only a recommendation, but it forms part of the student's final assessment. For information on compliance with ESG Part 1 of the Standards and Guidelines for Quality Assurance.

Examples:

1. In 2019, a study was conducted on "Improving the competences of physician assistants in emergency care through specialty training". The aim of the study was to find out whether students are ready to work in the EMS after completing their specialisation. As a result of the study, the respondents (physician assistants working in the EMS) indicated that the courses "Emergency medical care", "Dispatcher's work organisation", "Emergency electrocardiology" were the ones they have learnt best, but improvements in the training process should be made in the courses "Acute conditions in obstetrics and gynaecology", "Acute conditions in psychiatry". As a result of the study, a contract was concluded with the Strenči Psychiatric Clinic Ltd. for the conduct of internships for

students and a "Women and Child Care Laboratory" was established, a modern obstetric mannequin was purchased.

2. In 2021, an electronic quality management system called 'Electronic Filing Cabinet' was set up with the aim of reducing the circulation of 'paper' documents and facilitating faster decision-making process.

3. To improve the learning environment, an agreement has been concluded to upgrade the MOODLE environment (MOODLE version 3.10), to train lecturers to work in the new environment.

4. In 2021, the Strategic Council approved the development of methodological materials for the Massage and Hydrotherapy study programme. The methodological materials were developed by the study programme lecturers. As a result of the project, the following methodological materials have been developed, which will help students to study the courses of the study programme:

"Touch in massage therapy practice" Sandra Seimane, Laila Caune

"Classical massage techniques and methods" Laila caune, Sandra Seimane

"Figure analysis for the masseur" Līga Kalniņa

"Hygiene in the massage parlour" Laila Zālīte

"Masseur organization" Laila Zālīte

In the area of research, cooperation with potential employers is ongoing, who provide their suggestions for research topics. Students choose the topics of their Qualification Paper according to their interests and often these are the topics recommended by the employer. LU RMC has cooperation agreements for research with several medical institutions.

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

The principles of study program development are based on the goals set for them, including the expected learning outcomes. The qualifications to be acquired as a result of the program must be clearly defined and described and attributed to the appropriate level of higher education in the national qualifications framework, as well as to the corresponding level of the ESG qualifications framework. Basic principles of study program development:

Programs:

1. are developed in accordance with the overarching goals of the program, which correspond to the LU RMC strategy, strategic development guidelines, state standards and the expected study results are clearly formulated,
2. are formed with the involvement of students and other involved parties, including representatives of employers (social partners),
3. use external expertise and benchmarks,

4. reflect the challenges of higher education,
5. are designed to ensure the progress of students in studies without obstacles,
6. determine the expected workload of students in accordance with national legislation,
7. include carefully planned practical training opportunities - practical training includes practice and trainings and other study periods included in the program, which are not implemented at LU RMC, but allow the student to gain experience in a field related to studies. The program provides 80-120 credit points, including practical trainings not less than 30% of the total number of credit points,
8. are subject to the approval procedures specified by LU RMC.

LU RMC implements study programs in the study field "Health Care":

1. Medicine,
2. Nursing for the first two years in accordance with the cooperation agreement with the University of Latvia,
3. Massage and hydrotherapy,
4. Dispensing Optician.

The specific objectives of the study program and study results envisage the provision of a set of knowledge, skills and competences in accordance with the description of knowledge, skills and competences at the level of the relevant European Qualifications Framework (hereinafter - EQF). The structure and content of the program are formed by coordinating the results to be achieved by the study modules and study courses of the program with the study results of the program in accordance with the objectives of the program. The study program is reviewed and approved by the LU RMC Council and submitted to the UL Senate for approval. https://rmkoledza.lu.lv/wp-content/uploads/koled%C5%BEas_nolikums-1.pdf

In case of licensing the study program of LU RMC, it receives the decision of the Study Quality Commission of the Quality Agency for Higher Education and a signed license. The Quality Agency for Higher Education publishes information on the licensing of the study program.

The aim of regular evaluation and updating of LU RMC study programs is to ensure the maintenance of appropriate performance and the creation of a supportive, effective study environment for students. The review ensures continuous improvement of study programs. The planned changes in the study program are approved by the Council of LU RMC and all involved parties are informed about the implemented measures. The evaluation and review processes assess:

1. the content of the study program, taking into account the results of the latest research in health care, thus ensuring the topicality of the program,
2. the changing needs of society,
3. student workload, study progress and graduation,
4. efficiency of student achievement assessment procedures,
5. students' expectations, needs and their satisfaction with the study program,
6. study environment, support services and their compliance with the aim of the program.

Study programs are evaluated and reviewed regularly, involving students and other involved parties. The collected information is analyzed and the program is updated, ensuring its topicality. In order to ensure continuous operation of the internal quality improvement system and compliance of the study process with the requirements of the current legislation at LU RMC, reports on the activities performed in the study field and improvement of the study programs included in it are prepared every year. The information is included in the annual report of the study field of LU RMC. The results of the study program evaluation are published. See I.1. Annex "List of the main internal

regulatory enactments of LU RMC". As an example, we point out the development of the study program "Dispensing Optician":

1. The Latvian Association of Optometrists and Opticians (LOOA), based on the extract from the minutes of the board meeting No. 3/2018, supported the development of the "Dispensing Optician" professional standard and appointed a Professional Standard Development Working Group. In accordance with the e-mail No. 01-18.1 / 3227 of 10 July 2018 of the State Education and Content Center, the Ministry of Health reviewed the draft standard of the profession "Dispensing Optician" specified by the Latvian Association of Optometrists and Opticians and supported its further development within its competence. In cooperation with industry specialists and the Latvian Association of Optometrists and Opticians, educational institutions, teaching staff and employers, the professional standard for a dispensing optician was developed.
2. On 12 February 2019, the Cabinet of Ministers made amendments to 23.05.2017. Regulation no. 264 "Regulations on the Classification of Professions, Basic Tasks Corresponding to the Profession and Basic Qualification Requirements", approving the profession "3254 02 Dispensing Optician" in a separate group "3254 Opticians".
3. LU RMC study program "Dispensing Optician" license report and the content of the study program have been developed on the basis of the Professional Standard. The professional standard "Dispensing Optician" was agreed at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on October 16, 2019, Minutes No. 7.
4. The license report of the study program "Dispensing Optician" was approved at the meeting of the Council of LU RMC on October 23, 2019, Minutes No. 81.
5. License report of the study program "Dispensing Optician" at the meeting of the Senate of the University of Latvia on December 23, 2019, Decision No. 59.
6. On January 16, 2020, LU RMC submits to the Academic Information Center application No. 01-10 / 1 on licensing of the first level professional higher education study program "Dispensing Optician" (41772).
7. On March 24, 2020, the Academic Information Center appoints study program licensing experts to evaluate the program.
8. On April 2, 2020, an expert visit to license the study program.
9. On April 8, 2020, LU RMC answer No. 01-12 / 56 and the clarifications made to the expert recommendations related to the License Report.
10. On 20 May 2020, submitted to AIC and a plan for the implementation of expert recommendations was developed.
11. The study program "Dispensing Optician" was licensed on June 18, 2020 (license No. 041020-4).
12. Partial implementation of the recommendations of the study program "Dispensing Optician", approved by the meeting of the Council of LU RMC on January 27, 2021, Minutes No. 89 (study courses have been specified, the study plan has been changed, new teaching staff has been attracted to teach specialty study courses and an algorithm has been created, which determines which study courses implemented by UL FMOF and LU RMC are comparable).

In order to objectively evaluate the effectiveness of study programmes, necessary adjustments and changes, regular contact is maintained with professional associations of the field: the Latvian Nurses Association, the Emergency Medicine Association of the Republic of Latvia, the Union of Professional Organisations of Latvian Medical Practitioners, the Latvian Society of Ambulatory Care Physician Assistants, the Opticians Association, the Latvian Association of Physical Medicine and the Latvian Association of Rehabilitologists.

As a result of these consultations, the equipment in the simulation laboratories has been upgraded

and two new training laboratories: Dispensing Optician Programme and for the Massage and Hydrotherapy Programme.

Employers' views have been taken into account in improving the organisation of internships and the assessment of student achievement.

Student representatives have the opportunity to express their views through representation on the College Council, as well as in end-of-programme surveys.

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

LU RMC has developed a procedure for reviewing and providing answers to received student applications (requests, complaints, proposals or questions). The procedure is also applied to the review of applications received in electronic form. See annex (only Latvian). LU RMC ensures the reception, review and submission of answers to applications submitted orally, in writing or electronically by students. Students of LU RMC may submit complaints in writing to the secretary, but applications related to the study process (matriculation, ex-matriculation, study break, return from study break, session extensions, other applications) should be submitted to the Study Department.

If a student wants to make a complaint while attending the secretary, the secretary offers to write it down. Applications submitted in electronic form are received by the Study Department, but complaints are sent to the e-mail address of the secretary - koledza@rmkoledza.lv. The LU RMC secretary reviews the items received by LU RMC e-mail at least once a day. The secretary informs the submitter with an e-mail response message within 2 (two) hours that the application sent by LU RMC by e-mail has been received.

Identifiable applications submitted in writing and electronically are registered by the Study Department in the Register of Applications. Complaints are registered by the secretary. The register is maintained electronically for the purpose of recording and analyzing complaints.

Complaints received in the record keeping shall be examined in substance and registered if the application is identifiable. If the complaint received for enforcement is not within the competence of the specified employee, the forwarding of enforcement to the employee who is competent for the said issue shall be organized by making a note thereof in the registers. If necessary, the director of LU RMC appoints the responsible employee (s) and sets deadlines for the review, analysis and preparation of the response. If necessary, the responsible person engages other employees.

Compliance with the deadline for preparation of answers to complaints submitted in the Record Keeping is controlled by the secretary. If the resolution does not specify the date of execution, and the examination of the application does not require additional examination or request for additional information, LU RMC shall provide an answer to the application within a reasonable time, taking into account the urgency of resolving the issue, but not later than within one month unless otherwise specified. If, for objective reasons, the one-month time limit cannot be complied with, the applicant

shall be notified in writing. The secretary shall send the response by registered mail to the postal address indicated by the submitter or issue it to the submitter personally in return for a signature. The answer to the application may be sent electronically, if in the application received electronically the student has not given instructions regarding another way of sending the answer or if the application contains a request to receive the answer electronically. If the response to an electronically received application contains personal data that is protected in accordance with the laws and regulations in force in the Republic of Latvia, the response may be sent electronically only if the student's handwritten consent has been received or it is possible to make sure in another way. The response to a joint application of several students shall be sent to the student who signed the respective application first, if no other private person is indicated in the application. If the said student cannot be reached, the reply shall be sent to one of the signatories of the application, who has indicated his / her address or other information that helps to contact him / her.

LU RMC also ensures that the student could meet with the director of LU RMC, deputy director, if the student has previously applied and indicated the issue to be resolved. The application for a visit is accepted by the secretary.

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

The following student registration mechanisms are implemented at LU RMC:

1. Summary of the number of students per month by programs, indicating the number of students studying at the expense of the state budget and students studying at the expense of natural or legal persons. This summary indicates the number of students who have matriculated, ex-matriculated, graduated from college. Students who are on a study break are indicated separately. Data are collected on the first day of each month. This summary is created electronically, it is available to any LU RMC employee.
2. Annual report University-I. This report includes several sections (students, accounting, human resources, residence hall, international cooperation). The report is compiled once a year as of October 1. The report is filled online at scb.gov.lv The University-I must provided with the information:
 1. on the distribution of students by programs - on the number of students admitted, the number of students studying, the number of students who have obtained a qualification,
 2. according to the year of birth - enrolled students, studying students, qualified students,
 3. for mobile students, the total number of students, the number of students admitted and the number of qualifications obtained,
 4. on the distribution of students by place of residence.
3. In the State Education Information System (hereinafter - VIIS) established by the Ministry of Education and Science of the Republic of Latvia shall be entered information on all students, ex-matriculated students, students on study breaks and graduates who have obtained a qualification. In this system, the data is updated within ten days after the changes have been made, for example, after the student's ex-matriculation, the information must be submitted to VIIS within ten days.
4. LAIS is used in daily work, which is the basic database for ensuring the study process. It is

possible to control the number and status of students in the LAIS database. LAIS prepares files for upload to VIIS. The files have been created according to the requirements of VIIS - ex-matriculated, studying, qualified students and the total number of students are separated.

Analysing statistical data allows you to analyse the reasons for changes in student numbers and make improvements, such as increasing the number of consultations on a course in the sector, or making the programme more flexible by combining study with work in the sector.

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

ESG Part 1 requirements	How compliance with the ESG will be ensured within the study program
1.1. Quality assurance policy	<p>LU RMC implements the approach of excellence Plan - Do - Check - Act and the principle of continuous improvement, ensures the identification of the needs of the involved parties and cooperation in quality assessment and improvement issues.</p> <p>Since October 30, 2010, LU RMC has had procedures for quality control in the field of studies. In December 2019, the mentioned procedure was developed and the Quality Policy of LU RMC was approved by the Council. The quality policy determines the college's understanding and performance in implementing the approach of excellence, the quality policy in study and research activities, personnel management and communication with the public.</p> <p>LU RMC has approved the Development Strategy for 2021-2027, it is publicly available on the website https://rmkoledza.lu.lv/wp-content/uploads/LURMK-strategija-2021-2027-ENG.pdf</p> <p>In the internal normative documents of LU RMC, a continuous improvement cycle is implemented: from planning, through implementation, evaluation to improvement and again - reaching the planning stage of further activities. Work plans are developed every year through sequential action planning. Internal regulatory enactments and documentation define the ways in which the policy is implemented, monitored and reviewed, define the rights and responsibilities of staff, and the mechanisms for student involvement. Management support is provided for quality measures. The process approach is implemented in the activities of LU RMC: processes, responsible persons, their competence, powers and responsibilities are defined in the internal regulatory enactments. The process approach facilitates internal collaboration to achieve the college's goals. If necessary, LU RMC develops normative documents to determine quality requirements and measures in certain areas of activity - studies, research and elsewhere.</p> <p>Employees (process owners) are responsible for implementing the quality policy in their area of responsibility. They operate in accordance with external, internal regulations and job descriptions. Processes are monitored and analyzed, the main long-term trends are assessed. An evidence-based approach to decision-making is implemented: information provided by process participants and objective indicators are used to decide on improvements, preventive and corrective actions.</p> <p>When implementing the Development Strategy, the results of the Operational Commission are evaluated and the quality measures are planned for the next reporting period.</p> <p>To monitor the quality of research, which is a very sensitive and important part of the health care quality policy, the Research Ethics Commission has been established and is actively operating at LU RMC, and regular meetings of the commission are held. Commissions review all research work involving individuals / patients / clients and there is a risk of violating individual rights and ethical principles in scientific work. The study agreements stipulate the responsibility of students for plagiarism. Regulations on academic integrity and culture in the academic environment of LU RMC have been developed.</p> <p>The quality culture promotes the responsibility of the involved parties for the daily activities of LU RMC and the achievement of strategic goals. Students, management, lecturers and employers' representatives are involved in the work of the council - this increases the quality of the decisions made and their compliance with the needs of all parties involved. Working together allows each of the parties involved to listen to the views of the other parties involved, to express their views, to argue their choices and to seek a compromise with understanding in the case of difficult decisions.</p> <p>LU RMC also monitors quality in cases when some activities are transferred to other parties. In recent years, such procedures have been in place for the maintenance of IT system and infrastructure. LU RMC is an employee who maintains communication with the external service provider and controls the quality of the service, other employees can also contact the external service provider in case of uncertainty or questions. The quality of the service is also controlled at the management level, the contract is reviewed every year and, if necessary, a procurement procedure is organized.</p>

ESG Part 1 requirements	How compliance with the ESG will be ensured within the study program
1.2. Program development and approval	<p>The development, approval and review of study programs takes place in accordance with the LU RMC Development Strategy and the LU RMC procedure "Development, approval and management of study programs" (see I.1 "List of the main LU RMC internal laws and regulations"), involving lecturers, students and employers. The principles of study program development are based on the goals set for them, including the expected learning outcomes. The qualifications to be acquired as a result of the program must be clearly defined and described and attributed to the appropriate level of higher education in the national qualifications framework, as well as to the corresponding level of the European Higher Education Area (ESG) qualifications framework.</p> <p>Study programs provide students with both academic knowledge and skills, including cross-curricular competencies and general knowledge, which can influence students' personal development and can be used in their careers. Basic principles of study program development.</p> <p>Programs:</p> <ol style="list-style-type: none"> 1. are developed in accordance with the overarching goals of the program, which correspond to the LU RMC strategy, strategic development guidelines, state standards and the expected study results are clearly formulated, 2. are formed with the involvement of students and other involved parties, including representatives of employers (social partners), 3. use external expertise and benchmarks, 4. reflect the challenges of higher education, 5. are designed to ensure the progress of students in studies without obstacles, 6. determine the expected workload of students in accordance with national legislation, 7. include carefully planned practical training opportunities - practical training includes traineeship, practice and other study periods included in the program, which are not implemented at LU RMC, but allow the student to gain experience in a field related to studies. The program provides 80-120 credit points, including practical trainings not less than 30% of the total number of credit points, 8. are subject to the approval procedures specified by LU RMC. <p>LU RMC implements study programs in the study field "Health Care":</p> <ol style="list-style-type: none"> 1. -Medicine, 2. -Nursing, 3. -Massage and hydrotherapy, 4. -Dispensing Optician. <p>The study field of "Health Care" is purposefully strengthened at LU RMC. It allows concentrating forces in one field, attracting excellent teaching staff, creating conditions for cooperation, improving the quality of studies and support for students, observing the development trends of the field, different needs of students.</p> <p>The workload of students complies with external regulatory enactments and is evenly distributed, ensuring the progress of students from the simple to the most complex, from theory to practice, from knowledge to competencies. Practical trainings play an important role in all study programs, they are implemented in real work environment conditions, developing students' professional and general competencies.</p>

ESG Part 1 requirements	How compliance with the ESG will be ensured within the study program
1.3. Student-centered learning, teaching and assessment	<p>LU RMC implements a student-centered education approach: information on LU RMC performance results and the opinion of the involved parties is obtained, students' experience, knowledge, diversity of requirements and interests, peculiarities and styles of individual learning are taken into account in studies and research activities. Faculty and students are equally responsible and actively cooperate. Independent studies of students play an important role in the study process. Students are provided with the opportunity to control learning progress and results.</p> <p>Assessment of students' achievements takes place in accordance with clearly defined requirements in all study courses and stages - entrance examinations, intermediate examinations and final examinations. Students are informed about the types and criteria of assessment. The principles of independent evaluation and democracy are observed in the study examinations.</p> <p>In order to facilitate the gradual progress of students in their studies, succession of study courses is ensured and acquisition of several study courses is possible only if other study courses have been previously acquired or an appropriate level of education has been obtained.</p> <p>Descriptions of study courses are available to students in LAIS and / or e-learning environment Moodle.</p> <p>In the study courses, the teaching staff uses such learning methods and tools that respect the diversity of students' needs - tests, presentations, seminars, written and oral exams are used as forms of assessment. In all study courses it is possible to receive a lecturer's consultation. Student guidance and supervision by the teaching staff is provided in all study courses, including those where students are given partial independence and autonomy, such as in practical training.</p> <p>Students receive feedback on study results and individual progress in studies. This takes place both in direct communication with a specific lecturer and in examinations, where the assessment of a student is performed by a commission of several examiners.</p> <p>In accordance with the Regulations on studies and examinations, students have the opportunity to submit an appeal.</p> <p>Each study program has a council, whose tasks include to analyze the study process and develop proposals on the study content, form, quality management, attraction and evaluation of academic staff, summarize and evaluate proposals of teachers, students and employers, solve problem identified in the study program Requirements and criteria for the state final examination, to evaluate and prepare changes in study programs, to participate in the development of new study programs and to consider issues regarding the recognition of study results achieved in previous education and / or professional experience.</p> <p>All internal normative documents necessary for studies have been developed. They are publicly available on the LU RMC website, LAIS and / or in the e-learning environment Moodle.</p> <p>For additional information on the implementation of the student-centered approach, see Section 2.2 of the report.</p>

ESG Part 1 requirements	How compliance with the ESG will be ensured within the study program
1.4. Student matriculation, study process, recognition and certification of qualifications	<p>Student matriculation, study process, recognition and certification of students take place in accordance with external regulatory enactments and internal procedures. The "Regulations on studies and examinations" are publicly available on the website, which determines the matriculation process and the course of studies, the "Regulations on the recognition of competencies acquired outside formal education or professional experience at LU RMC", "Procedures for nurses, midwives, physician assistants (paramedics), nursing assistant qualification eligibility verification" and "Procedure for starting studies in later stages of studies" determine the assessment and recognition of qualifications and previously acquired education and experience, "State final examination regulations" determine procedures and rules for obtaining a successful graduation certificate (within the scope of ESG - 'Certification').</p> <p>The internal regulations of LU RMC define the rights and obligations of students, the procedure of organizing and ex-matriculation of students' work, and include several issues related to ensuring security.</p> <p>During their studies students participate in both study and research work: operate in all college decision-making institutions and participate in decision-making in all areas - study and research, economic, financial, resource planning, international cooperation, public information and evaluation of key performance results, students evaluate the quality of teaching staff and studies, are involved in research projects, use the opportunities of mobility programs. LU RMC research activity is based on current events in the field and is implemented in close cooperation with employers and practice supervisors.</p>
1.5. Teaching staff	<p>LU RMC implements a well-thought-out personnel policy. Employees work in advisory and decision-making bodies, implement good practices, support colleagues and students.</p> <p>The professional competence of the academic staff and lecturers corresponds to the specifics and content of the study courses. The main mechanism for ensuring appropriate competence is the selection of teaching staff on the basis of documents certifying education and further education, using certificates issued by professional associations as proof of professional competence.</p> <p>The staff motivation and support system is in place, the protection of staff interests is ensured, incl. a competition of internal projects is organized, great support is provided in scientific research and methodological activities, thus promoting the individual career development of the teaching staff, care is taken to protect personal data. By ensuring the quality of staff work, participation in projects, further education, professional development and experience exchange activities is supported, and information on examples of good practice is disseminated.</p> <p>Employees perform work duties in accordance with job descriptions and internal regulations.</p> <p>Employee job satisfaction is analyzed. Every year, the work of employees and its results are evaluated, analyzing the quality of the performance of direct duties, strengths and weaknesses, growth needs. As a result of the evaluation, decisions are made on the necessary training, awarding a financial award, clarifying the job description. In general, evaluation improves both the results of individual work of teachers and the performance of the institution as a whole.</p> <p>LU RMC has a clear and logical job structure and hierarchical structure. Thanks to close mutual cooperation, it is possible to successfully implement the process approach, make decisions and ensure their implementation quickly and with less administrative resources, successfully manage the flow of information, respond quickly to challenges.</p> <p>LU RMC attracts excellent lecturers in all study programs - industry professionals and scientists.</p>

ESG Part 1 requirements	How compliance with the ESG will be ensured within the study program
1.6. Study resources and student support	<p>The planning of study resources takes place in accordance with the goals of the study programs and the development trends of the field. The right choice of modern equipment and methods that will be used in the work environment in the coming years, the acquisition of which is very important for students, is helped by the fact that the college has good cooperation with employers, industry professionals, some of whom are college teachers. Replenishment of resources is carried out both with the means of own income and with the funds obtained in projects, for example, by purchasing high-quality simulation equipment, including the acquisition of modern methods in the study process. In order to ensure adequate library resources, the LU RMC has a Collection Commission. Students in the library have access to textbooks, scientific literature, electronic catalogs and databases, subscribed journals. The library staff responds responsibly to the wishes expressed by students and teachers and always evaluates the need to replenish the collection.</p> <p>Students are supported in acquiring professional qualifications in the study process, scientific research activities, international mobility, career development, solving everyday issues, financially (both individually and for student council events), extracurricular activities, etc. Support, administrative and academic staff provide students with teaching, methodological and informative resources, internet connection, material and technical base and infrastructure. Consultations on the content of studies and methodological issues for students are provided by the teaching staff, consultations on general and organizational issues related to studies are available in the Study Department, on the rental of living space - in the student residence hall.</p>
1.7. Information management	<p>LU RMC ensures reliable and timely acquisition of information about its activities and its results. The key performance indicators and targets are defined in the Development Strategy. Based on them and taking into account the requirements of external regulatory enactments, information is collected and the achieved results are analyzed. They are made public in public reports and self-assessment reports, thus ensuring effective communication and communication of information to all parties involved.</p> <p>Taking care of students' active participation in information management, student representation is ensured in all decision-making institutions of LU RMC. Students participate in the evaluation of the quality of study programs and teaching staff, in making decisions about the activities of LU RMC, which allows students to be more actively and boldly involved in the development of quality and express an opinion. Study program heads and coordinators promote the creation of mutual trust - they are always responsive, provide the necessary information in a timely and accurate manner, create a collaborative study environment.</p> <p>In accordance with the "Procedure for Organizing Regular Surveys for the Evaluation of the Study Process at LU RMC", students are involved in the evaluation and ensuring of the quality of studies. In turn, the participation of students in the activities of LU RMC institutions ensures the participation of students in the analysis of results and decision-making.</p>

ESG Part 1 requirements	How compliance with the ESG will be ensured within the study program
1.8. Informing the public	<p>LU RMC regularly informs the public about its activities: study program offers and conditions, further education opportunities, projects, international cooperation partners, current events, operational results and achievements. Information is posted on the website, social networks, published in press releases, distributed at public and advertising events.</p> <p>LU RMC is active not only in Riga, but also outside the Riga region, providing support to the residents of the municipality within the framework of cooperation and service agreements. College staff work in advisory councils, health care, psychology, etc. professional associations.</p> <p>Prospective students and interested parties can obtain all the necessary information about admission, studies, examinations, requirements, course of study, assessment and other issues, both by reading the information posted on the website, calling the college, attending the college in person, and talking to college staff at public events. .</p> <p>LU RMC monitors the employment of its graduates as much as possible, graduate satisfaction surveys are conducted. Their results are summarized within the study programs and analyzed at the study department and management meetings.</p>

ESG Part 1 requirements	How compliance with the ESG will be ensured within the study program
1.9. Inspection and regular review of programs	<p>The aim of regular evaluation and updating of LU RMC study programs is to ensure the maintenance of appropriate performance and the creation of a supportive, effective study environment for students. The review ensures continuous improvement of study programs. The evaluation and review processes assess:</p> <ol style="list-style-type: none"> 1. the content of the study program, taking into account the results of the latest research in health care, thus ensuring the topicality of the program, 2. the changing needs of society, 3. student workload, study progress and graduation, 4. efficiency of student achievement assessment procedures, 5. students' expectations, needs and their satisfaction with the study program, 6. study environment, support services and their compliance with the aim of the program. <p>Study programs are evaluated and reviewed regularly, involving students and other involved parties. The collected information is analyzed and the program is updated, ensuring its topicality. In order to ensure continuous operation of the internal quality improvement system and compliance of the study process with the requirements of the current legislation at LU RMC, reports on the activities performed in the study field and improvement of the study programs included in it are prepared every year. The information is included in the annual report of the study field of LU RMC.</p> <p>The annual report, which reflects the results of the study program inspections and tests, is a self-assessment report for each study program. It is approved at the meeting of the heads of study programs and published on the website. Representatives of students' council also participate in this work, working in the college council and study program councils.</p> <p>The report covers all areas of the survey: study content and results, changes to the plan and their justification, improvements made, information on the number of students, drop-outs, student and teacher mobility, employer involvement, survey results.</p> <p>It is evaluated whether the organization and research of the study process corresponds to the goals of the study programs and the development tendencies of the field, incl. how the study programs are developed, reviewed, how the results of the study programs are evaluated, how decisions about improvements are made, how improvements are implemented, how the impact and usefulness of improvements are evaluated. These issues are discussed in regular management meetings and academic staff meetings, which take place at least twice a semester.</p> <p>Study programs are evaluated by students, employers and graduates. Employers and representatives of professional organizations evaluate the quality of studies in state examinations, practice and accreditation, provide advice and consult the heads of study programs on a daily basis. Graduates become practice supervisors, project partners, advisors.</p> <p>The survey of study programs takes place in accordance with the performance indicators defined in the Development Strategy. In order to monitor the quality of studies, perception and performance measurements are performed: questionnaires of students, practice supervisors, employers, evaluation of study results, analysis of reasons for dropping out, etc. measurements. Management and support processes are reviewed and improved in order to maintain a solid foundation for the implementation of study programs.</p> <p>Study programs and study courses define goals and tasks, study results and competencies, provide appropriate study resources, and promote students' professional growth. The descriptions of the study courses are regularly reviewed, their compliance with the aims of the study program and the needs of the students is ensured and supervised by the heads of the study programs and the Study Quality Department.</p>

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

the Study Direction)

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

The sources of financing of study programs are the state budget grant from general revenues received by LU RMC as a state budget transfer from the University of Latvia, financing of natural persons (tuition fees), as well as the EU structural funds financing in accordance with concluded agreements on implementation of individual study programs.

The amount of funding from the state budget is calculated and allocated on the basis of an agreement between the college and the MES on the number of study places to be funded in the academic year. The state budget grant ensures the coverage of the basic expenses necessary for the implementation of the study program (remuneration, current maintenance expenses, purchase of fixed assets, payment of scholarships). In 2020, the state budget funding for the study field was 1,481,500 euros. This funding was available for the Medicine and Nursing programs. In 2020, the state budget funding per student in the "Medicine" program reached 4462.81 euros, incl. funding for scholarships, sports, culture and student residence hall. In addition, third party or ESF funding is attracted to the study program "Medicine" (see Table II.4).

Table II.4.

Summary of additional funding raised during the reporting period

Year	Financing	Sum (euros)
2013	EMS	16 601 EUR
2014	EMS	30 709 EUR
2015	EMS	26 788 EUR
2016	EMS	25 500 EUR
2017	EMS	25 259 EUR
2018	EMS	7 865 EUR
	Ministry of Health	33 120 EUR
2019	Ministry of Health	83 592 EUR
2020	Ministry of Health	33 024 EUR

2021

Ministry of Health

31464 EUR

Paid study programs "Massage and hydrotherapy" and "Dispensing Optician" are financed from the resources of natural persons (tuition fees) and the college's own income.

LU RMC directs its own revenues to finance the capital supplies necessary for the development of the study field, to improve the living conditions of students in the residence hall and to co-finance European Union structural fund projects.

LU RMC receives funding from the Lifelong Learning Program Erasmus and NORDPLUS program, which is fully used for student and faculty mobility and cooperation in intensive programs, as well as for the admission of foreign students and lecturers involved in exchange.

In order to ensure the research activities of the academic staff, the budget of LU RMC annually provides funds from its own revenues for the research activities of the academic staff, as well as for participation in professional conferences and congresses. Funds for research activities are allocated in the amount of 10% - 17% of the own income received in the previous year. In 2020, 17% of the previous year's own revenue was available to academic staff for research activities, i.e. EUR 38 080.

In accordance with the Law on Higher Education Institutions, each year LU RMK allocates 0.5% of the state budget funding allocated to LU RMK, as well as 0.5% of LU RMK's planned own income for the current year to the Student Council. In 2020, the budget of the Student Council was EUR 8 327.

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

Since 2016, several long-term equipment purchases have been made for the successful implementation of the study field "Health Care", e.g. Defibrillator "Lifepak15", "Resuscitation Annie", external automatic defibrillators.

In 2018, an agreement was concluded with UL as a leading partner and modernization of the study field of LU RMC within the STEM project. During the project implementation, four simulation laboratories have been established:

1. Child and female health care simulation laboratory,
2. Emergency medicine, intensive care,
3. Surgery and traumatology simulation laboratory,
4. Internal medicine and patient care simulation laboratory.

Classrooms equipped with cameras, audio-video equipment, recording and broadcasting facilities are equipped to provide theoretical studies. Multifunctional mannequins have been purchased in the laboratory equipment:

1. patient resuscitation simulation mannequin,
2. polytrauma mannequin,
3. childbirth simulation mannequin,
4. pediatric patient simulation mannequin,

5. patient care mannequin,
6. set for simulation of traumatic tissue and organ damage,
7. defibrillator LIFEPAK 15,

Other functionalities:

1. information technology equipment is used to record and store all theoretical study (lecture) material on the server,
2. for providing an electrocardiology study course (interactive whiteboard with transmission functions, qualitative drawing),
3. transmission of the filming of the simulation tasks to the audience, where the analysis of students' activities takes place,
4. conferences, broadcasting of seminars (including international ones).

Study courses with integrated student training in laboratories:

1. Emergencies in Obstetrics and gynecology.
2. Women's specific propaedeutics.
3. Children specific propaedeutics.
4. Clinical procedures.
5. Introduction to Emergency Care.
6. Intensive and emergency therapy, disaster medicine.
7. Emergency Medicine I.
8. Emergency medicine II.
9. Specialized clinical procedures in the practice of physician assistants.
10. Traumatology
11. Emergencies in traumatology
12. Emergency medicine and resuscitation.
13. Emergencies in obstetrics and gynecology.
14. Emergencies in paediatrics
15. Emergency electrocardiology.

More detailed information on resources III.3.1. in the annex "Basic information on resources".

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

The LU RMC library was accredited in 2021, it has been granted the status of a library of local significance. The library is a structural unit of the college and operates in accordance with internal regulations. The operation of the library is regulated by the "Regulations for the Use of the Library of the Riga Medical College of the University of Latvia" and the "Regulations of the Library of the

Riga Medical College of the University of Latvia". The mission of the library is to provide access to diverse and field-appropriate information by supporting the study and research work of students, academic staff and employees, to optimize the study process through information resources and information service system, and to contribute to the medical education process.

The library has a collection of more than 14,000 items. Information resources are available in Latvian, English and Russian. The library's collection consists mainly of books related to health care and medicine, and there is also a large collection in psychology, pedagogy, social care and other related fields. Periodicals in Latvian and English are subscribed to: "Doctus", "Latvijas Ārsts", "Materia Medica", "Ārsts.lv", "iTiesības", "Jurista Vārds", "European Journal of Emergency Medicine", "American Journal of Physical Medicine & Rehabilitation".

The library collections are intended for the study programmes "Medicine", "Massage and Hydrotherapy", "Dispensing Optician", as well as for the previously implemented study programme "Nursing" of the study field "Health Care". The stocks earmarked for the study programme "Nursing" will be used in the future for the renewal of further education programmes and professional activities.

The number of library visits and the number of issued copies is influenced by various factors, for example, at the beginning and end of the study semester both the visit and the number of publications are higher, because the issued study materials are received and handed over (see Figure II.2). The circulation of issued information resources is also influenced by such factors as the planning of study practice and practical classes, in 2020 also the epidemiological situation in the country.

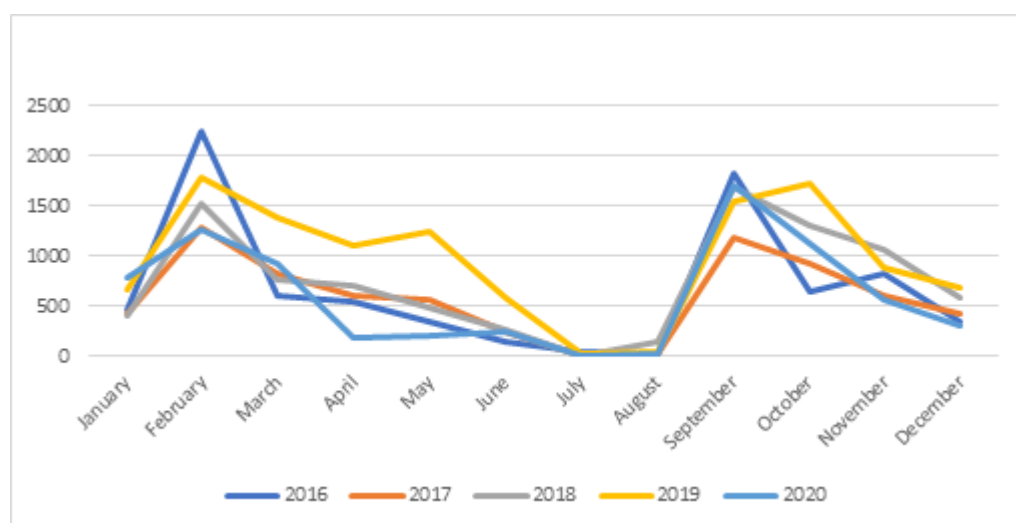


Figure II.2. Number of issued copies per year by months (Data from library information system)

Since 2010, the library has been included in the unified state library information system and performs library processes in the automated library information system ALISE. The information sources in the collection of the LU RMC library are available in the electronic catalog ([joint catalog of libraries of vocational education institutions](#)). Library users can perform an electronic search for the required information, information sources can be selected according to various criteria (e.g. author, title, year of publication) using both simple and advanced search. In the electronic catalog it is possible to reserve information resources and request an extension of the term of use. The library regularly informs about news using the e-environment, introduces the latest technologies, develops information search and use skills, supports and promotes the study process in general, compiles, systematizes, compizes catalogs, bibliographies and preserves electronic publications and other documents, as well as provides public access to and use of existing information. Since 2018, the EBSCO database has been subscribed to, which is a universal full-text database in English, covering

several thousand materials from full-text magazines, newspapers, reference publications and other sources of information on various topics. The library also has access to an electronic joint catalog of public libraries, free open access databases such as PubMed and others, as well as e-journals, e-book databases such as Zlibrary, internet guides and other electronic resources available for viewing at college website, in the "Library" section (available only in Latvian).

The library is located on the ground floor of the building, so it is also accessible for people with reduced mobility. The area of the library premises is 143.3 m². Library users have at their disposal a reading room with 25 reader workstations, five computers are available for study purposes, as well as it is possible to work with a personal computer, if necessary, connecting to the LU RMC WiFi network. The basic services of the library are free of charge. According to the "Riga Medical College of the University of Latvia Library Terms of Use" and the "Riga Medical College of the University of Latvia Paid Services Price List", the library has the possibility to copy, scan and print using the multifunctional equipment in the library. The working hours of the library are flexible, it is available not only on working days, but also on Saturdays, the working hours are determined in accordance with the study plan, coordinating it with the heads of study programs. The number of library users varies from year to year, it depends on the number of students, respectively changes in the number of students also affect the number of visits. During the summer period, the library is closed for two months, therefore there are no visits to the library during this time (see Figure II.3). The number of visits to the library and the frequency of using the services has decreased in 2020, however, the interest of users in the library and its services is still showing. The library is visited not only by students and lecturers of LU RMC, but also by students of other higher education institutions, such as the University of Latvia, the Latvian Academy of Sports and Pedagogy, The Red Cross Medical College of Riga Stradins University.

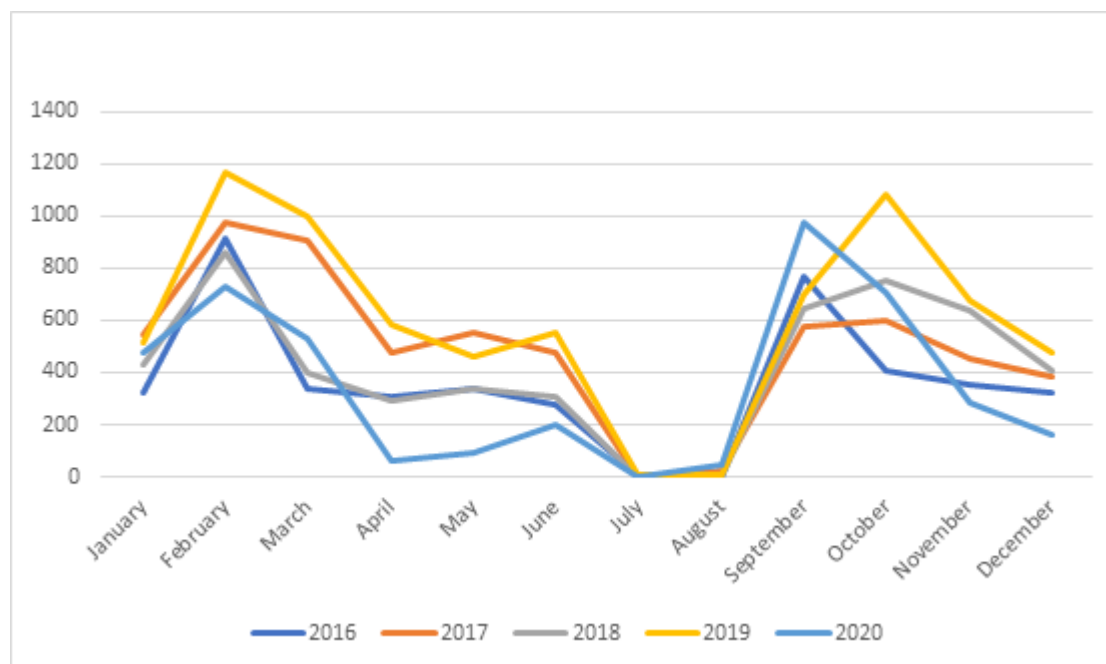


Figure II.3. Readers' visits per year by months (Data from the library information system)

The library employs two librarians with higher education in library science, who provide individual consultations on all issues related to the library's collection, operation of databases and other issues. Subscriptions to library collections and databases are administered by the Library Collection Commission, which is approved by order of the director at the beginning of the academic year. The library collection commission operates in accordance with the "Regulations of the collection commission of the Riga Medical College of the University of Latvia". In cooperation with the teaching staff of the college, new books are regularly purchased, periodicals are subscribed,

obsolete, damaged and unused books are written off, as well as databases are subscribed. The funding of the library ensures the performance of its basic functions and it tends to increase. Funding for the acquisition of the collection is calculated in accordance with the Cabinet Regulation No. 994 “Procedures for Financing Higher Education Institutions and Colleges from the State Budget”, i.e. the budget for the purchase of information resources is calculated in accordance with the number of students.

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

Teaching staff works in the field of studies, whose education, degree, qualification and experience comply with the requirements of regulatory enactments and the specifics of the college study programs, ensuring the achievement of the results of the study programs.

In accordance with Article 39 of the Law on Higher Education Institutions, the staff involved in the implementation of study programs is elected in professional study subjects, taking into account the practical work experience in health care and the selection criteria defined by the college. In order to ensure the quality of education, specialists of the field with both a doctoral degree and practical experience corresponding to the study course are attracted to work in professional and specialty study courses (see Table II.5). The selection and election of teaching staff takes place in accordance with the regulations (see Annex I.1 “List of the main internal regulatory enactments and regulations of the LU RMC”).Latvian only.

The professional competence of the academic staff and teaching staff corresponds to the study programs. The main mechanism for the implementation of this criterion is the selection of appropriate teaching staff on the basis of documents certifying education and further education, using certificates issued by professional associations as proof of professional competence.

Elections of the academic staff are organized on the initiative of the heads of study program and their organization is based on the “Regulations on academic and administrative positions at the Riga Medical College of the University of Latvia” (see Appendix I.1 “List of main LU RMC internal laws and regulations”)

Personnel selection criteria include higher education corresponding to the study course, pedagogical competence (including the status of a person entitled to train) and a certificate in the field corresponding to the study course (study courses of the profession to be acquired) (see Table II.5).

Table II.5.

Requirements for teaching staff in accordance with the taught study courses

Part / subpart of study courses	Basic requirements for attracting teaching staff
General study courses	Lecturer with appropriate higher education and competence.

Basic theory courses	Lecturers with appropriate higher education, preferably with work experience in health care, especially study courses that are directly related to the development of competencies necessary for the clinical environment.
Professional and specialty courses	Healthcare practitioner with relevant higher education and / or professional competence (certificate). In some cases, residents of the last study years of the respective residency are attracted.
Practical training	Healthcare practitioner with appropriate education and professional competence (certificate).
Final state examination	Lecturer with appropriate professional competence for the chosen Qualification paper topic.
Free choice courses	Lecturer with higher education and relevant competence.

The academic staff development policy is implemented by providing the academic staff with the latest available literature and technical equipment. During the election period, the academic staff is obliged to carry out scientific activities and professional development :

1. research and innovation work,
2. participation in scientific seminars and conferences,
3. development and implementation of scientific research and applied projects,
4. preparation, management and implementation of international scientific research and applied projects,
5. participation in Nordplus, Erasmus+, etc. education and staff mobility projects,
6. compilation of research results, preparation of conference theses, publications and monographs,
7. organization and conducting of scientific seminars and conferences.

The study program plans of the study field “Health Care” envisage that 50% of the study time is implemented in health care institutions. In order to implement the goals and tasks of study and clinical practice specified in the study program, new bilateral cooperation agreements have been concluded - LU RMC with health care institutions in Riga and regions. During the reporting period, the updating of the existing cooperation agreements continues. Employment relations are executed in accordance with the provisions of regulatory enactments.

Faculty members have many years of practical experience in the relevant field: psychology and communication, jurisprudence, business, research and methodology, civil protection and environmental protection, nutrition, chemistry and biology, anatomy, linguistics.

Pursuant to Article 40 of the Law on Higher Education Institutions, visiting lecturers are attracted to work in college study programs in accordance with the procedure “Procedure for drawing up employment relationships for teaching staff for whom LU RMC is not the place of primary election” (see Annex I.1 “List of the main internal regulatory enactments and regulations of LU RMC ”). Visiting assistants, visiting lecturers, visiting assist. prof. at LU RMC are employed in the following cases:

1. conduct study course,
2. supervising and / or reviewing students' qualification papers,
3. for the work of state examination and / or practical placement defense commissions.

The majority of the teaching staff carries out active scientific research, methodological, organizational activities, participates in international activities and mobility.

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

In order to ensure the quality of the research activities of the study program, several conferences are organized every year, incl. international, students are involved in research activities and projects - develop research papers, publish theses, give presentations at conferences. By coordinating research works with current events in the field, students are formed an understanding of modern trends in the field.

LU RMC teaching staff and general staff actively use mobility opportunities, LU RMC admits visiting lecturers from different countries and institutions of various profiles - educational institutions, scientific institutions, hospitals. Both lecturers who carry out extensive scientific activities and practitioners with extensive practical activities in the field are involved in the implementation of the study program.

Each of the teaching staff, based on their professional specialization, practical experience in professional activities and work in educational institutions, is able to provide an excellent basis for achieving the study results defined in the study program.

1. Erasmus Rainbow

LU RMC has actively participated in the Erasmus Intensive Program "Rainbow" project, which united ten cooperating universities from nine European countries. The project included two weeks of intensive courses organized on a rotating basis by one of the partner universities. At the end of the project, in the spring semester of the academic year 2013/2014., the college's academic staff and student team organized a two-week "Rainbow" intensive course "A transcultural nursing approach in order to deliver integrated care for mental health patients", admitting 16 faculty and 43 students.

2. In 2013-2017, LU RMK was a partner university of the **Erasmus Mundus Action 2 project Medical Universities Alliance (MEDEA)**. The project brought together 20 higher education institutions (10 universities from the European Union and 10 neighboring countries) from Germany, Greece, Italy, Latvia, Lithuania, Portugal, Spain, Great Britain, Georgia, Armenia, Azerbaijan, Moldova, Ukraine and Belarus. The project was coordinated by the Université Paul Sabatier, France. In November 2013, the college opened a project - organizing a kick-off meeting and hosting 28 lecturers and representatives of university administrations. During the meeting, the Consortium Agreement of the project participants was solemnly signed.

Within the framework of the project, the college has hosted five students who have completed one semester of studies in Latvia, and four representatives of academic and administrative staff from Belarus, Moldova, Armenia and Georgia. Each staff representative worked at the college for one month, teaching study courses and participating in the exchange of experience. In turn, four members of the college's academic staff have gone on a month-long teaching and experience exchange trip, three of which were implemented at Tbilisi State Medical University in Georgia and one at Yerevan State Medical University in Armenia.

3. For the implementation of the **Erasmus + KA 1** main activity “Mobility of Persons between Program Countries (KA103)”, LU RMC has concluded bilateral international cooperation agreements with 47 active partners, implementing bilateral cooperation with higher education institutions in 21 countries, providing wide opportunities for staff to implement exchange trips for teaching and professional development.. In this activity, 57 LU RMC staff exchange trips have been implemented, which are divided into 27 teaching and 30 experience exchange trips to 18 partner universities in 12 European countries. LU RMC lecturers have given lectures to students of partner universities on such topics as:
 1. Emergency, disaster medicine and education in Latvia/Politrauma care in emergency department,
 2. Health Carer Education Possibilities in Latvia/Transcultural Research Role in Nursing Education,
 3. Introduction to Health Carer Education Possibilities in Latvia/ Nurse’s Role in in Multi-professional Cardio-rehabilitation Team,
 4. Patient Care in Hand Surgery/Evaluation of realization of Nursing process,
 5. A systematic survey instrument “Missed nursing care” translation and adaptation process for cross- cultural Nursing research,
 6. Internationalization and integration of Nursing education and research as part of international cooperation in Riga Medical College of the University of Latvia,
 7. Neuroscience within the context of health care,
 8. Distance Learning for Health Care Professionals – Challenges, Opportunities and Solutions,
 9. Presentation and workshop Art Therapy,
 10. The Tick - Borne Diseases and Prophylaxis: A Comparative Analysis of Applied Student Research Results,
 11. The Evaluation of Nursing Process. Nurses’ and Patients’ Perspective,
 12. Education System for Medical Professionals in Latvia/Health Care System Organization and Management,
 13. Development and Issues of Clinical procedures Training in Latvia,
 14. Simulation as a Method of Learning about Patient-Centered Care and Ethics,
 15. Non-medical Possibilities for Pain Regulation of Autonomic Nervous System,
 16. Association of pshisocial disorder with cardiovascular disease/Emergency care system organization and management in Latvia,
 17. Non-pharmacological Methods in Nursing. Biofeedback,
 18. Research Patterns and Directions in Nursing Education,
 19. Nursing Education System Organization and Management in Latvia.
4. Within the framework of the opportunities provided by the **Erasmus + KA 2** main activity “Mobility of persons between the program and partner countries (KA107)”, LU RMC has implemented student and staff exchange with the Georgian higher education institution Tbilisi State Medical University. The college has hosted two assistant professors, as well as two representatives of the college's academic and one administrative staff have implemented a mobility activity in Georgia.

The Nordplus higher education program is the second largest international instrument for the implementation of college faculty mobility and the attraction of visiting lecturers to LU RMC. During the academic year 2011/2012, LU RMC started active participation in the Nordplus program in the higher education sector, and is currently involved in the implementation of five university network projects aimed at student and faculty mobility and cooperation in intensive programs to support, develop and promote innovative approaches to education, sharing experiences and informing about examples of good practice in Scandinavia and the Baltic States. In total, the College has 24 partners in the Nordplus higher education program, which are grouped in five university networks.

NORLYS is the oldest and largest university network in which LU RMC is actively involved. The network of universities brings together 11 universities to work together in health sciences, developing and implementing intensive courses, student and staff mobility. The coordinating higher education institution of the project is Turku University of Applied Sciences in Finland. Intensive courses are organized in each academic year, in the development and implementation of which the academic and administrative staff of the college participates. In rotation, LU RMC has organized both a network university planning meeting and intensive courses, admitting 23 lecturers. Within the NORLYS network of universities, 20 college teachers and staff have traveled to 9 universities in the countries with the aim of conducting lectures, supervising students' work within intensive courses, as well as participating in planning and project development meetings.

NOBA-HEALTHPRO is a network of universities and colleges in health sciences coordinated by Siauliai State College, Lithuania. Network mobility opportunities have been used by 4 college staff representatives, while in the reporting period LU RMC has hosted 11 assist. prof. who have given lectures to college students.

MULTINEC is an interdisciplinary Nordplus cooperation network that has been active since 2013. As part of the network, 18 college staff members have gone on exchange trips to develop intensive course programs, give lectures at partner universities and prepare joint project applications. In its turn, the college has hosted 28 representatives of higher education institutions within the framework of this network of universities, both by organizing network planning meetings and intensive courses and teaching mobility.

The NORDSAM network brings together 8 higher education institutions coordinated by NOVA University of Applied Sciences in Finland. Since the College's involvement in this network of universities in 2015, 8 exchange visits of teaching staff and administrative staff to partner institutions have taken place. On a rotating basis, the College has organized a network planning and project results evaluation meeting, hosting 11 staff representatives from 7 Baltic and Scandinavian universities.

NORDPCC is the newest cooperation network in the Nordplus higher education program, coordinated by LU RMC, founded in 2019 and one project development meeting has taken place, which was attended by 2 representatives of the college staff. Intensive courses as well as student and faculty exchange trips are planned for the future.

Representatives of LU RMC academic and administrative staff in the Nordplus program have implemented 52 exchange trips to 18 higher education institutions in 7 countries of the Baltic Sea region, with the aim to implement 16 teaching mobility and 36 staff development activities, within which intensive courses have been developed. organization, evaluation and dissemination of results. Within the framework of Nordplus networks, LU RMC has hosted a total of 73 representatives of higher education institutions from 20 Baltic and Scandinavian universities. LU RMC lecturers in Nordplus university networks have given lectures to students of partner universities on the following topics:

1. Emergency, disaster medicine and education in Latvia,
2. Polytrauma (severe or multiple trauma) Care in the Emergency Department,
3. Emergency Nursing,
4. Elderly Activities Assessment from Nurse's Aspect and Care Principles,
5. Complementary Care and Ethics in Nursing Practice,
6. Social Inequality's Effect on Children's Health,
7. Presentation of Academic Programs at Riga Medical College of the University of Latvia,
8. Psycho-social Risk Factor Evaluation in Relation to Illness Prevention,
9. A Systematic Survey Instrument "Missed nursing care" Translation and Adaptation Process for Cross-cultural Research,
10. Screening of Psychosocial Risk Factors,
11. Social Inequality's Effect on Children's Health,
12. Psycho-social Risk Factor Evaluation in Relation to Illness Prevention.

During the reporting period, LU RMC has also implemented the opportunities provided by the EEA Financial Mechanism and the Norwegian Financial Mechanism Program LV05 "Research and Scholarships" by coordinating the international research protocol and implementation requirements in bilateral cooperation with the Faculty of Nursing of the University of Iceland. The project has resulted in 2 faculty mobility and further joint research. In the Interreg Central Baltic program, in the planning period 2014-2020. LU RMC has implemented cross-border cooperation with Turku University of Applied Sciences in Finland (project coordinator) and Swedish Red Cross University College in Sweden. As a result of the cooperation of the teaching staff and 5 mobilities, the project "Simulation pedagogy in learning ethics in practice in health care - SimE) has been implemented. In cooperation with the academic staff and students of the member states, the project has developed three ethics courses, which are included in the study programs by the educational institutions of the project member states. Jointly developed ethics courses and teaching methods ensure a more coherent level of education in the region.

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

See section I.1.2 Number of teaching staff and their workload (elected, visiting, deputy assistants). As a large part of the college studies are practical training, the practical training supervisors are the healthcare practitioners of the medical institutions. With the launch of the "Dispensing Optician" programme, the teaching team has increased in number, with the addition of 5 visiting lecturers with PhDs. Mobility of teaching staff has virtually ceased by March 2020 (the start of the COVID-19 pandemic). Some virtual mobilities took place. The effects of the pandemic are still being felt, but mobility is gradually starting to recover.

3.7. Assessment of the support available for the students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided to specific student groups (for instance, students from abroad,

part-time students, distance-learning students, students with special needs, etc.).

Students in study places financed from the state budget may apply for scholarships in accordance with the provisions of the “Scholarship Award Regulations”. The funds for scholarships are marked for the financing of study places and in 2020 they were 150.82 euros per study place. In 2020, LU RMC received additional funding for scholarships to support students due to the state of emergency in the country. The minimum scholarships are awarded to the students (who have passed all courses) per semester by the decision of the scholarship commission and are paid once a month. Students can apply for one-time scholarships once a semester up to approximately two minimum scholarships. 5% of the total scholarship fund is earmarked for this purpose. In case of equal grades, etc., preference is given to students with special needs, orphans (up to the age of 24), students with deprived status, and students with one or more children.

All LU RMC students can apply for state-guaranteed study and student loans through a competition, loan applications are reviewed by the LU RMC Study and Student Loan Awarding Commission. In case of equal share of obtained credit points, preference is given to students with special needs, orphans (up to 24 years of age), students with deprived status, as well as students with one or more children.

To supplement their practical and theoretical knowledge, students can apply for ERASMUS+ and Nordplus mobilities, for the implementation of which they receive a scholarship from ERASMUS+ and Nordplus project funding. In the period from 2013 to 2020, LU RMC had EUR 425,656 available for the implementation of Erasmus+ projects:

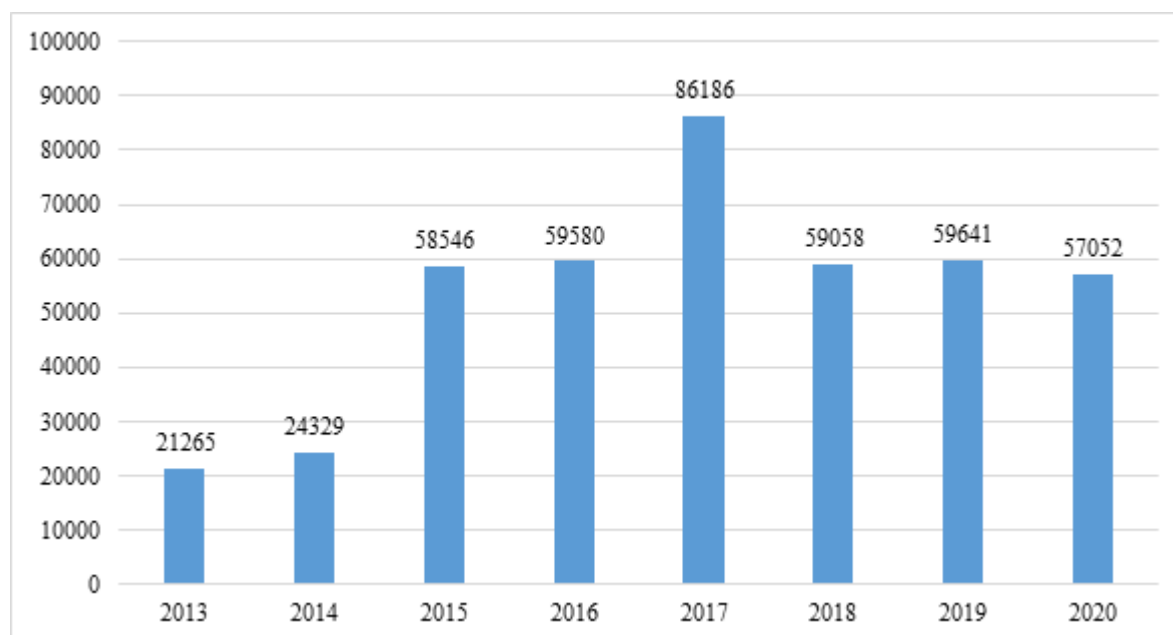


Figure II.4. Funds available for the implementation of Erasmus Plus projects in 2013-2020, euro

For the implementation of Nordplus projects in the period from 2013 to 2020, 183,717 euros have been received from the project's leading partners.

LU RMC Student Council may grant support from its budget to students for the representation of academic interests, as well as material support in accordance with the Regulations on the Use of the Student Council Budget of the Riga Medical College of the University of Latvia. The funds allocated for the representation of academic interests cover the costs related to the study process. For example, visiting lectures, conferences, informative courses, foreign language training courses,

clinical practice and publicity expenses necessary for the formation of the academic image of LU RMC. For this purpose, not less than 30% of the Student Council budget is provided. Up to 15% of the local government budget is allocated for the representation of material interests, and from these funds it is possible to receive reduction for the rent of a residence hall and reduction for tuition fees. The budget of LU RMC Student Council in 2020 was 8 327 euros.

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

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

The research work of students performed within the framework of studies corresponds to the goals of the study field. During the implementation of various study courses, research or creative projects are carried out, which promote the competitiveness of students and bring students closer to the professional work environment already during their studies. A prerequisite for obtaining a qualification in accordance with the chosen study program is the acquired competence in research. The students acquire skills to independently obtain information, analyze and present research results. Research professionals are involved in the evaluation of research, the best research is submitted to professional conferences or congresses in the form of theses or poster reports.

In order to promote the scientific activity of the academic staff, funding for science from own revenues has been increased in recent years. In the academic year 2017/2018 12% of own revenues were allocated, in the academic year 2018/2019 funding increased to 17%. In the academic year 2020/2021, the funding remained within 17% mark, the academic staff submitted six applications to the Strategy Commission for the development of study materials. The development of teaching materials is planned for the end of 2021. The development of study materials is intended for the study program "Medicine", the study program "Massage and Hydrotherapy", the study program "Dispensing Optician". Industry professionals are involved in the evaluation of teaching materials.

The study field has mostly involved important applied research, the results of which have been used to improve the study process and inform society, as well as providing important information for employers, for example on the development of burnout syndrome in employees working in different fields.

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 academic staff involved in the implementation of the study field carries out research activities

in separate projects in cooperation with University Clinics, NMPD, private medical institutions as research bases, attracting students both within the framework of students' Qualification Papers and guided by the initiatives of cooperation partners. There is an agreement with the NMPD on research topics relevant to the institution, which are offered to students as optional topics for the development of the Qualification Paper.

Cooperation agreements on research have been concluded with Riga East Clinical University Hospital, Children's Clinical University Hospital, Pauls Stradiņš Clinical University Hospital, where students and academic staff can carry out research activities in accordance with the tasks defined by electing a lecturer or according to interests. In order to strengthen the connection between the teaching staff, students and employers implementing the study field, within the study course "Research Methods" the Scientific Department, in cooperation with the heads of study program, develops research topics, attracts employers' representatives to supervise students' Qualification Papers, academics are recruited as reviewers or consultants, so that research bases, employers and academics work together in a mutually enriching way and new colleagues develop an interest in knowledge and research alongside their work in the clinic.

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

During the reporting period, the staff and students of LU RMC have implemented 40 scientific missions to 21 countries, in Europe, in the EU's neighboring countries and in Asia (see Figure II 5). Missions have taken place for the purpose of attending scientific conferences, congresses, symposia, forums, etc. activities to participate in reports, disseminate the results of internal scientific projects, create new joint studies and projects, present examples of good practice and participate in international professional championships.

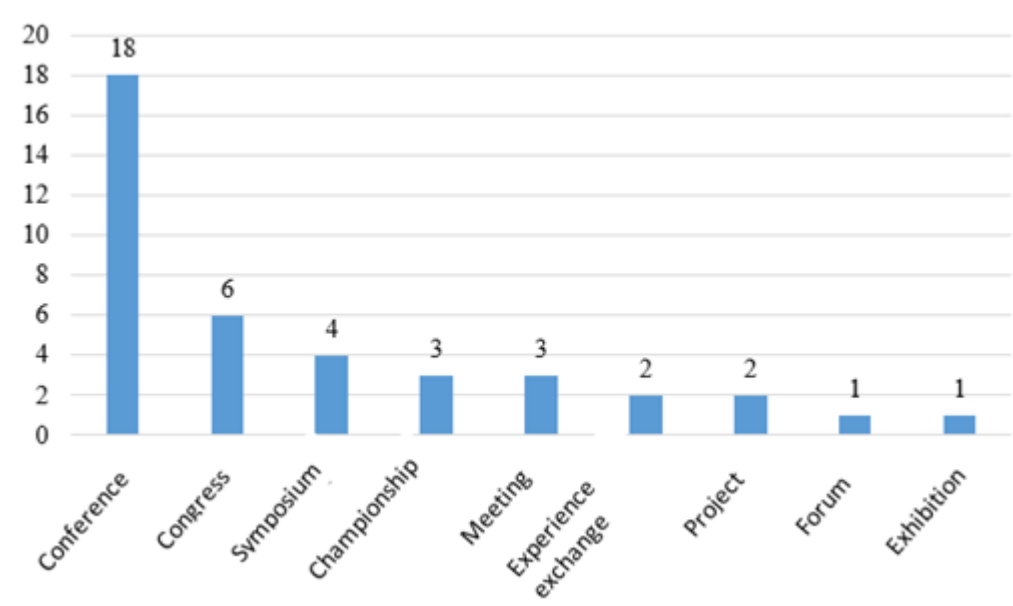


Figure II.5. Types of scientific missions

LU RMC faculty and students have represented the college in such important international scientific events as the International Symposium on *Nursing Research and Evidence Based Practice* in the Czech Republic, the *Meeting of the Baltic Physiological Societies in Lithuania*, the *International Symposium on Nursing the 21st Century in the Process of Changes* in Slovakia, the *6th International Nursing Management Conference* in Turkey, *Conference on Principles of Behavior Change in Health and Illness* in Greece, *International Massage Championship* in Denmark, etc. In foreign conferences, congresses, forums and other scientific events, the teaching staff of LU RMC has participated with reports, lectures and theses on such topical issues as:

1. Efficiency of non-medical integrative methodology for children with migraine and learning disorders,
2. Emergency medical personnel knowledge about stress reduction possibilities,
3. Analyses of nurses' environmental risk factors working in orphanages,
4. International Experience Analysis of the Riga Medical College of the University of Latvia,
5. Distance Learning for Health Care Professionals – Challenges, Opportunities and Solutions,
6. etc.

As a result of international cooperation in scientific research, several projects in the field of health sciences have been implemented, for example, “Readiness for studies and cognitive function development dynamics for students of study programs “Nursing” and “Medicine”, project “An international study on the work of nursing teams and mistakes in nursing practice” has been carried out, the assist. prof. of the college have participated in an international working group on the development of a project on the application of non-medical methods in medicine. Within the framework of international scientific missions, the results of such internal scientific projects as “Implementation of the care process in Latvian health care institutions”, “Distance learning in professional development of medical personnel - challenge, opportunities, and solution” have been published.

Given the multiple objectives of international scientific missions, several important sources of funding should be noted. The RMK LU supports the missions through budget funding, but a significant part is also contributed by local and international projects, as well as the RMK LU Student Council, which financially supports students' scientific activities abroad (see Figure II.6).

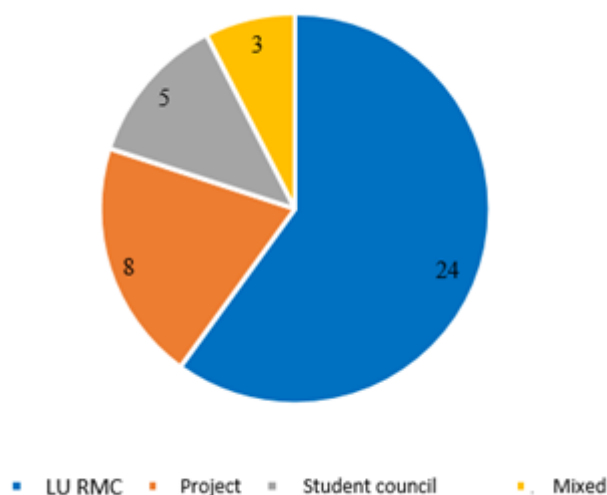
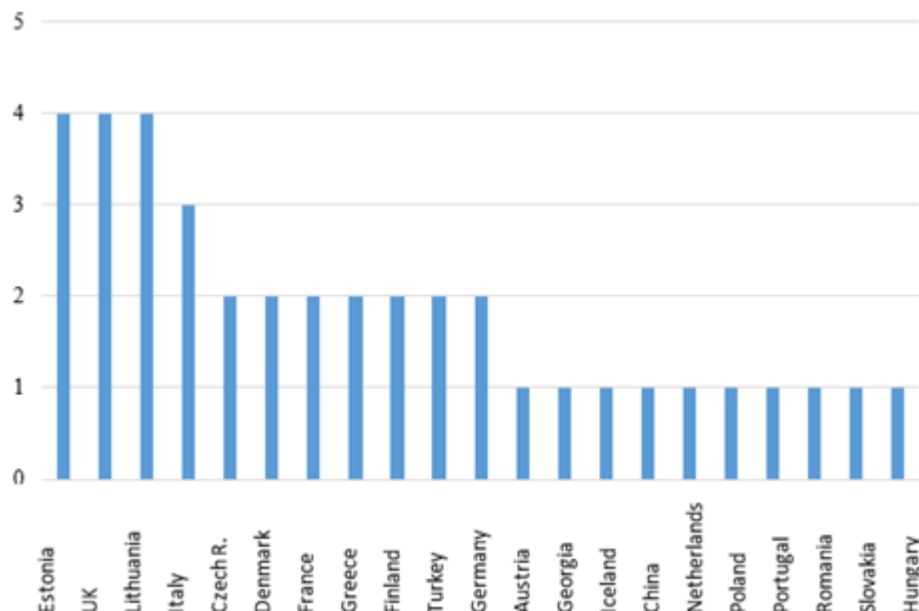


Figure II.6. Types / sources of financing

LU RMC staff and students have gone to 21 countries in the EU and EEA, as well as in ENPI and Asian countries for the purpose of scientific missions. As summarized in Figure II.7, which shows the number of missions in each of the countries, the closest connection is observed with the neighboring countries close to Latvia, which can be explained both by the joint historical development of education and science and similar research issues in the study field “Health Care”. There is also an important direction of co-operation with partner universities in the Czech Republic, with which regular contacts are maintained by organizing international conferences, forums and symposia.



LU RMC has been represented in scientific missions by representatives of all academic positions, as well as individual administrative staff, such as international relations coordinators, as well as students who have gone on a mission abroad to present the results of applied research (see Figure II.8). A total of 50 staff representatives and 16 students have gone on 40 missions during the reporting period. Students have participated in international student conferences with reports and theses, for example, *Tartu Health Care College* in Estonia in the annual conference *Health in Our Hands*.

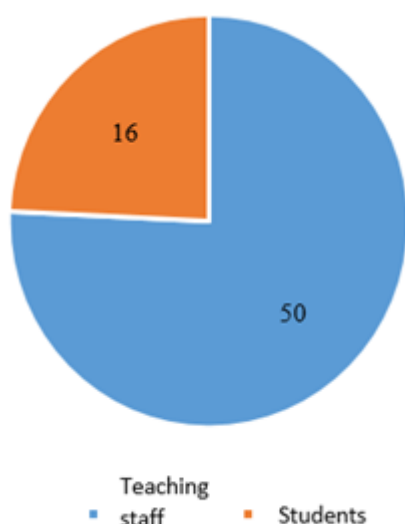


Figure II.8. The ratio of students and teachers in scientific missions

During the period from 10.04.2019. until 14.04.2019 lecturer from LU RMC and 2nd year students of the study programs “Medicine” and “Massage and Hydrotherapy” participated in the “Medical International Conference for Students” in Bucharest, Romania. The conference was attended by more than 2,700 participants from Europe and Asia. One student spoke at the conference and presented the study “Stress in medical field workers”, two more students participated in the conference with poster presentations “Anxiety in medical field workers” and “Associations between Type D personality and depression in medical field and wellness workers”.

In the future, we plan to continue the previous cooperation in Erasmus +, Nordplus projects, as well as to attract other cooperation partners to promote the development of scientific and applied research.

4.4. Specify the way how the higher education institution/ college promotes the involvement of the teaching staff in scientific research and/or artistic creation. Provide the description and assessment of the activities carried out by the academic staff in the field of scientific research and/or artistic creation relevant to the study direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.

LU RMC continues to link the study process with scientific activities. During the reporting period, the teaching staff participated in scientific conferences, presenting the results of their research, preparing students for scientific research seminars and conferences, and learning new experiences that could be further used creatively in the study process. The gained experience has been applied in scientific research and guiding students in the development of scientific papers and qualification papers in accordance with the latest trends in the EU, paying attention to both professional aspects and research in the interdisciplinary and inter-institutional aspect.

In the academic year 2014/2015, the teaching staff participated with reports in the following conferences / scientific events:

1. VII International Symposium "The present and the Future of Nursing and Midwifery", Hungary (L. Alondere, R. Bogdanova, M. Šiliņa),
2. International conference "Nursing science and practice: international experience" in Lithuania (L. Alondere, I. Mežiņa –Mamajeva),
3. Symposium "International Forum 2004-2014: 10 years in European Higher Educational Space", Lithuania (L. Alondere),
4. 4th International Interdisciplinary Scientific Conference "Biopsychological Factors of Life Concept for Education and Health", Latvia (B. Avota, G. Biksone, I. Tarelkina),
5. 1st International Conference "WELL-Med", Greece (D. Voita, A. Bukulīte),
6. Biofeedback Federation 17th International Conference, Italy (D. Voita, E. Valeviča),
7. 6th International Nursing Management Conference, Turkey (D. Voita, A. Bukulīte),
8. 8th International Baltic Symposium on Science and Technology Education (Baltic STE2015), Lithuania 2015, (D. Voita),
9. International Scientific Conference "Society, Integration, Education" Rezekne University, Latvia (D. Voita, B. Avota, L. Alondere),
10. 4th International Scientific Conference "New Approaches to Improving Health Care Education: Today and Tomorrow" Riga, Latvia, 2014 (D. Voita),
11. International interdisciplinary scientific conference "Society. Health. Prosperity "(4th International Interdisciplinary Scientific Conference, SOCIETY. HEALTH. WELFARE, Riga, (A. Bukulīte, D. Voita) and others.

A collective monograph has also been published in accordance with the requirements of the LAS monograph "Psychology", publishing house Zinātne, where one of the authors for the chapter "Biology and Behavior" is D.Voita (2014). The teaching staff of the college also participated in the State research program "BIOMEDICINE" (D.Voita). In cooperation with the Riga Academy of Pedagogy and Education Management, an international scientific conference "Biopsychological Factors of the Concept of Life for Education and Health" was organized in 2014, and the academic staff of the college participated in the scientific council .

During the reporting period, the teaching staff of the College is also invited to participate in scientific editorial boards in scientific publications of other countries, such as "Health problem of civiliazation" (ISSN - 2353), published in Poland (D. Voita) and Biopsychological Basics of life, published in Germany (D. Voita). The participation of LU RMC academic staff during the Latvian Presidency of the Council of the European Union in the project "Today's Education for the Development of the Future Society" implemented and supported by the activity "Support for Public Participation in the Implementation of the Latvian Presidency of the Council of the European Union" was important.

During the academic year 2015/2016, the teaching staff of the college participated with reports and lectures in the following conferences / scientific events:

1. 74th Conference of the University of Latvia, section "Health care research in UL colleges" (11.02.2016) (R.Rumaka, B.Avota, L.Alondere, A.Bukulīte, D.Voita, I.Tarelkina, M.Šiliņa , G. Biksone, A. Višņakovs, S. Seimane),
2. Section of the 74th Conference of the University of Latvia "Human and Animal Physiology",
3. 5th meeting of the MEDICAL SECTION of the 74th Conference of the University of Latvia. NURSING SECTION (19.02.2016) (L.Alondere),
4. 7th Latvian Congress of Gastroenterology "Gastroenterology in Latvia and in the world:

science for practice”,

5. UL P. Stradiņš Medical College International Conference “Quality of Health Care and Social Welfare - Education and Practice”,
6. Conference of the Latvian Nurses' Association of Internal Care Nurses “Topicalities of Nursing Practice” (L.Alondere),
7. Conference of the Latvian Association of Nurses Surgical Care Nurses Association “Topicalities in treatment and care of patients with surgical diseases”,
8. Latvian Nurses Association Anesthesia, Intensive and Emergency Care Nurses Conference,
9. Interdisciplinary Conference of the Latvian Medical Association,
10. 2nd International Scientific Conference “Health. Society. Science ”, Siauliai, Lithuania,
11. 17th European Congress of Trauma & Emergency Surgery, Vienna, Austria,
12. VIII international symposium “Nursing in the process of change. Who are we and where are we going? ”, Rzeszów, Poland (L.Alondere, B.Avota),
13. International Scientific Conference “Topical Issues in Improving Health Care Education: Present and Future” organized by LU RMK (27.10.2016 - 28.10.2016),
14. 4th European Transcultural Nursing Association International Conference, 2015 "Reclaiming compassion at the hearts of Nursing", Hungary (L.Alondere, B.Avota),
15. Staff mobility within the Erasmus + MEDEA project (L.Alondere, D.Raiska, A.Lazdāne, O.Nikitina).

On December 10, 2015, the book “Step by step in patient counseling. Recommendations for proper use of medicines and patient education ” was published. The latest edition includes the topics of the previous edition, updates the information contained in them, and adds two new chapters "Medicines for the prevention of metabolic and endocrine disorders" and "Medical products affecting the central nervous system".

One dissertation was defended in the academic year 2015/2016. On January 14, 2016, R. Renigere, a visiting lecturer at LU RMC, obtained a doctoral degree in pedagogy, defending her doctoral dissertation “Ecological approach to nursing education and health care”.

During the academic year 2016/2017, the teaching staff of the college participated with reports and lectures in the following conferences / scientific events:

1. The section “Health care research in medical colleges” of the 75th International Scientific Conference of the University of Latvia (09.03.2017),
2. IX International Symposium "Theory and Practice Collaboration in Quality Care" (L.Alondere),
3. International conference on Health, Environment and Sustainable Development: Interdisciplinary Approach / HESDIA (L.Alondere, M.Šiliņa, R.Bogdanova).

During the academic year 2017/2018, the teaching staff of the college participated with reports and lectures in the following conferences / scientific events:

1. UL 76th International Scientific Conference section “Interdisciplinary Research in Medical Colleges” (28.02.2018),
2. LU RMC Students' and lecturers' topicalities of scientific activities (25.10.2018),
3. LU RMC and LU PSK 7th students' scientific-practical conference “Human normal and pathological physiology” (21.04.2018),
4. International Scientific Conference SOCIETY. INTEGRATION. EDUCATION Rezekne, Latvia (26.05.2018-27.05.2018).

Academic year 2018/2019. College faculty members participated in the following conferences / scientific events with reports and lectures:

1. The sixth Scientific-practical seminar of joint research of students and lecturers of Riga

Medical College of the University of Latvia,

2. 1st academic readings of LU RMC lecturers "One Hundred Minutes for Science" (A.Bukulīte, L.Alondere, I.Voita),
3. International Nursing Management Conference, Bodrum, Turkey (A.Bukulīte, L.Alondere, D.Voita),
4. UL 77th International Scientific Conference Section "Interdisciplinary Research in Medical Colleges" (14.02.2019) (A.Bukulīte, D.Voita, L.Alondere, J.Kuzņecova, S.Villere; L.Dāboliņa; E.Levenšteina, S.Seimane),
5. Acute and General Medicine Congress, London, UK (A.Bukulīte, D.Voita, E.Valēviča).

During the academic year 2019/2020, the teaching staff of the college participated with reports and lectures in the following conferences / scientific events:

1. European Conference on Mental Health. Dubrovnik, Croatia (02.09.2019-07.09.2019) (D.Voita, S.Villere),
2. 2nd academic readings of LU RMC lecturers "One Hundred Minutes for Science" (A.Kauliņa, R.Davidsons, D.Šantare),
3. UL 78th International Scientific Conference Section "Interdisciplinary Research in Medical Colleges" (L.Alondere, J.Kuzņecova, S.Villere, E.Levenstein, A.Kauliņa, R.Rumaka),
4. 6th International Scientific Conference "Topical Issues in Improving Health Care Education: Present and Future" organized by LU RMC (14.11.2019-15.11.2019)
5. "The 18th European Doctoral Conference in Nursing Science" Power of the Past - Force of the Future" at the Medical University of Graz, Austria (L.Alondere, A.Bukulīte, D.Voita),
6. XII International Symposium "Nursing the foundation of care. Innovative solutions in nursing", Poland (J.Kuzņecova, I.Voita),
7. RSU Research Week (01.04.2019-05.04.2019) (A.Bukulīte, D.Voita, A.Nasteviča),
8. LU RMC together with UL Alūksne branch and Viļaka State Gymnasium on March 15, 2019 organized a conference of educators "Teacher and social psychological aspects of a healthy lifestyle" in Viļaka (L.Alondere, D.Voita).

Internal scientific grants. LU RMC successfully implements the initiated internal scientific grant program, in which the teaching staff, involving students, implements applied research in the form of projects. In the academic year **2014/2015**, two projects were implemented from LU RMC own revenues:

1. *E-learning environment acquisition guidelines*

Supervisor: L. Alondere.

Teaching staff: B. Druvmale-Druvleja.

Students: 5 [Medicine program: V.Ozols; Nursing program: B.Vovere, I. Biteniece, J.Lure, A.Taurene].

2. *Research of nurses' quality of work and team work in patient care*

Supervisor: A. Bukulīte.

Teaching staff: E. Valēviča, K. Kurtiša, D. Voita, R. Konstante.

Students: 11 [Medicine program: E.Kalpiša, K.Ozoliņš, I.Melančuka, I.Andersone, K.Lappuķe, R.Urazmetovs; Nursing program: G.Gromova, V.Rubene, S.Buša, S.Jusupova, I.Ruciņa].

The project was implemented as part of an international project in cooperation with the University of Michigan (USA), Hacettepe University (Turkey) and the University of Iceland.

In the academic year 2015/2016, five projects were implemented, which were financed by LU

RMC from its own revenues, attracting also the obtained performance financing:

1. *Distance learning in professional development of medical personnel - challenge, opportunities and solution*

Supervisor: B.Avota.

Teaching staff: R.Rumaka, A.Angena, J.Ankrava.

Students: 5 [Nursing program: L.Lāce, M.Zukure, A.M.Vītola, K.Balode, J. Jefimova].

2. *Implementation of the care process in Latvian health care institutions*

Supervisor: L.Alondere.

Teaching staff: M.Šiliņa, R.Bogdanova.

Students: 4 [Nursing program: A.Dimitrijeva, P.U.Steikmane, Z.Krūmiņa, Z.Lukjanova].

3. *Risk assessment of cardiovascular disease - identification of psychosocial risk factors in different populations*

Supervisor: S.Seimane.

Teaching staff: E.Lauva, J.Kuzņecova.

Students: 3 [Medicine program: L.Lāma, J.Kovaļevska, M. Subotjalo].

In 2015, the implementation of the following projects continued:

1. *Research of the quality of nursing work and team work in patient care*

Supervisor: A. Bukulīte.

Teaching staff: E. Valēviča, K. Kurtiša, D. Voita, R. Konstante.

Students: 11 [Medicine program: E.Kalpiša, K.Ozoliņš, I.Melančuka, I.Andersone, K.Lappuķe, R.Urazmetovs. Nursing program: G.Gromova, V.Rubene, S.Buša, S.Jusupova, I.Ruciņa.].

The project was implemented as part of an international project in cooperation with the University of Michigan (USA), Hacettepe University (Turkey) and the University of Iceland. The project was started in 2014 and continued in 2015, RSU is also involved in the project implementation.

2. *Transnational study "Awareness of university students about the role of ticks in pathogen transmission"*

Implemented in collaboration with Pope John Paul II State School of Higher Education in Biała Podlaska, Poland.

Supervisor: I. Tarelkina.

Teaching staff: D. Voita, R. Bogdanova

Students: 5 [Medicine program: I.Ditļa, D.Rodina, L. Čeremisina; Nursing program: B.Tūtere, D.Brisone]

Developed Qualification papers:

1. Tūtere B. (2016) Knowledge of tick-borne encephalitis and its prevention (supervisor D.Voita).
2. Brisone D. (2016) University students' knowledge of Lyme disease (supervisor D.Voita).
3. *Implementation of the care process in Latvian health care institutions.*

Supervisor: L.Alondere.

Teaching staff: B. Avota, M. Šiliņa.

4. *Medicine administration in nursing practice*

Supervisor: D.Raiska.

Teaching staff: A.Lazdāne.

Students: 3 [Nursing program: K.Masslenikova, A.Kremenskova, R.Kelbrante].

In 2016, the implementation of the following projects continued:

1. *Patient safety: mathematical and dose calculation skills for student nurses and nurses in clinical practice*

Supervisor: D.Raiska.

Teaching staff: A.Lazdāne.

Students: 3 [Nursing program: K.Maslenenova, A.Kremenskova, R.Kelbrante].

2. *Healthy lifestyle - physical activity and healthy eating*

Supervisor: I.Buceniece.

Teaching staff / staff: I.Vanzoviča.

Students: 4 [Medicine program: I.Melančuka, M.Kalniņa, E.Kalpiša, K.Kalniņa].

In the academic year **2017/2018**, the following projects were implemented from LU RMC own revenue:

1. *Research of the place of clinical practice of medical students and students' further career development*

Supervisor: J.Kuzņecova.

Teaching staff: V.Šverina.

Developed Qualification papers:

1. Dimitrijeva A. (2018) Factors influencing the choice of profession for nursing students (supervisor J.Kuznecova).

2. *Incidence of neonatal sepsis in hospitalized neonates over 3 years, its causes, risk factors and mortality*

Supervisor: L.Dāboliņa.

Developed Qualification papers:

1. Fadejeva I. (2018) Frequency of neonatal sepsis in hospitalized newborns, its agents and mortality from 2014 to 2016 (supervisor L.Dāboliņa).

3. *Incomplete patient care in Latvia*

Supervisor: T.Voits.

Teaching staff: L.Alondere.

In the academic year **2018/2019.**, the following projects were implemented from LU RMC own revenue:

1. *Evaluation and improvement of the quality of life of patients with pain of various origins by*

non-drug therapy methods in health care

Supervisor: A.Kauliņa.

Teaching staff: L.Meksa.

2. Incomplete patient care in Latvia

Supervisor: L.Alondere.

Teaching staff: J.Kuzņecova.

Developed Qualification papers:

1. Šinderuka J. (2019) Analysis of research on incomplete patient care in the period from 2014-2019 (supervisor L.Alondere).

3. Development of scientific-practical material in medical ethics and study course "Ethics in Medicine and Clinical Research"

Supervisor: S.Villere.

Teaching staff: D.Voita, L.Alondere.

Developed Qualification papers:

1. Haņeckā M. (2018) Principles of medical ethics in the operation of the emergency medical service in region X (headed by D.Voita),
2. Podova O. (2018) Principles of ethics and deontology in the work of an emergency medical assistant (supervisor D.Voita),
3. Zaķe D. (2019) Medical ethics in the work of a physician's assistant (supervisor D.Voita),
4. Roze J. (2019) Confidentiality in the care process (supervisor D.Voita).

In the academic year **2018/2019** two projects continued:

1. *Research of the place of clinical practice of medical students and students' further career development*

Supervisor: J.Kuzņecova.

Teaching staff: V.Šverina.

2. *Incidence of neonatal sepsis in hospitalized neonates over 3 years, its agents, risk factors and mortality*

Supervisor: L.Dāboliņa.

In the academic year **2019/2020** the following project has been started from LU RMC own revenue:

1. *Application of biological feedback method in care process and rehabilitation*

Supervisor: E.Valēviča.

Teaching staff: A.Bukulīte, S.Seimane, L.Alondere, D.Voita, A.Kauliņa.

In the academic year **2020/2021** continues:

1. *Development of scientific-practical material in medical ethics and study course "Ethics in Medicine and Clinical Research"*

Supervisor: S.Villere.

Teaching staff: L.Alondere, D.Voita.

Developed Qualification papers:

1. Armuška A. (2020) Confidentiality and privacy in the practice of a general practitioner (supervisor L.Alondere),
2. Pudāne M. (2020) Ethics of nursing practice in work with patients (supervisor L.Alondere),
3. Spalvēna D. (2021) (supervisor .D.Voita / I.Fedotova),
4. Veidemane I. (2021) The principle of autonomy in the practice of a surgical nurse (supervisor L.Alondere).

During the reporting period, experience was gained in the qualitative implementation of internal scientific grants / projects, development of purposeful applied research and promoted the competence of teaching staff and students in scientific research activities.

Financial resources are also used to motivate teaching staff to engage in research activities, and from 2021 the activity has been included as one of the criteria for the annual performance evaluation of teaching staff.

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

LU RMC together with UL Pauls Stradiņš Medical College (hereinafter - LU PSK) has been organizing the annual student scientific-practical conference since 2009. Each of the colleges holds a conference on its own premises every two years. The main goal of the student scientific-practical conference is to develop students' research and presentation skills, as well as to gain insight into the framework of interdisciplinary cooperation. A key-note speaker with a topical presentation on the conference topic is invited to the annual conference.

In the academic year of 2014/2015, in cooperation with the University of Latvia, the 6th Student Scientific-Practical Conference "Current Problem of Youth, Health and Social Issues" was organized. LU RMC was represented by 28 students from the study programs "Nursing" and "Medicine", which were prepared with the help of lecturers: G.Biksone, I.Buceniece, B.Avota, I.Tarelkina, M.Šiliņa, D.Voita and others.

On April 21, 2016, in cooperation with the LU PSK, the 7th Student Scientific-Practical Conference "Addiction as a Current Problem in Modern Society" was organized. LU RMC was represented by 10 students, who were helped to prepare for the conference by lecturers B.Avota, I.Tarelkina, T.Voits, G.Biksone. The following students participated in the conference with presentations: K.Rudus, E.Drebeiniece, I.Kucenko, J.Osocka-Krūze, A.Antonoviča, S.Brīkša, A.Dimitrijeva, A.Vavinskis, E.Medeiniece, S.Slaidiņa.

On October 27 and 28, 2016, the 5th International Scientific Conference "Topical Issues in the Improvement of Health Care Education: Present and Future" organized by LU RMC took place. Within the framework of the conference, a separate session of students and lecturers took place on October 28, which included 8 (eight) presentations. The preparation of the conference presentations, including the presentation of the results of internal scientific grants, was performed by 15 students: B.Frolenoka, K.Ozoliņš, J.Uļģis, A.Voitkuna, D.Cabule, A.Ančevska, K.Poguda, A.Antonoviča, I.Robiņa, A. Angena, M.Krastiņa, L.Lāce, K.Balode, J.Jefimova, A.M.Vītola.

On March 10, 2017, in Lithuania, Šiauliai State College, Faculty of Health Care, the IV International Scientific-Practical Conference "Student. Science. Health 2017 "(4th International Scientific-Practical Student Conference STUDENT. SCIENCE. HEALTH. 2017). The conference was attended by students of the Faculty of Health Care of Siauliai College with their research and qualification papers, as well as Erasmus+ students from Portugal, Turkey and Latvia. A.Nasteviča and A.Kuzņecova, 3rd year students of the study program "Nursing", represented LU RMC at the conference.

On April 27, 2017, the 8th scientific-practical student conference "Human Normal and Pathological Physiology" took place in the premises of LU RMC, organized by LU RMC and LU PSK. The conference was opened by Dr.med., RN Rita Konstante from the Norwegian Hospital Construction Agency with the topic "Factors Affecting the Health Care System in the Context of Nursing Education". 19 students from both colleges spoke at the conference and shared their research results. During the conference, the audience was introduced to such scientific research as "Psycho-emotional risk factors in the work environment of social workers", "Knowledge of medical staff about the risk of their cardiovascular diseases", "Alcohol-induced pathophysiological changes in the liver", "Geriatric care in internal wards", as well as many other studies that can be found in the conference program. The conference was closed by lecturer A. Ignatieva from Biala Podlaska University in Poland on the topic "Determining the health status of medical students".

On May 10, 2017, LU RMC was visited by 38 representatives from Slutsk State Medical College, Belarus. During the visit, students and lecturers got acquainted with the education system in Latvia, the study programs offered by the college and the principles of their implementation. The teaching staff of both educational institutions discussed the common and different features of education and professional activity of medical specialists of different levels in Latvia and Belarus.

On May 16, 2017, the LU RMC student team participated in the International Healthcare Student Olympiad organized by RSU Red Cross Medical College.

The Olympiad was organized with the aim of uniting health care students as well as providing students the opportunity to demonstrate their theoretical knowledge and practical skills in health care. 3rd year students of the study program "Nursing" A.P.Nuķe and K.Poguda and 3rd year students of the study program "Medicine" A.Osmanis and A.Antanoviča represented LU RMC at the Olympiad. The Olympiad participants tested their knowledge in procedural standards, first aid, child and adult patient care, anatomy, pharmacology, patient safety and occupational safety.

On October 25, 2017, the fifth Scientific-Practical Seminar of Joint Research of LU RMC Students and Teachers took place. The aim of the seminar was to provide an insight into the directions of college research, as well as to listen to the presentations of the best qualification papers of the previous academic year and to understand the most important moments and solutions in the process of qualification papers. The audience was also introduced to the Erasmus + experience and opportunities to participate in the exchange program. A total of 12 papers were read, as well as Erasmus + exchange student A. Gregorio Alcaide from the University of Valencia, Spain, introduced her university.

On November 22, 2017, four students of LU RMC participated in the 1st International Student Conference organized by Tartu Health Care College, the motto of which was "Health in Our Hands". College students participated in a poster presentation session with research on the following scientific topics:

1. A. Dimitrijeva. Research of nursing students' further career development related to clinical practice placement – literature review. Supervisor J. Kuzņecova,
2. E. Bērziņa. Anxiety in medical field workers. Supervisors S. Seimane, E. Lauva,

3. V.Klapenkovs. Medical field worker knowledge about their cardiovascular disease risk factors. Supervisor S. Seimane, E. Lauva,
4. I. Lāme. Chronic wound infection and management aspects – literature analysis. Supervisor B. Avota.

On April 26, 2018, 16 students of LU RMC participated with their presentations in the 9th Student Conference “Pain” organized by LU RMC and LU PSK - R.Čepanone, A. Čirkova, S. Dubkova, A. Ēķe, K. Ieraga, E. Kalivera-Neilande, V. Klimova, Ē. Krauze, E. Kuzmicka, I. Ozola, Š. D. Ozolina, K. Platanovica, A. Silova, A. Slišane, L. Officer, D. Zalīte. The conference was opened by a member of the Latvian Pain Research Society, PSCUH, Dr. Maija Māliņa with the topic “Types of pain and basic principles of treatment”. During the conference, the audience was introduced to practical research such as “Changes in pain levels after therapeutic massage in patients with chronic back pain”, “Basics of acute postoperative pain therapy”, “Psychosomatic pain”, “Non-medical correction methods to reduce musculoskeletal pain”, as well as with many other studies available in the conference program. Students were prepared for the conference by B. Avota, D. Brenča, A. Bukulīte, A. Kauliņa, J. Kuzņecova, L. Peiča, S. Seimane, I. Tarelkina, D. Voita.

On February 14, 2019, students of the Nursing Program participated in the section “Interdisciplinary Research in Medical Colleges” at the 77th International Scientific Conference of the University of Latvia: G. Babre, A. Lopatko, A. Birģele-Zavaļņuka, A. Nasteviča, R. Mednis, M. Siļķēna, A. Niedre, Medical students: V. Klapenkovs, D. Zaķe, I. Fadejeva, K. Labanauskas and D. Latruškina, a student of the Massage and Hydrotherapy program. Students were prepared for the conference by A. Bukulīte, D. Voita, L. Alondere, J. Kuzņecova, S. Villere, L. Dāboliņa, E. Levenšteina, S. Seimane.

From 23.04.2019. - 25.04.2019 “International Week” in LU RMC took place, which was significant with the opening of the 1st International Student Conference “Make Health Happen” and simulation demonstrations of the EU-funded international project “Simulation Pedagogy in the Acquisition of Practical Ethics in Health Care”. On April 23, a mock-up and analysis of simulations of the EU-funded project “Simulation Pedagogy in the Acquisition of Practical Ethics in Health Care” (SimE) took place. The simulations were led by lecturers from Turku University of Applied Sciences (Finland) with many years of experience - Teija Franck and Kati Kulju, involving students and lecturers of LU RMC. A total of 12 students participated in the I International Student Conference “Make Health Happen”, of which LU RMC was represented by 5 (five) students: G. Babre, J. Kozlova, G. Tetereva, M. Ikstens, J. Šinderuka.

On April 25, 2019, LU RMC in cooperation with LU PSK organized the 10th student scientific-practical conference “Biopsychosocial model in medicine”. The conference was opened by D. Šantare, a leading researcher of the Institute of Clinical and Preventive Medicine, Assistant Professor of the Faculty of Medicine of the University of Latvia with the research “Factors influencing dietary choice”. The conference covered such topics as: “Non-medical pain correction options”, “Internal factors influencing the work organization of physician assistants in the Emergency Medical Assistance Service”, “Motivation to use medications without a doctor's prescription”, etc.

During the period from 10.04.2019. until 14.04.2019 LU RMC lecturer E. Levenšteina and 2nd year students of the study programs “Medicine” and “Massage and Hydrotherapy” participated in the “Medical International Conference for Students” in Bucharest, Romania. The conference was attended by more than 2,700 participants from Europe and Asia. A. Krūmiņa spoke at the conference and presented the study “Stress in medical field workers”, but E. Kuzmicka and M. Ikstens participated in the conference with poster presentations “Anxiety in medical field workers” and “Associations between Type D personality and depression in medical field and wellness workers”.

On April 10, 2019, the LU RMC team “Hippocrates” participated in the 4th International Student Mastery Competition. Participants had to demonstrate their skills and knowledge in pharmacology, anatomy, phytotherapy, intravenous drug infusion, vital signs, desmurgica and emergency care. The team of LU RMC was represented by the 2nd year students of the study program “Medicine” G. Tetereva, L. Lubgāne, K. Makovska and D. Ščablinskis.

On November 21, 2019, LU RMC students participated in the 3rd International Student Conference “Health in our Hands” organized by Tartu Health Care College. The college was represented by L. K. Linde, K. Ivanova, E. Kuzmicka, students of the study program “Medicine”, and M. Dupkeviča, a student of the study program “Massage and Hydrotherapy”:

1. K.Ivanova presented research “Back Pain Prevalence and Evaluation with Work at State Emergency Medical Service in Latvia” and received a prize in the category “Poster presentation – FIRST PLACE” and “Krisostomus – the best study about pain”,
2. E.Kuzmicka presented research “Comparison of Stress for Medical Students in Latvia and Lithuania” and received a prize in the category “Audience Award – e-POSTER PRESENTATION”,
3. K. Linde research “Paroxysmal Atrial Fibrillation and Cognitive Functions”,
4. Dubkeviča research “Workaholism in the Work of a Massage Therapist – a Pilot study”.

Students were prepared for the conference by S. Seimane and E. Levenšteina. In order to develop students' scientific-research skills, they are also actively involved in the implementation of internal scientific grants. One of the criteria for the approval of internal scientific grants is the involvement of students and the preliminary number of developed qualification papers.

Participation in the European Emergency Medicine Congress in September 2020 for the thesis study “Parental awareness of child trauma and first aid” - The Scientific Committee of the Thesis ranked it among the 120 best.

4.6. Provide a brief description and assessment of the forms of innovation (for instance, product, process, marketing, and organisational innovation) generally used in the study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.

Since the implementation of the STEM project and the establishment of simulation laboratories, Simulation-based training has been implemented, using the equipment available in practical medicine, students perform situations with real examples from practical clinical situations. Because of IT technologies, the students' operating environment, which is close to clinical situations, is broadcast and video is recorded, then it is possible to analyze both the positive aspects as well as the mistakes. Such a methodology allows the student to better prepare for a real work environment, to develop and refine an action algorithm without endangering the patient.

Switching to distance learning during the Covid - 19 pandemic, the studios were transferred to the digital platforms MOODLE, MS Teams, ZOOM. During distance learning, it is possible to obtain material from various sources, analyze the compliance of study materials available on the Internet with clinical algorithms.

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

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

In order to address high school students in a timely manner and encourage them to connect their future with medicine, we have concluded cooperation agreements with several general education schools: Riga Classical Gymnasium, Aluksne E. Glika Gymnasium, Gulbene Secondary School, Balvi Secondary School, where LU RMC teaching staff conduct lectures and practical classes. In the academic year 2018/2019, within the framework of the cooperation agreement of LU RMC, the student from the study program "Medicine" performed educational work and research on the skills of students and teachers to provide first aid. The results of the research were presented at the 77th scientific conference and an 8-hour interest-related education training course "Public Safety and Basics of First Aid" was developed. In 2019, 40 general education and sports school teachers attended this course. In 2020, due to Covid-19, activities were suspended.

Within the framework of the University of Latvia, in accordance with the concluded cooperation agreement, LU RMC participates in the implementation of the study program Nursing for the first two years (80 CP). In 2020, in cooperation with the Ministry of Health and the Emergency Medicine Association of the Republic of Latvia, representatives of the LU RMC participated in the working group, developing the professional standard of the Physician Assistant, the professional standard of Massage therapists. Representatives of the College participated in the working group on the development of the NMPD strategy.

Taking into account the rapid digitization process in health care, a joint study program "Digital Assistant in Health Care" is being developed with the Red Cross Medical College of Riga Stradins University.

In co-operation with the Latvian Association of Optometrists and Opticians, continuing education study courses "Emergency Assistance in Various Clinical Situations" in the amount of 8 and 16 TIP have been developed and approved by the Certification Council of the Latvian Association of Professional Organizations of Medical Persons, in 2019 75 optometrists were trained.

The massage and hydrotherapy study program cooperates with the Lithuanian sanatorium network EGLE, Ceske Budojovice University in planning practical classes. Taking into account the acute need of EMS for Physician Assistants, in cooperation with the EMS, the Ministry of Health and the Emergency Medicine Association of the Republic of Latvia, Physician Assistants are trained for specialization and certification. In 2018-2020, 151 physician assistants obtained diplomas. In 2021, a new project was launched for the education of physician assistants.

In cooperation with the Ministry of Defense, EMS, Disaster Medicine Center, an online conference "Public Safety" has been set up on the MS Teams platform for secondary school students.

Collaboration with education and professional professionals from other countries provides ideas on how to improve the study process and make it more motivating for students. For example, from the Czech Republic in 2019 we brought the idea of a "Summer School" for physician assistants, rotating through acute wards of a university hospital with the aim of seeing more emergency patients and gaining experience faster. These ideas are still waiting to be implemented.

The partners are selected from among potential employers with the aim of clearly understanding the competences needed by the learner in line with the needs of the economy and the changing demands of the labour market.

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

When describing the dynamics and characteristics of outgoing and incoming mobility of students and lecturers involved in the study period in the reporting period, it is necessary to note various international educational programs, research and cooperation tools in which LU RMC actively participates, thus providing multifaceted international components in the study process for academic as well as general staff.

During the reporting period, LU RMC has welcomed a total of 218 students from cooperating universities and organizations in all implemented international activities, while a total of 213 students from LU RMC have participated in international activities abroad, indicating a well-balanced inflow and outflow of students and demonstrates the capacity and attractiveness of the LU RMC in implementing international projects.

LU RMC has attracted lecturers and representatives of university administrative staff who have implemented short-term and long-term pedagogical and scientific experience exchange projects at LU RMC, leading visiting lectures, presenting research results at cooperating universities, jointly planning, developing and implementing intensive courses and study modules. The experience of pedagogical and scientific work gained in mobility is used in the improvement of the study process and presented at faculty meetings at the "home" university. In total, during the reporting period, within the framework of various international mobility programs and cooperation instruments, LU RMC has hosted 172 representatives of academic and administrative staff from 26 countries, as well as 127 mobilities of LU RMC employees to 20 countries has been implemented. This trend proves the attractiveness and competitiveness of LU RMC in the European higher education area and its ability to implement international education programs qualitatively.

Mobility of foreign students and university staff to LU RMC is based on project applications submitted within the framework of international education programs, concluded agreements, partnerships and university networks. The largest instrument for the exchange of students and teachers is the European Union Erasmus + program, within the study field of which "Health Care" LU RMC has 47 bilateral cooperation agreements in 21 countries with both higher education and health care institutions (see Table II.1 in Annex II.5.1. "Number of partner universities in European countries"), where the parties have agreed on the number of students and staff to be admitted in the academic year by study program and the average duration of the exchange trip, as well as the required minimum language skills, assessment system and mutual administrative processes. At the beginning of each academic year, information on current study and practical training opportunities at LU RMC and co-operation institutions, application deadlines and necessary documentation is

exchanged with partner institutions. LU RMC participation in the program is ensured by the Erasmus + program charter No. 262564-EPP-1-2014-1-LV-EPPKA3-ECHE for the planning period 2014 - 2020, which enables a higher education institution to submit project applications and attract European Union funding from the Erasmus + program budget. This ensures the continuity of the College's international activities, continuing the Erasmus mobility activities with foreign partner universities already started in 2005, when the Erasmus University Charter, PIC code and higher education institution ID number LVRIGA46 for participation in the Erasmus program in higher education were received for the first time.

During the reporting period, within the framework of the Erasmus program, LU RMC has implemented bilateral mobility of students, academic and administrative staff in a number of program activities, such as Erasmus Rainbow intensive courses "A transcultural nursing approach to order integrated care for mental health patients" welcoming 16 university assist. prof. from 10 universities.

In its turn, within the framework of the Erasmus Mundus Action 2 project, in 2013-2017 LU RMC was a partner university of the Medical Universities Alliance (MEDEA). The project brought together 20 higher education institutions (10 universities from the European Union and 10 neighboring countries close to the European Union) from Germany, Greece, Italy, Latvia, Lithuania, Portugal, Spain, Great Britain, Georgia, Armenia, Azerbaijan, Moldova, Ukraine and Belarus. In November 2013, the college launched a project by organizing a kick-off meeting and hosting 28 lecturers and representatives of university administrations. Within the framework of the cooperation instrument, LU RMC has admitted five students who have implemented one-semester studies in Latvia, and four representatives of academic and administrative staff from Belarus, Moldova, Armenia and Georgia. Each staff representative worked at LU RMC for one month, teaching study courses and participating in the exchange of experience. In turn, four members of the college's academic staff have gone on a month-long teaching and experience exchange trip, three of which were implemented at Tbilisi State Medical University in Georgia and one at Yerevan State Medical University in Armenia.

Within the framework of the largest Erasmus + activity "Mobility of Persons between Program Countries (KA 103)", LU RMC implements bilateral student study and practice mobility, as well as teacher training and staff professional development exchange activities between program countries. In the reporting period from 2013 to 2019, LU RMC has hosted 49 representatives of higher education institutions, of which 30 have arrived within the framework of teaching mobility, but 19 persons have implemented experience exchange and professional development activities. 57 LU RMC staff representatives have made exchange trips with the aim to implement 27 teaching mobility and 30 professional development activities. Within the framework of the Erasmus + program, LU RMC has admitted 170 students who have come to LU RMC to implement study or practice mobility. The Erasmus + program has developed stable student flows from partner universities in Lithuania and Portugal (see Table 5 in Annex II.5.1 "Dynamics of incoming students by home country and university"). Active exchange of students with higher education institutions of these countries is a characteristic tendency of the Latvian higher education space in general, which is also evidenced by the data compiled by the State Education Development Agency on the tendencies in 2014-2020 in Latvian higher education institutions.

Within the framework of the opportunities provided by the Erasmus + activity "Mobility of Persons between the Program and Partner Countries (KA107)", LU RMC has implemented student and staff exchange with the Georgian higher education institution Tbilisi State Medical University. The college has hosted two assistant professors, as well as two representatives of the college's academic and one administrative staff have implemented a mobility activity in Georgia. The mentioned Erasmus + sub-program has implemented 4 student mobilities - 2 in each flow.

The Nordplus higher education program is the second most important tool in attracting foreign students and teachers. In LU RMC in the academic year 2011/2012, active participation in the Nordplus program in the higher education sector was started, and currently LU RMC is involved in the implementation of five university network projects, performing both the duties of a university network administrator and a participant. The common goal of all projects is the mobility of students and teachers and cooperation in intensive programs to support, develop and promote innovative approaches in education, promote the improvement of study programs, share experiences and inform about examples of good practice in Scandinavia and the Baltic States. In total, the Nordplus higher education program has 24 co-operation partners (see Table II.2 in Annex II.5.1 “Number of co-operation universities in the Baltic and Nordic countries”), which are grouped in five university networks.

Norlys is the oldest and largest university network in which LU RMC is active. The network of universities brings together 11 universities to work together in health sciences, developing and implementing intensive courses, student and staff mobility. The coordinating higher education institution of the project is Turku University of Applied Sciences in Finland. Intensive courses are organized in each academic year, in the development and implementation of which the academic and administrative staff of the college participates. In rotation, LU RMC has organized both a network university planning meeting, hosting 13 representatives of academic and administrative staff, and intensive courses with 9 incoming faculty and 24 students. Within the framework of the NORLYS higher education network, 21 trips of LU RMC lecturers and staff to 6 countries have been carried out with the aim of conducting lectures, supervising students' work within the framework of intensive courses, as well as participating in planning and project development meetings.

Noba-HealthPro is a network of universities and colleges in health sciences coordinated by Siauliai State College, Lithuania. The network mobility opportunities have been used by three college staff representatives, while in the reporting period LU RMC has admitted 11 assist. prof. who have given lectures to LU RMC students.

MultiNec is an interdisciplinary Nordplus cooperation network that has been active since 2013. Within the framework of the network, 18 LU RMC employees have gone on exchange trips to develop intensive course programs, give lectures at partner universities and prepare joint project applications. In its turn, LU RMC has hosted 27 representatives of higher education institutions both within the framework of this network of higher education institutions, organizing network planning meetings, intensive courses and teaching mobility.

The Nordsam network was founded in 1993 and currently unites 8 higher education institutions coordinated by NOVA University of Applied Sciences in Finland. Since the involvement of LU RMC in this network of higher education institutions in 2015, 8 exchange trips of teaching staff and administrative staff to partner institutions have been implemented. On a rotating basis, LU RMC has organized a network planning and project results evaluation meeting, hosting 11 staff representatives from 5 Baltic and Scandinavian countries.

NordPCC is the latest cooperation network in the Nordplus higher education program, coordinated by LU RMC. The network was founded in 2019 and one project development meeting has taken place, in which 2 representatives of LU RMC have participated. Intensive courses as well as student and faculty exchange trips are planned for the future.

During the reporting period, LU RMC has also implemented the opportunities provided by the EEA Financial Mechanism and the Norwegian Financial Mechanism Program LV05 “Research and Scholarships” by coordinating the protocol and implementation requirements of an international study on nursing team work and mistakes in nursing practice. The project has resulted in teacher and student mobility and further joint research.

In the Interreg Central Baltic program, in the reporting period 2014-2020, LU RMC has implemented cross-border cooperation with Turku University of Applied Sciences in Finland (project coordinator) and Swedish Red Cross University College in Sweden. As a result of cooperation and mobility of teachers, the project "Simulation pedagogy in learning ethics in practice in health care - SimE" has been implemented. In cooperation with the academic staff and students of the member states, the project has developed three ethics courses, which are included in the study programs by the educational institutions of the project member states. Jointly developed ethics courses and teaching methods ensure a more coherent level of education in the region.

Organized events such as the International Week, which is organized twice within the academic year, International Conferences, the International Student Conference "Make Health Happen", the International Massage Olympiad, and various intensive courses. All organized international events are communicated to the cooperating universities through the international offices of the universities. LU RMC also welcomes individually announced mobility of students for studies and practical trainings, as well as teaching and professional development of university staff (see Annex II.5.2 "Statistical data on outgoing and incoming mobility of students in the reporting period by study programs"). Within the framework of Erasmus +, Nordplus and other cooperation networks, both academic and administrative staff have come to the College to carry out the following main activities (see Annex II.3.4 "Compilation of statistics on incoming and outgoing mobility of teachers during the reporting period"):

1. teaching,
2. teaching within intensive courses,
3. staff development and exchange of experience,
4. university network planning meetings aimed at planning, developing and evaluating intensive courses, as well as implementing measures to disseminate these results,
5. development and testing of study modules.

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

Practical training takes up 50% of the study process. Placements of practical training are offered to students on the basis of cooperation agreements with medical institutions. Often during the practical training the student meets his/her future employer and continues to work in the medical institution after the practical training as a medical assistant or as a second medical practitioner. The student may also take the initiative to apply for a practical training. The student's wishes are supported if the objectives of the practical training can be achieved in a particular medical institution. The College, the medical institution and the student are involved in the implementation of the practical training. Practical training is accompanied by a programme, a tripartite agreement and documentation.

Practical training regulations are available on: <https://rmkoledza.lu.lv/lv/par-lu-rmk/dokumenti/> only in Latvian. The translation of the document is provided in the attachment "Practical training regulations"

5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.

In accordance with the development of "Nursing" study programme and the transition to the Bachelor's study programme, on 03 July 2020 a fixed-term cooperation agreement was signed between the University of Latvia and LU RMC on cooperation in nursing education provisionally until 30 June 2022. It is possible that in the future cooperation will take place in the implementation of individual study courses.

Cooperation agreement has been concluded only in Latvian, therefore, is not available in English. The document original is available in the attachment "Līgums ar LU par sadarbību studiju programmas "Māšzinību" jomā".

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

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

1. To increase the qualification of the academic staff working in the educational institution

During the reporting period, the teaching staff participated in raising the pedagogical qualification in the ESF-funded courses offered by the University of Latvia: Improving English language skills, leadership, Commercialization training, Improving digital skills for academic staff, Pedagogical didactics, as well as raising professional qualification in health care. During the reporting period, the academic staff participated in both local and international conferences with reports, posters, theses or as listeners every year.

Gaining international experience on how to improve the learning environment by integrating ICT technologies into the learning process, four simulation laboratories have been set up within the STEM project, and teachers have been trained (trainings were organized by technology suppliers and partners from North America). A trained laboratory technician works in the laboratories to support the lecturers. In the event of a COVID-19 pandemic, academic and general staff have been trained to use the ZOOM and MS Teams platforms. Office 365 has been introduced in the institution,

where one of the options is MS Teams. Video recordings of lectures and conferences can be performed in the auditorium equipped with modern video equipment (cabinet 111).

Recommendation fulfilled.

2. To improve the foreign language skills of the academic staff

Every year, several academic lecturers improve their English language skills by attending courses organized by the University of Latvia, as well as at their own expense. Teachers apply the improved knowledge by giving lectures at international conferences and conducting classes.

Implementation of the recommendation continues.

3. To ensure cooperation with student representatives and increase the role of student representation in decision-making

Representation of students is ensured in practically all decision-making institutions of the college - in colleges council, scholarship commission, student council consists of 22 student representatives from all study programs. The student council has its own budget, organizes student events, as well as provides proposals for one-time scholarships and tuition fee reductions for the promotion of the college image, for participation in career and shadow days.

Recommendation fulfilled.

4. To strengthen the cooperation of the educational institution with professional organizations, representatives of employers

In cooperation with health care institutions and professional organizations, LU RMC closely follows the labor market trends and responds flexibly to the demand for specialists. Thus, for example, with the entry into force of the Retirement Pension Law for NMPD employees on January 1, 2016, a rapid generational change in the NMPD began and the need for certified Emergency Medical Assistants increased. In cooperation with the Association of Emergency Medicine and the Ministry of Health, an opportunity was found to use ESF funds to educate appropriate specialists. With the onset of the COVID-19 pandemic, LU RMC students entered into employment relations with health care institutions to help overcome the consequences of the crisis and gain experience. 96% of LU RMC graduates work in their chosen specialty, 84% work in the positions of key specialists or mid-level managements positions (MES data of 2019).

Recommendation fulfilled.

5. Development of new innovative study programs, strengthening of cooperation between universities

In cooperation with the Latvian Association of Optometrists and Opticians and optical store chains, training has been created, licensed and started in a new study program with the qualification "Dispensing Optician". Cooperation with RSU SKMK has been started on the development of a new study program, the graduates of which will have special digital skills and will be able to participate in the health care team. In co-operation with the Ministry of Health and the Latvian Nurses' Association, courses for the renewal of professional activities of medical practitioners and examination are organized. Every year, about 120 medical practitioners (mostly nurses) return to the labor market in Latvia after an exam passed by LU RMC.

Implementation of the recommendation continues.

6. Increasing the number of budget places in cooperation with ministries

In cooperation with the Ministry of Education and Science, an agreement has been reached on the

financing of additional budget places for the study program of Physician Assistants, ESF funding is allocated in procurements for the organization of professional qualification courses and mentoring programs for both the Ministry of Education and Science and Ministry of Health. In the near future, in cooperation with the Massage Therapists' Association, it is planned to apply for state budget funding for the Massage and Hydrotherapy study program.

Implementation of the recommendation continues.

7. Creation and development of joint study courses among the study field programs

Joint study courses are implemented for several study programs in the study field "Health Care". Professionals in the respective field are involved in the implementation of the study course. The study courses "Civil Defense", "Legal Aspects of Professional Activity", "Research Methods", "Health Care Organisation and Management" are implemented jointly in the study field.

8. To become more actively involved in the acquisition of ESF funding by developing further education and lifelong learning

In cooperation with the Ministry of Health, employers and professional organizations, ESF funding is used to improve infrastructure, train teachers and finance studies. ESF funding is usually available through a procurement procedure (for a study program or further training course) or as a targeted grant (for infrastructure improvement). LU RMC regularly participates in procurements and acquires ESF funding, the last agreement with the Ministry of Health on the education of emergency medical assistants has been concluded until 2023.

Recommendation fulfilled.

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

During the reporting period, two new study programs were licensed:

1. "Massage and Hydrotherapy" licence acquired in 2015
2. "Dispensing Optician" licence acquired in 2020

The experts' recommendations and their implementation are presented in the Annex.

The original title of the programme "Dispensing Optician" was "Optometry", but following the recommendation of the Quality Assessment Commission of the Study Programmes of the University of Latvia, the title was changed to "Dispensing Optician" in order to avoid confusion and applicants confusing this level 1 higher education programme with the level 2 higher education programme "Optometry" implemented by the University of Latvia.

Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	I.1. annex List of the main internal regulatory enactments and regulations of LU RMC .docx	I.1. pielikums.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	I.2. annex LU RMC management structure .docx	LURMK pārvaldības struktūra.docx
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	LU RMC Development Plan.docx	Studiju virziena attīstības plāns.docx
Management structure of the study direction	The management structure of the study field.docx	Studiju virziena un tam atbilstošo studiju programmu vadības.docx
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	II.3.2. annex_Basic information about the teaching staff involved in the implementation of the study field.xlsx	II.3.2. pielikums_Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācītājiem.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Academic staff CV.zip	Studiju virziena mācītāju CV.zip
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	II.3.4. annex Compilation of statistical data on incoming and outgoing teacher mobility during the reference period .docx	Statistikas datu apkopojums par mācītāju ienākšo un izejošo mobilitāti pārskata periodā.docx
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	II.4.1. annex List of lecturers' publications, patents, artistic innovative works for the reporting period .docx	Mācītāju publikācijas.docx
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	II. 5. annex List of cooperation agreements .docx	Sadarbības līgumi 2.pielikums (3).docx
Statistical data on the teaching staff and the students from abroad	Statistical data on incoming students and staff.docx	Statistikas dati par ārvalstu studējošajiem un mācītājiem.docx
Statistical data on the mobility of students (by specifying the study programmes)	II.5.2. annex Statistical data on outgoing and incoming student mobility in the reporting period by study programs .docx	II.5.2.Studējošo mobilitāte.docx
Description of the organisation of the traineeship of the students	Practical training regulations.docx	Prakses-nolikums.pdf
Information on the agreements and other documents confirming the traineeship of the students in companies	II. 5. annex List of cooperation agreements .docx	Sadarbības līgumi 2.pielikums (3).docx
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	Report on the implementation of recommendations.docx	Rekomendāciju izpildes pārskats.docx
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Certification on the knowledge of the state language.docx	doc00300120211004152539.pdf
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		Statistikas dati par studējošiem studiju programmā.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		III.2.4.PIELIKUMS.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		III.2.5.PIELIKUMS.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
Curriculum of the study programme (for each type and form of the implementation of the study programme)	ANNEX III.2.7..docx	
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma dispensing optician.pdf	III.2.10.PIELIKUMS.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		Apliecinājums par iespēju turpināt izglītību citā augstskolā_koledžā.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	iesniegums studiju virziena novērtēšanai.edoc	iesniegums 01-10_8.edoc

Other annexes

Name of document	Document
Pamatinformācija par resursiem	III.3.2.Pamatinformācija par resursiem.docx
ESG 1.daļā iekļauto standartu integrēšanas raksturojums un novērtējums.docx	ESG 1.daļā iekļauto standartu integrēšanas raksturojums un novērtējums.docx
ESG 1.daļā iekļauto standartu integrēšanas raksturojums un novērtējums.docx	ESG 1.daļā iekļauto standartu integrēšanas raksturojums un novērtējums.docx
Table II.3. Characterization and assessment of the integration of the standards included in Part 1 of the ESG	Table II.3. Characterization and assessment of the integration of the standards included in Part 1 of the ESG .docx
Table II.3. Characterization and assessment of the integration of the standards included in Part 1 of the ESG	Table II.3. Characterization and assessment of the integration of the standards included in Part 1 of the ESG .docx
II.3.1. annex Basic information on resources	II.3.1. annex Basic information on resources .docx
1. Cooperation and internationalization	Cooperation and internationalization.docx
LU RMK iekšējās kvalitātes nodrošināšanas sistēmas atbilstība Augstskolu likuma 5. punkta 2.daļā norādītajam	Pielikums I.4..docx
Līgums ar LU par sadarbību studiju programmas "Mākslinieciskās" jomā	Līgums ar LU par sadarbību māksliniecību programmā.pdf
AIKA Ekspertu rekomendācijas licencējot programmu "Optometrista asistenti"	AIKA ekspertu atz_RMK rekom ievies plans (3).docx
III.3.Iepriekšējās novērtēšanas procedūrās	III.3.3. pielikums Iepriekšējās novērtēšanas procedūrās saņemto rekomendāciju ieviešana.docx
Licenzēšanas procedūrā saņemto rekomendāciju ieviešana	III.3.3. pielikums Licenzēšanas procedūrā saņemto rekomendāciju ieviešana.docx
Implementation of recommendations from previous evaluation procedures Massage and Hydrotherapy program.docx	ANNEX III.3.3. Implementation of recommendations from previous evaluation procedures Massage and Hydrotherapy program.docx
Nolikums par akadēmiskajiem un administratīviem	+Nolikums par akad un admin amatiem.pdf
01_Iesniegumu izskatīšanas kārtība.docx	01_Iesniegumu izskatīšanas kārtība.docx
Programmu izstrāde.docx	Programmu izstrāde.docx
+iepr_izgl_prof_pier_stud_rez-nov_un_atz.pdf	+iepr_izgl_prof_pier_stud_rez-nov_un_atz.pdf
+studiju_uzsaksana_velakos_studiju_posmos.pdf	+studiju_uzsaksana_velakos_studiju_posmos.pdf
KVS apraksts.docx	KVS apraksts.docx
vienas studiju vietas izmaksa	Studiju vietas izmaksas_Āp.docx
zinatniskā darbība	Zinatniskā darbība_2014_2020.docx
Annual costs per study place per student	Annual costs per study place per student.docx
Scientific activities 2014-2020	Scientific activities 2014-2020.docx
Implementation of recommendations from previous evaluation procedures	Implementation of recommendations from previous evaluation procedures.docx
diagrammas	diagrammas_talakizglitibas_kursi.doc

Massage and Hydrotherapy (41722)

Study field	Health Care
ProcedureStudyProgram.Name	Massage and Hydrotherapy
Education classification code	41722
Type of the study programme	First level professional higher education study programme
Name of the study programme director	Sandra
Surname of the study programme director	Seimane
E-mail of the study programme director	sandra.seimane@rmkoledza.lv
Title of the study programme director	Mg.sc.sal.
Phone of the study programme director	
Goal of the study programme	<i>To prepare a specialist corresponding to the fourth level professional qualification - a massage therapist, who is a medical practitioner and, in medical field, using various types of massage, promotes the improvement of the patient's or client's health and functional condition, health-related quality of life and well-being, works in health care and rehabilitation institutions or in accordance with the acquired profession as a self-employed person or sole proprietor.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To ensure high-quality study process.</i> <i>2. To provide the skills and attitudes, professional and general knowledge and competencies necessary for the performance of the basic tasks and responsibilities of professional activity.</i> <i>3. To ensure the acquisition of knowledge, skills and abilities that meet the standard of professional education and the requirements of the labor market in the respective field.</i> <i>4. To develop and improve study, material and technical contribution, providing knowledge in the field of information technologies related to health care and research, providing knowledge about entrepreneurship and offering to acquire basic skills in communication individually and in team work.</i> <i>5. To develop students' entrepreneurship, initiative, creative, critical thinking and ability for professional growth in daily study process.</i> <i>6. To promote self-education, to develop skills in the fields of information acquisition, analysis, processing.</i> <i>7. To motivate for further education and provide an opportunity to prepare for higher education</i>

Results of the study programme	<p>The graduate of the first level professional higher education study program "Massage and Hydrotherapy" is able:</p> <ol style="list-style-type: none"> 1. to prepare a massage cabinet, choosing appropriate medical devices, cleaning and disinfection means, to prepare a workplace for each patient; 2. to comply with the work safety, protection and disinfection mode, to maintain the appropriate microclimate in the massage therapist's office, to take measures for monitoring and controlling the infection; 3. to prepare patients for massage, to obtain an anamnesis, complaints, to assess the patient's health condition, manifestations of the disease, to evaluate the contraindications of massage, to inform about the effect of massage, to evaluate the results of massage; 4. to position the patient, perform therapeutic massage of the appropriate body area, observing the intensity and duration of the procedure required for the patient, use appropriate medical devices and therapeutic substances, care for the patient after massage, promote active and conscious participation of the patient in the recovery process; 5. to establish a professional dialogue, to advise the patient on the choice of other massage procedures, to ensure moral and professional ethical action in regards to the patient, colleagues, the employer, to comply with the rights and confidentiality of the patients, the requirements of the employers, to draw up documentation. 6. provide first aid and emergency medical care; 7. to navigate in the market of massage services, to make decisions related to business, to choose the optimal options of business; 8. to evaluate the results of one's work, to take responsibility for the results of one's professional activity, to purposefully improve one's professional qualification; 9. to work individually and in a team, to ensure an effective communication process, to continue professional development, to act ethically and responsibly so as not to cause harm to society and the environment.
Final examination upon the completion of the study programme	Qualification exam

Study programme forms

Full time studies - 2 years - latvian

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

Places of implementation

Place name	City	Address
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Riga Medical College of the University of Latvia	RĪGA	HIPOKRĀTA IELA 1, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1079
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III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

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

The revision of the content of study courses is mainly based on two aspects: the results of evaluation, including student and graduate surveys, and changes and developments in national regulatory requirements. The study process integrates the latest methods and current developments in the assessment of learning and study achievements recognised in the education system, strengthening the acquisition of professional knowledge and skills in line with the requirements of the labour market. The changes in the content of the study programme have been made in order to increase the CP number for study courses related to the basic requirements of professional activity in order to develop the necessary knowledge, skills and competences:

- In line with current legislation, the study programme "Massage and Hydrotherapy" includes new study courses "Civil Protection" and "Environmental Protection". After the content analysis of the existing study courses, the content and scope of the study courses have been changed (according to the requirements of the labour market and qualification), the content and title of the study courses have been specified, and/or the content of several study courses has been combined into one, in order to avoid duplication of content in several study courses (see Table III.1.1).

Table III.1. 1.

Changes made in the curriculum of the study program "Massage and Hydrotherapy", qualification "Massage Therapist" during the reporting period

2016./2017. academic year	2017./2018. academic year
Civil protection - 1 CP (1CP removed from Features of massage and hydrotherapy in neurological and neurosurgical disorders)	Environmental protection - 1 CP (1 CP removed from Basics of Nutrition)
Introduction in massage - 1CP (1 CP removed from Masseur Organization)	Anatomy and physiology - 4 CP (Combines Anatomy and Physiology I and II, each 2CP)
Healthcare organisation and management - 2 CP (title and content of study course changed, previously Project Development and Management 2 CP)	Specific Massages II - 3CP (+1CP) (1 CP removed from Introduction to Disaster Medicine -2 CP)

- After the content analysis of the existing study courses, the scope of the study courses was changed (labour market relevance was assessed), the content and title of the study courses were specified (use of a common definition) (see Table III.1.3).

Changes in the number of credit points are mostly due to the development of specific knowledge, skills and competences for the specific qualification, based on guidance from employers, recommendations, as well as self-reflections of students, with more hours of practical training or new legislative requirements.

Within the framework of the evaluation procedure of the study field, within the study programme continues to identify the knowledge, skills and competences required by the labour market, integrate them into the study programme content and apply new teaching methods. The integration of work-based learning in the study process is currently being explored in cooperation with employer representatives .

1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

Students studying in the MH program

Table III.2.1

Study program code	Title of the study program	Status of the program	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
41722	Massage and hydrotherapy	A						
Stud. number as of September 1			21	52	83	70	60	67
Matriculated in the 1st study year			24	23	49	25	27	30
Graduates				17	22	34	14	22

The study program is implemented in Latvian, students study 3 full-time days a week, devoting 2 days to independent work or clinical practice. It is a paid study program. Some students try to combine their studies with work. The first course of massage and hydrotherapy started studies in 2015, when 21 students joined and another 3 students started their studies in the later stages of the study program.

In 2016, the increase in the number of students in the 1st year can be explained by the fact that the first winter admission was made at the beginning of 2016 for the recognition of the study

program - 12 students were admitted and study agreements were concluded. In the autumn of 2016, 23 students concluded study agreements, 17 students were already studying in the 2nd year. The increase in the number of students in the 3rd year of implementation of the Massage and Hydrotherapy program (2017/2018) can be reliably explained by the better recognition, quality and popularity of the program, while the decrease in the number of students already in 2018/2019 academic year can probably be explained by the licensing of similar programs both in Riga and in the regions of Latvia, for example, in Daugavpils, which allows potential students to study closer to home. Another factor in the decline in the number of students could also be the lower birth rate in the respective years. The further increase in 2019 could be explained by the contribution of winter student enrollment. In the 2020/2021 school year, provisionally, the overall recognition of the programme and the increase in demand for these specialists on the labour market will also have an impact.

Consequently, as the number of students in the program increases in the first years, the number of graduates also shows an increasing trend (*see Table III.2.1*).

Summarizing the number of matriculated and so far ex-matriculated students who have obtained the first level professional higher education and the fourth level qualification, it can be concluded that on average 70% (72.96%) of the matriculated students are prepared for the labor market.

During the study process, a certain drop-out rate is always expected. The main reasons for students dropping out are shown in the chart below: they have been mostly personal: some students have felt that this is not the area they want to work in, some have felt that there will be only practical massage subjects and not so many general education subjects. Every year, in each course, unfortunately, one of the students is also diagnosed with a life-threatening illness, as a result of which students either take academic leave and do not return, or leave studies immediately. There are students who try to combine studies with work first, then realize that they cannot study fully, and leave their studies or take academic leave. A couple of students are expelled for academic debts.

The high drop-out rate in 2018 can be explained by the fact that students can enter different universities at the same time; The impact of the Covid-19 pandemic was also felt in the spring of 2020. Several students left their studies due to financial problem and some were not ready or did not want to continue their studies remotely. (*see Table III.2.1 and Figure No. III.2.1*).

Matriculated / ex-matriculated student ratio

Table III.2.2

Study years	2015.-2017.	2016.-2018.	2017.-2019.	2018.-2020.
Massage therapists 1 st year	24	23	49	25
Massage therapist	17	22	34	14
Percentage	70.83%	95.65%	69.39%	56.00%



Figure III.2.1. Student exmatriculation reasons

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

The content of the study program, study goals and tasks, results, as well as the structure and scope are determined by the standard and requirements of the massage therapist profession, which are specified in external regulatory enactments. This program is based on the previous experience and work of LU RMC in implementing an accredited professional secondary education program for obtaining a massage therapist qualification (accreditation sheet No. AP 1969), accreditation period - 6 years.

The first level professional education study program “Massage and Hydrotherapy” has been developed in accordance with the following regulatory enactments:

1. Law on Education, Law on Vocational Education, Law on Higher Education Institutions;
2. Latvian Qualifications Framework;
3. The Cabinet of Ministers March 20, 2001. Regulations No. 141 “Regulations on the State Standard of First Level Professional Higher Education” (for more details, see Annex 6 “Compliance of the Study Program Massage and Hydrotherapy with the State Education Standard”);
4. Medical Treatment Law. : 01.10.1997. <https://likumi.lv/ta/id/44108>
5. The Cabinet of Ministers 13.06.2017. Regulations No. 322 “Regulations on the Classification of Education in Latvia”;
6. The Cabinet of Minister 28.08.2018. regulations no. 555 “Regulations on the Procedure for Organization and Payment of Health Care Services”;
7. The Cabinet of Minister 20.01.2009. regulations no. 60 “Regulations regarding the minimum

- requirements for medical treatment institutions and their structural units”;
8. The Cabinet of Minister 24.03.2009. Regulations No. 268 “Regulations regarding the competence of medical practitioners and students who acquire first or second level professional higher medical education programs in medical treatment and the amount of theoretical and practical knowledge of these persons”;
 9. Professional standard for masseurs, approved by the Vocational Education and Employment of the Tripartite Cooperation Sub-Council on 10 February 2021, Minutes No 2;
 10. Normative documents of LU RMC.

The title, aim, tasks, study results to be achieved, professional qualification to be obtained and admission requirements are closely related.

Studies in the program can be started after obtaining general secondary education or professional secondary education, which is confirmed by a certificate of general secondary education or a diploma of professional secondary education. An open and equal competition is organized for admission to the study program in accordance with the college admission regulations. The aim of the competition is to select the most suitable applicants in the chosen study program. The Admissions Committee takes into account the requirements specified in regulatory enactments: the results of centralized examinations in Latvian, a foreign language and mathematics, except for the cases specified by law.

The planned study results of the study program are achieved by successively implementing the study content in accordance with the study program plan (see *Annex III.2.7*), ensuring compliance of the study course results with the planned study program results, as well as study program compliance with state education and profession standard requirements (see *Table III.2.3*).

Admission requirements LU RMC ensures at the initial level of students' preparation required for the study program. During the studies, the student acquires the content of study programs, which are arranged in accordance with succession, gradation, coherence of theory and practice, purposefulness, cooperation, system, independence, responsibility and other didactic principles. Special attention is paid to the practical acquisition of skills and abilities, taking into account the specifics of the health care field and profession, incl. requirements and liability. In order to prepare a specialist suitable for a practical work environment, all the parameters and interrelated requirements for admission to the beginnings of program development are no longer present: the requirements and content of the programs, as well as the expected study results and qualifications. The mapping of the study program (see *Annex III.2.6*) also confirms that the study content is always acquired and purposefully directed towards the achievement of the results of the study program.

In order to find out the interconnection of study level requirements, study content and results to be achieved, the program provides for the acquisition of both professional and general competence (see *Annex III.2.5 and Table III.2.4*).

Table III.2.4.

Study course influence on the study program outcomes

Acquisition of competencies

80 CP in
the
program

Acquisition of competencies	80 CP in the program
Acquisition of professional competence	
Theoretical study courses	12
Professional and specialty study courses	19
Practical training	16
Development and defense of Qualification paper	8
Acquisition of general competence	
General study courses	20
Elective courses	5

The content of the study program is provided in accordance with the effective regulatory enactments and the professional standard, regularly following the innovations in the professional field and changes in the aspects of professional activity. In order to ensure a close connection between the parameters of the program, the program follows the balance between theoretical and practical knowledge, strengthening the students' competence in practical classes, special attention is paid to the organization of independent work. During the theoretical and practical classes, knowledge and competencies are strengthened by performing complex simulation tasks in simulation laboratories. Teachers of several study courses work in a team, creating practical tasks. Students also develop the ability to work in a team, which is essential for their further professional activity. Initiative and self-assessment skills, the ability to define goals, set tasks and plan the implementation of work are developed. The study program ensures the succession of study courses, mutual connection and compliance with the requirements of the labor market in health care.

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

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

LU RMC implements the study program of the study field Health Care “Massage and Hydrotherapy”, ensuring the training of professional specialists for Latvian health care and rehabilitation institutions, the staff cooperating with the academic community, public administration institutions and social partners and employers.

The long-term development strategy of LU RMC is related to the mission of the college: an educational institution that provides first-level professional higher education study programs for educating qualified and competitive specialists necessary for the health care sector to ensure purposeful implementation of the state health care strategy in health care institutions. The development of the college is influenced by the trends in the health care sector and changes in the labor market. Public health as one of the priority directions in the health care sector determines the need to expand the offer of diagnostic and medical services, at the same time providing with suitably qualified staff.

The development of the study program “Massage and Hydrotherapy” started in 2009 in cooperation with the Latvian Blind Society, employers, industry professionals and educational specialists who were involved in the development of the program. This program was designed to train visually impaired or blind people to work as a massage therapist. The program was licensed on August 24, 2011, license No. P-5075. Qualified teaching staff was attracted for the implementation of the program and equipment for the acquisition of massage therapist skills and competencies was purchased. The program was accredited in 2013 (accreditation sheet No. AP1969, issued on March 13, 2013). At that time, according to the program in 2015, out of 24 graduates, 16 massage therapists already gained the status of a certified massage therapist.

The topicality of the first level professional higher education program “Massage and Hydrotherapy” is related to the growing demand for qualified and professionally trained massage therapists with higher education who are able to work in health care and rehabilitation institutions, are able to promote patients' and clients' health and functional status, quality of life and well-being, as well as to participate in treatment and have continuous improvement.

At the meeting of the Cabinet of Ministers on January 8, 2019 (Protocol No. 1 § 33), the informative report “On the Implementation of Health Reform Measures in 2019” was taken into account. One of the objectives of the report was to ensure the strategic procurement of rehabilitation services. Three key performance indicators have been identified for health sector reform, and two of them (potential life years lost and preventable mortality) are closely linked to the availability and quality of rehabilitation services.

The report “Human Resources in Health Care” (June 14, 2019) also points to a growing gap between the supply and demand of health care professionals. The profession of massage therapist is mentioned in the planned categories of human resources professions, however, massage therapists have not yet been analyzed as medical personnel in any report, despite the already extensive employment and large lines in the range of state-paid services, such as for children.

According to the annual surveys of the social partners on the labor market forecasts conducted by the State Employment Agency, there is a constant demand for jobs in the field of health care specialists or a small increase in jobs (depending on the region)

(<https://cvvp.nva.gov.lv/#/pub/vakances/saraksts#eyJvZmZzZXQiOjEwMCwibGltaXQiOjE1LCJwYWdlWSI6MH0%253D>), including for massage therapists, by entering "masseur" in the search engine.

The demand for massage therapists is also shown by advertisements placed on job vacancy portals - www.irdarbs.lv; www.nva.gov.lv; www.kurdarbs.lv; www.visidarbi.lv; www.cvmarket.lv; www.ss.com; etc. - massage therapist vacancies can be found in each of them on a daily basis. Some advertisements specify the level of professional qualification (for example,

<https://www.kurdarbs.lv/vakance/masiere>).

Information about massage therapist vacancies to the college is also regularly provided by graduates of the study program who have started their professional career. Heads of physical and rehabilitation medicine departments in whose institutions clinical practice (including Erasmus) takes place often make offers to students to start work after graduation or even during training or clinical traineeship. Good examples of such cooperation are SIA "Baltijas Fizioterapija", Ogres VC, JSC "Latvian Maritime Medical Center", MFD Health Center, Zemgale Health Center, Health Center "Bīķernieki", BKUS, SIA "Siguldas slimnīca, SIA "SNITA", Estetic Treatment Palace, JSC "Hotel Latvija", ESPA Riga, Skulme Physical Medicine and Rehabilitation Clinic, Latvian national football team, SIA "Mugurkaula veselības centrs", SPA Hotel Ezeri, Liepupe manor SPA, SIA "Doktorāts elite", AC VCA "MC Pulss 5", RSAC "Mežciems", RSAC "Gaiļezers", SIA "Ingase", KRC "Jaunkēmeri", NRC "Vaivari", VCA "Elite", SIA "Life harmony", SIA "Veselības meistars", SIA "MS OPTIMA1", SIA "Vidzemes hospital", Ltd. "Medical center 36.6", Ltd. "Semarah Hotel Managment", Ltd. "Spine health center", VSAC "Riga", Ogre district hospital, Kekava municipal ambulance, JSC "Health center association", Ltd. "Tukuma hospital", SIA "NP Green", SIA "Rīgas 1. slimnīca", Social Integration State Agency, A.Gribova private practice "Fizio massage", SIA "Klīnika Pramīda3", SIA "Darnik "Beauty and health center" Beauty Day", SIA "TVVT" Physiotherapist practice, SIA "BB Investments", "Baltic Beach Hotel & SPA", SIA "Taka Esse", SIA "Mogotel" Wellton Riga Hotel and SPA", SIA "Poliklīnika Charlotte", Foundation "Rehabilitācijas centrs Poga", Apīne Sandra masseur practice, Riga 5th special boarding primary school, SIA "RC Tērvete", VSAC "Ezerkrasti", P.Stradiņa KUS, RAKUS "Gaiļezers", Daugavpils Sports Medical Center, JSC "Aprūpes birojs", S.Daņilova private practice, North Kurzeme regional hospital, "Sergeja Avakova masseur practice", "Skulme Physical Medicine and Rehabilitation Center, "Mārtiņa Ikstena masage practice".

The analytical report "Current issues for the development of Latvian society, economy and science, their future development trends and opportunities" conducted in 2017 indicates that one of the biggest threats to the sustainable development of Latvian society is the unfavorable demographic situation. Public health, health problems, including the quality of health care, significantly reduce the opportunities for the younger generation. Training of massage and hydrotherapy therapists improves the availability of services related to the quality and expectancy of life.

The implementation of the study program is based not only on the need to eliminate the shortage of massage therapists, but also to analyze the facts and enrich research experience in the field of medicine and health care. Latvia 2030 calls for addressing issues such as depopulation, aging, quality of health care, social inequality, etc. Research and innovation contribute to the development of patient diagnostics, access to treatment and increased efficiency. Educational research is particularly welcome. They contribute to solving specific educational issues, innovate in methodology, promote the development of critical thinking, technology, methods and system. Latvia has not accumulated much research experience in massage and hydrotherapy. LU RMC lecturers together with students actively follow scientific tendencies and current events in the field, conduct research within the framework of qualification papers and projects, contribute to professionals working in the clinical environment and existing patients.

The current developments in the sector influence the changes in the content of the course according to the situation in healthcare as a whole and in the individual segment. For example, following the trend that massage therapists increasingly want to work in their own private practices, a separate study course "Masseur Organization" was created and maintained. The design of the internships is sometimes changed, for example by providing several internships where students learn not only massage but also hydrotherapy techniques.

In order to assess the compliance of LU RMC graduates with the requirements of the industry, the

labor market, as well as scientific tendencies, questionnaires have also been created for graduates, which have changed over the years. Due to the overall busy schedule of people, the number of questions was reduced and an online questionnaire was created in 2019 to encourage more feedback. When asked how graduates evaluate LU RMC study program in general, more than 80% evaluate it as good or excellent, that they have acquired everything necessary for professional work or even more (61.8% good, 20.6% - excellent).

Analyzing whether the knowledge, skills and competencies acquired during the studies at LU RMC have promoted competitiveness in the labor market, 47.1% of graduates noted that it has helped, 50% - partially helped. A more detailed analysis can be found in section 2.6.

Questionnaires for employers have been developed with a similar intention to assess the compliance of graduates with the needs of the industry, the labor market and scientific trends. One of the questions was a request to evaluate the preparedness of LU RMC graduates. Theoretical training is considered good by all respondents. Practical training is even better rated by employers, - one third rated it as excellent and two thirds as good. This is generally confirmed by the annual interest of employers in the final year students of the college who, after clinical traineeship, remain in the company to work (for example, KRC "Jaunkēmeri", JSC "Latvijas Jūras medicīnas centrs", VC "Bīķernieki", SIA "Baltijas fizioterapija", VC "Ogre", MFD Health Center, Zemgale Health Center, Sigulda Hospital, SIA "Spine Health Center", VBKUS, "Estetic treatment palace", "ESPA Rīga", "SPA Hotel Ezeri", "Liepupe Manor SPA", SIA "Ingasse ", "Kamavera Harmony home "). A more detailed analysis of employers' questionnaires, opinions and recommendations can be found in Section 2.6.

To ensure a quality study programme, the above-mentioned surveys are taken into account and analysed. The teaching staff and practitioners involved in the implementation of the study programme update the course content annually, making necessary improvements. This ensures that the content of the study course integrates the content required by the labour market.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.

The goals of the study program "Massage and Hydrotherapy" are set in accordance with the basic tasks of a massage therapist professional activity defined in the standard of profession and the study program is designed so that the student:

- acquires the knowledge necessary for the performance of basic tasks - at the level of perception, understanding and application;
- has the skills required to perform the basic tasks acquired during practical work, study practice, as well as during practical traineeship;
- achieves the professional competencies required for the performance of the professional activity specified in the standard of profession.

The study program "Massage and Hydrotherapy" complies with the regulations of the Cabinet of

Ministers on the first level professional higher education state standard (see Annex III.2.6), the tasks of the program are designed to educate students, ensuring the competitiveness of students in the changing socio-economic conditions and the labor market. The content of the program provides a set of knowledge, skills and competencies in accordance with the knowledge, skills and competence of the 5th level of the framework specified in the Latvian education classification. The main parts of the program are study courses, practical training, state examination. The qualification of a massage therapist is awarded after passing the theoretical subjects, completing the practical training tasks and defending the qualification paper with the State Examination Commission.

Each study course forms the basis for the development of knowledge, skills and competencies. Complementing each other, study courses create a qualitative basis for obtaining professional education and massage therapist qualification.

The knowledge acquired at the level of perception allows the student to communicate with the client about the effects of physical, chemical and biological factors on the human body (for example, "Anatomy and physiology", "Basics of biochemistry and biophysics", "General pathology and cytology", "Patient examination", "Basics of Nutrition"). Study courses in anatomy and physiology provide knowledge about the body, its physiological processes, hygiene and epidemiology - about infection control. The study course "Introduction to Massage" provides knowledge about the history of massage and the development of various types of massage in promoting health and well-being, "Basics of Physical and Medical Rehabilitation Medicine" - human biopsychosocial model, international classification of functioning, disability and health, basic principles of rehabilitation.

At the level of understanding, knowledge about the work environment and the worker's health, physical, biochemical factors influencing it, prevention and influencing skills are acquired in the study courses "Environmental Education", "Ergonomics", "Hygiene and Epidemiology", "Measseur Organization", "Healthy Lifestyle and nutrition". Understanding of the etiology, pathogenesis and principles of treatment of diseases of internal organs and their system, indications of massage and hydrotherapy, contraindications includes knowledge in the following study courses "Massage and Hydrotherapy features in Internal Medicine", "Massage and Hydrotherapy features in General and Special surgery", "Massage and Hydrotherapy features in Neurological and Neurosurgical Diseases", "Peculiarities of Massage and Hydrotherapy in Children", "Introduction to Hydrotherapy". At the level of understanding, knowledge about the basic principles of medical rehabilitation and the principles of hydrotherapy and classical natural healing is acquired in the study courses "Basics of Physical and Medical Rehabilitation Medicine", "Introduction to Hydrotherapy", "Balneology and Climate Therapy".

The study courses focused on professional activities, entrepreneurship and communication include an understanding of business organization, company record keeping and financial accounting system, labor relations, employee rights, duties and responsibilities, levels of social dialogue and the basic principles of their formation, information system security ("Communication Psychology and Basics of Sociology", "Business Basics", "Healthcare organization and management", "Legal Aspects of Professional Activity").

At the level of application, the preparation of the massage specialist work environment, the procedure of cleaning the premises, observance of infection control measures, taking into account the requirements of labor protection, fire safety and environmental protection regulations, using also the operating regulations for equipment and devices are acquired ("Legal and Ethical Aspects of Professional Activities", "Massage and Hydrotherapy Procedures and Techniques", "Clinical Procedures in Massage and Hydrotherapy", "Ergonomics", "Introduction to specialty").

Evaluation of the patient's general health, including posture, gait, movement volume, patient

preparation for massage is acquired in the following study courses "Anatomy and Physiology", "Basics of Biophysics and Biochemistry", "General Pathology and Cytology", "Patient Examination", "Figure Analysis", "Masseur Work Organization", "Basics of Physical and Rehabilitation Medicine", "Dermatology", "Healthy Lifestyle and Nutrition".

On massage techniques, procedures, their course, desired reactions, types of massages, the ability to perform a massage on the patient's appropriate body area using appropriate medical devices and therapeutic substances, taking into account the patient's state of health, using the relevant massage method, the required procedure intensity and duration, analyzing massage indications, contraindications for each patient individually for massage or separate massage techniques, as well as to perform patient care after massage, evaluate massage results - are included in the study courses "Anatomy and Physiology", "Basics of Biophysics and Biochemistry", "General Pathology and Cytology", "General Pharmacology", "Clinical Procedures of Massage and Hydrotherapy", "Clinical Procedures in Massage and Hydrotherapy", "Introduction to specialty", "Introduction to Hydrotherapy", "Clinical Procedures in Massage and Hydrotherapy", "Massage and Hydrotherapy features in Internal Medicine", "Specific Massages I", "Specific massages II", "Massages and hydrotherapy Peculiarities of General and Special Surgery", "Massage and Hydrotherapy features in Neurological and Neurosurgical Diseases", "Children Massage and Hydrotherapy", "Practice in Specialty".

Observance and use of regulatory enactments regulating commercial activities and labor legal relations at work, observance of regulatory enactments in the field of medical treatment, technical requirements for drawing up documents, planning and organizing one's work and workplace, working independently or in a team, purchasing equipment for massage procedures and related regulations, procedures for writing off goods, acquiring and accounting procedure, communication devices, their types and use, cash register operating rules, procedures for receiving and issuing money, non-cash payments, advertising placement requirements, work environment organization process and management, self-organization in work process, project development and basics of management, requirements for drawing up medical documents, protection of personal data, assessment of life-threatening situations and provision of first and emergency assistance, fire safety regulations, action in case of fire, electrical safety regulations, civil protection regulations, evacuation plans, crisis management are acquired in the following study courses "Project Development and Management", "Business Basics", "Introduction to specialty", "Masseur organization", "Ergonomics", "Introduction to Emergency Care", "Legal aspects of professional activities", "Civil protection", "Environmental protection".

Professional communication culture, building a benevolent, understanding and professional dialogue with clients, patients, employers and colleagues, verbal and non-verbal communication culture, written language culture, preconditions for effective communication, process and methods, foreign language literary form, intercultural communication in a multicultural environment, professional terminology, business communication, basic principles of conflict resolution, types of claims and resolution procedures, professional and general ethics, norms of professional ethics, confidentiality, legal relations of employer and employee, labor law, labor protection, environmental protection and civil protection legislation, applications preparation of documents according to the task, computer skills and office equipment, work with office equipment and information system, information security and protection, mathematical analysis methods, self-assessment mechanisms, study, career and workflow planning, knowledge scientific, and other language styles, research methods, motivation and learning strategies, principles of time planning, introduction of evidence-based, good practice accepted achievements in one's work, educational work to promote active and conscious participation of the patient in the recovery process are taught "Communication Psychology and Basics of Sociology", "Business Basics", "Healthcare organization and

management”, “Legal aspects of Professional Activity”, “Patient examination”, “Masseur Organization”, “Research Methodology”.

During the acquisition of the study program the student develops the following skills:

1. To prepare a massage cabinet, to choose appropriate medical devices, cleaning and disinfection means, to prepare a workplace for each patient;
2. To maintain an appropriate microclimate in the massage therapist office, to take measures to monitor and control the infection;
3. To prepare patients for massage, to obtain an anamnesis, complaints, to assess the patient's health condition, manifestations of the disease, to evaluate massage indications, contraindications, to inform about the effect of massage, to evaluate massage results;
4. To position the patient, perform therapeutic massage of the appropriate body area, observe the intensity and duration of the procedure required for the patient, use appropriate medical devices and therapeutic substances, take care of the patient after massage, promote active and conscious participation of the patient in the recovery process;
5. To establish a professional dialogue, to advise the patient on the choice of other massage procedures, to ensure moral and professional ethical action against the patient, colleagues, the employer, to observe the rights and confidentiality of patients, the requirements of the employers, to draw up documentation.
6. Provide first aid and emergency medical care;
7. To orientate in the market of massage services, to make decisions related to business, to choose the optimal variants of business;
8. Evaluate the results of one's work, take responsibility for the results of one's professional activity, purposefully improve one's professional qualification.

The aim, tasks and planned results of the study program are achieved as a result of successive acquisition of study courses (see *Annex III.2.7 and Annex III.2.8*) “Study program Massage and Hydrotherapy plan”). All conditions for obtaining credit points are described in the description of each study course (see *Annex III.2.8*). The content and scope of examinations correspond to the content specified in the study courses and provide an opportunity to test the level of achievement of professional qualification skills, knowledge and competence.

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

The course of the study process is regulated by several internal regulatory enactments of LU RMK:

1. Regulation of LU RMC,
2. Internal regulations for students,
3. Regulations on the procedure for studies and examinations,
4. Practical training regulations,
5. Regulations on the state final examination,
6. Regulations on the recognition of competencies acquired outside formal education or professional experience at LU RMC,

7. Procedure for granting study and student loans at LU RMC
8. Regulations on tuition fee reductions,
9. Student council regulations,
10. LU RMC Admission Regulations (taking into account Cabinet Regulation No. 846 of 10 October 2006 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programs" and Cabinet Regulations of 30 April 2019 "Regulations on the Time of State Examination Work 2019./ 2020 school year ", which sets mandatory centralized examinations in a foreign language, Latvian language and mathematics),
11. Procedure for starting studies in the later stages of studies,
12. Procedure for recognition of study courses at LU RMC,
13. Scholarship award regulation,
14. Study quality control at the Riga Medical College of the University of Latvia.

In the course of the implementation of normative documents, working documents are created, which reflect daily developments, operational results and serve as a basis for decision-making on improvements and implementation of improvements, incl. study plan, list of classes, minutes and results of examinations, minutes of meetings of various institutions and commissions, etc.

Information about the course of the study process is available to each student on the LU RMC website www.rmkoledza.lu.lv and in the Study Department - by e-mail, by telephone and in person.

The knowledge, skills and competences to be achieved are defined in the program and in detail in the descriptions of study courses. In order to ensure the objectivity of the evaluation and compliance with the achieved results, as well as the requirements of the labor market, the following opportunities are provided:

1. representation of employers' representatives in the qualification examination;
2. the Council of the Study Program has been established, where both representatives of the field and heads of institutions, as well as lecturers and students of the study program participate;
3. individual assessment of the student's knowledge, skills and competencies performed by the practical training supervisors (potential employers) at the end of each practical training period;
4. Skills exam, which assesses the skills acquired both during studies and clinical practice in the choice of massage techniques and techniques for various therapeutic, surgical, neurological and neurosurgical diseases, adults and children. The achieved results are evaluated by practicing industry specialists.

The evaluation of the achievements of the students from the study program is based on the Law on Higher Education Institutions, the Regulations of LU RMC on studies and examinations, developed in accordance with the University of Latvia Senate 28.12.2009. Decision No. 307 "Regulations of the Riga Medical College of the University of Latvia" and approved at the meeting of the Council of LU RMC, as well as to the Cabinet of Ministers on March 20, 2000. Regulations No. 141 "Regulations on the State Standard of First Level Professional Higher Education". It observes the following principles:

1. the principle of summing up positive achievements - the acquired education is evaluated by summing up the positive study achievements in the study course, it is incorporated in the description of the study course program;
2. the principle of compulsory assessment - it is necessary to obtain a positive assessment of the acquisition of the compulsory content included in the main parts of the programs;
3. the principle of openness and clarity of requirements - in accordance with the set goals and tasks of the program, as well as the goals and tasks of the study courses, a set of basic

requirements for the evaluation of the acquired education has been determined;

4. the principle of diversity of the types of tests used in the assessment - in the assessment of the acquisition of the program different types of tests are used, which the lecturer has indicated in the study course;
5. principle of assessment - in the test the opportunity is given to prove the conformity of abilities, knowledge, skills and abilities in the tasks and situation analyzes corresponding to the 1st level higher education program. The amount of content to be included in the examinations corresponds to the content specified in the study course programs and the knowledge, skills and competence requirements specified in the professional standard.

The main forms of evaluation of knowledge acquired in studies (types of examinations) in the study program are:

1. Mid-term examinations, the number and type of which is specified in each description of the study course: test, independent work, practical work, report, presentations of individual and group works.
2. Final examinations of the study course: examination - defense of study courses, the amount of which is at least 2 CP and test - where the amount of the study course is 1 CP.

During the acquisition of each study course, the student takes the mid-term examinations specified in the study course program. The final examination is allowed only for those students who have fulfilled all the requirements specified in the study course, which the lecturer has indicated in the course description. Practical classes and tasks play a very important role in the study program, developing students' professional skills and competence, therefore some study courses include a requirement to attend these classes. In cases when the student, due to objective reasons, has not attended the mentioned classes in time or has not completed the practical work, he/she is always given an additional opportunity to do so.

Students perform practical work and submit it to the teaching staff individually. Students' knowledge is tested in written form and in the assessment of practical skills. The aim of the examinations is to determine the level at which the student has acquired theoretical knowledge and acquired skills to use it to perform the tasks necessary in professional activities. According to the specifics of the study course, there are requirements for attending practical classes. In all study courses, the attendance of practical classes is 75 - 100%, regardless of the reason for the delay, the practical classes must be attended repeatedly.

The fulfillment of practical training tasks in accordance with their goal and tasks according to the criteria developed by LU RMC is evaluated by the direct practical training supervisor in various health care institutions, rehabilitation and SPA centers, as well as the study program head. The practical training evaluation (with a mark) consists of defending the practical training report: successful implementation of the practical training in a health care institution / rehabilitation / SPA center, submission of clinical practice documentation (practical training diary and practical training report), health care institution evaluation, college evaluation and student self-evaluation.

Students are provided with consultations outside the classes specified in the list of classes.

Students are informed about the evaluation criteria, methods and requirements for obtaining credits at the beginning of each study course - in the first lesson / introductory lecture.

According to the Cabinet of Ministers of 20.03.20001. regulations No. 141 "Regulations on the first level professional higher education state standard", in the examination the acquisition of the program is assessed on a 10-point scale:

- very high level of acquisition (10 - "with distinction", 9 - "excellent");

- high level of acquisition (8 - "very good", 7 - "good");
- medium level of acquisition (6 - "almost good", 5 - "satisfactory", 4 - "almost satisfactory");
- low level of acquisition (3 - "unsatisfactory", 2 - "very unsatisfactory", 1 - "very, very unsatisfactory").

Students take tests, exams and other examinations individually. The study course is considered to have been successfully completed if the evaluation in the 10-point system is not lower than "4" (almost satisfactory), respectively, the low level of acquisition is not considered successful. Study courses, the amount of which is 1 CP, evaluation of the study course acquisition level and practice achievements is "passed" or "failed", or evaluation on a 10-point scale. Credit points are credited for each acquired study course and practical training, if the evaluation "passed" is received or on a 10-point scale it has not been less than 4 - "almost average".

The final assessment (mark) of the study course is formed cumulatively, i.e. by assessing the student's work during the whole semester, which forms part of the final assessment mark, and the examination paper. The total assessment of the study course acquisition consists of the total assessment of intermediate examinations, which is on average 50% of the total assessment, and the assessment obtained in the exam / test. All assignments completed during the semester are taken into account in the final assessment.

Special attention is paid to the improvement of study results - forms of assessment of knowledge, skills and competencies, descriptions of study courses are improved, methods and assessment system used in studies are well thought out, work is done to make study course materials available on the Internet. The introduction of the Internet and other computer technologies in the study process opens up new opportunities for obtaining, processing and storing information, as well as for operational communication.

When implementing the study program, the control of attendance of theoretical and practical classes is used - it helps to improve the students' success in the acquisition of professional competencies, to develop general competencies. The student's evaluation is registered on the final evaluation page of the study course. Information on the assessment received by the student and the amount of the study course in credit points is entered into the electronic system LAIS.

Also in accordance with the Cabinet of Ministers 20.03.2001. Regulations No. 141 "Regulations on the State Standard of First Level Professional Higher Education", at the end of the program the state final examination shall be taken - a qualification examination, which is assessed on a 10-point scale and a part of which is the defense of the qualification paper. The Ministry of Education and Science shall determine the procedure for the qualification examination upon the proposal of the Vocational Education Cooperation Council. The state final examination commission consists of the head of the commission and at least four members of the commission. The head of the commission and at least half of the members of the commission shall be representatives of professional organizations or employers in the sector. (Amended by Cabinet Regulation No. 347 of 29 May 2007)

Acquisition of the study program "Massage and Hydrotherapy" ends with a state examination - the Qualification Exam, a part of which is the elaboration and defense of the qualification paper, the written part of the qualification examination. The qualification paper is developed and defended individually. During the research, elaboration of the qualification paper and technical design of the paper, students use the methodological instructions of the LU RMC on the elaboration and defense of qualification papers.

The following evaluation criteria are used when defending a qualification paper:

1. systematization, consolidation and expansion of theoretical knowledge and experience;

2. independent acquisition of literature and other informative sources, incl. in foreign languages;
3. theoretical approach to tasks and problem solving skills, which include separate and complex summaries and novelty elements;
4. analysis of a topical business problem;
5. development of practical solutions in the form of recommendations and proposals;
6. development and strengthening of skills for conducting independent applied research and defending the obtained practical results.

The final examination commission consists of the chairman of the commission and at least four members of the commission. The chairman of the commission and at least two of the members of the commission shall be representatives of professional organizations or employers in the sector. The qualification examination is regulated by the Regulations of the State Final Examination. The qualification exam can be taken by students who have fully fulfilled the requirements of the study program "Massage and Hydrotherapy".

The diploma of the first level professional higher education, which also confirms the acquired fourth level of professional qualification, is received by the student who has mastered the program and passed the qualification exam, obtaining a grade of not less than 4 - "almost satisfactory"

One of the basic principles in LU RMC study programs is democracy and dialogue with students. By implementing a student-centered approach to education, students are involved in the improvement of the study process and content. Students can implement their participation in the improvement of the study process directly - by expressing their wishes to the lecturer of the specific study subject, the head of the program or through the student council. It imposes both additional responsibilities and powers on students. Students are involved in the improvement of the study process and content from the strategic level, acting in the Council of the LU RMC, in the Council of the Study Program, help to solve everyday problem, observing developments and expressing opinions and proposals.

At the beginning of each study course, the lecturer informs the students what changes were made in the study course, based on the students' suggestions and comments, as well as the results of the questionnaire. Each semester, the program head discusses with the students the factors that influence their opinion about the quality of studies. As a result of negotiations, the head of the study program can propose changes in the content and methods of study courses.

Every year a self-evaluation of the study program is performed, involving and consulting with students and academic staff.

Once a semester, students evaluate the work of teachers in writing by answering the questionnaire. Questionnaires are anonymous. This procedure is specified in the Regulations on Student Surveys for the Evaluation of the Study Process and Lecturers' Work.

Every year 6% of own revenues are allocated for the development of scientific activity at LU RMC. One of the activities is a competition of scientific projects, in which the involvement and active participation of students is a condition. It promotes scientific skills, abilities, analysis and scientific thinking, stimulates interest and improves understanding of research.

Student council plays an important role in providing a link between students, faculty and program administration, actively participating in all these processes.

Students are informed about the evaluation criteria at the beginning of each study course. Students have the opportunity to challenge the evaluations of study results by submitting an appeal to the head of the study program in accordance with the Regulations on studies and examinations.

In theoretical and practical classes, students acquire fundamental knowledge, use the latest methods in the field and work with modern equipment, practical classes with a simulation mannequin have been started. The compulsory study courses of the study program ensure the acquisition of key competencies and are a guarantee for successful acquisition of a qualification.

The study program ensures full-fledged implementation of study results. One of the proofs of this is the research conducted by the Department of Study Quality in the spring of 2019, which uses the methodology of expansion of quality functions. It helps to hear the 'student voice' and assess the institution's capabilities and tools.

Study results are formulated both at the level of the study program and study courses. Students are informed about them at the beginning of each study course, as well as availability in LAIS and / or Moodle environment is ensured. The connection between the study program and the results of the study course is ensured. The interconnection and sequence of study courses in the acquisition of study content is assessed at the meetings of the study program council.

According to the results of the study course, the topics and their amount in hours are formed while according to the results of the study program, the content and amount of study courses in credit points are formed. The results to be achieved in all study courses are tested with appropriate assessment methods.

Student and staff mobility takes place at LU RMC. Students who arrive to college as part of their mobility receive various types of support from the administration, teaching staff and student council. Students who come to the college are integrated into the study environment, their needs and expectations are met as far as possible.

The pedagogical process is enriched with foreign experience, promoting the implementation and internationalization of student-centered education. Mobility resources are used to improve the college study process - the experience gained abroad is disseminated among teachers, for example, it is seen by acquaintance with massage, physiotherapy, rehabilitation, simulation equipment, later - the purchase of this type of equipment for study process. LU RMC staff and students try to share examples of good practice they have encountered within the framework of mobility.

The infrastructure of LU RMC is suitable for students with different needs. An elevator is available for students with special needs. Visually impaired students study in the massage and hydrotherapy program every year. There is also differentiated support for different social groups of students, for example, by granting tuition fee reductions, in accordance with the Regulations on tuition fee reductions and changes in the payment schedule.

LAIS, Moodle environment and website have all current information about studies, types and conditions of support, current events, planned events, communication opportunities are also provided, for example, creating forums in Moodle environment to promote communication of students, recording video lectures and making them available in Moodle environment, such as theoretical courses in pharmacology, anatomy, webinar lectures, introduction to hydrotherapy, dermatology, etc.

Many and various teaching and learning methods are used in the pedagogical process: individual and group work, individual and group consultations, presentations, tests, oral and written exams, etc. At the beginning of each study course, the lecturer explains to the students the aim of the study course, finds out the students' level of knowledge, previous experience, needs, obtains other relevant information. As far as possible, the lecturer and students agree on the course of studies, methods, assessment, etc. By combining teaching methods, their compliance with different groups of students is ensured, students with different needs gain the opportunity to acquire knowledge,

skills and attitudes in a more appropriate way.

In practical classes, students gain valuable experience by learning from each other. Situation simulations are created to bring the practical actions closer to real work environment conditions. Separate classes to promote students' health and strengthen mutual ties are conducted in the fresh air, outdoors, in the forest, on sports fields.

Students also acquire transferable skills: organizational, communicative, foreign language, etc., which will be able to be widely used in a wide variety of professional and life situations in the future.

An important component of qualitative studies is also the learning environment. Classrooms, labs, equipment, software, the general college environment, collaboration, support, available resources, and extracurricular learning all contribute to a student-centered approach in college.

Of particular importance is the equipment and the opportunity for students to practically acquire professional skills - the opportunity is provided to use and learn how to use the equipment used by health care personnel in the study process. Acquisition of studies is facilitated by various library resources, possibility to use electronic catalogs of other universities. The library's collections are supplemented in close cooperation between librarians and teachers. Final theses are developed on current topics in the industry.

The competence development of the LU RMC academic staff is promoted at the level of both management and head of the study program. Faculty members have the opportunity to apply for and implement internal projects, develop methodological materials, new study courses, further education courses, use mobility opportunities, organize experience exchange meetings and go exchange mobilities to other universities. Participation in international projects is supported, conferences are organized in LU RMC and participation in conferences organized by other universities is encouraged. Improvement of staff competence in courses and seminars is supported. If necessary, training is provided to staff and consultative support is provided, for example, in the use of Moodle.

LU RMC supports students in various extracurricular activities. Students participate in strengthening the brand of LU RMC and promoting its recognition in various exhibitions, for example, "School", "Skills Latvia", "Wellness days", "Bath days", "Festival" Helsus ", events to promote the college "Open days", "Shadow Days", international week events, such as "Therapy and Rehabilitation", international intensive course weeks, Latvian and International student conferences, project activities. Teachers of the study program together with students participate in various health-promoting events, competitions: Strong race, Brave race, Strength and power, rogaining, orienteering, etc.

The International Student Olympiad "Massage Skills" has been organized for four years. The Olympiad consists of 3 parts: a test of theoretical knowledge - it includes questions of anatomy and physiology (many muscle images), as well as questions about the basic techniques of massage. Test questions are available in the Moodle environment. Each year, each participant in the massage olympiad is given their own unique access to the test. The practical tests take place in 2 rounds - the compulsory program (classical back massage) and the part. Throughout the years, our college students have won I-III places in both the compulsory massage program and the elective program. For three years, the students of our program have won the first place, in one year - the second place. The winner of the 2019 International Student Olympiad was also supported to participate in and gain experience at the World Massage Championships in Copenhagen, Denmark.

LU RMC has gyms, a children's room, living rooms, while a computer class and a library are also available in the evening. Representatives of all study programs are present in the student council.

Every year, students become more and more responsible for their future and, consequently, cooperation with the student council becomes more and more rich not only in studies, but also in the field of extracurricular activities.

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

The practical training in the amount of 16 CP is implemented separately: in the first study year at the end of the first semester - in the amount of 1 CP and at the end of the second semester - in the amount of 3 CP. In the second study year in the 2nd semester - before the development of the qualification paper - in the amount of 12 CP. The scope of the practical training complies with the Cabinet Regulation No. 141 "Regulations on the first level professional higher education state standard", the implementation of the practical training is specified in the practical training regulations and the description of the specific practical training. The description of the practical training defines the objectives, content, organization, the result to be achieved, its reflection and the evaluation of the practical training(see *Annex III.2.1*).

In order to implements the different goals and tasks of the practical training, the course of practical training is ensured in various health care and rehabilitation institutions, state social care centers, SPA centers, private practices and other institutions with which LU RMC has concluded agreements of intent. The College provides internships for students throughout Latvia. This supports students in achieving their internship goals and objectives closer to where they live. Students are offered the opportunity to divide practical training between several institutions to provide students with the opportunity to meet patients of different profiles, different range of services, work profiles and students not only to complete practical training tasks and achieve practical training goals, but also to be motivated to acquire more knowledge and continue education in this field. There is also an opportunity to undergo practical training within the framework of Erasmus program in rehabilitation and SPA centers and hospitals of other countries. Very good cooperation has been established with several institutions. Practical training supervisors are also potential employers. After the end of the clinical practice, the heads of several clinical practices have contacted the head of the program and expressed interest and desire to hire these students, for example, KRC "Jaunķemeri", JSC "Latvian Maritime Medical Center", VC "Bīķernieki", SIA "Baltijas fizioterapija", VC "Ogre", MFD Health Center, Zemgale Health Center, Sigulda Hospital, SIA "Spine Health Center", VBKUS, "Estetic treatment palace", "ESPA Riga", "SPA Hotel Ezeri", "Liepupe Manor SPA", SIA "Ingasse", "Kamavera Harmony home ". Similarly, foreign partners with whom students have undergone practical training have often approached the management of the program, as well as personally students with an invitation to return to work, such as the sanatorium chain in Lithuania "Egle", Haapsalu Neurological Rehabilitation Center.

The aims of the practical training envisage the use of the knowledge, skills and abilities acquired in the study courses. Work with the patient takes place in the presence and responsibility of the practical training supervisor, therefore the practical training takes place only in the form of contact hours. Both the educational institution and the health care and other institutions are responsible for the course of the practical training as well as organizer and supervisor of the institution's practical training.

During practical training, students must master the main set tasks, in accordance with the acquired subjects and the results to be achieved in them during a certain semester. During the first semester, the following subjects are planned for students: anatomy and physiology, patient examination, figure analysis, masseur organization, introduction to massage, basics of physical medicine and rehabilitation, business basics, health care organization and management, legal aspects of professional activity, environmental protection, civil protection. Based on these subjects, the tasks of 1 CP practical training in the first semester of the 1st year are more related to the organization of massage therapist practice, documentation, patient examination, evaluation, be able to recognize, understand the etiology of a symptom, syndrome or disease, students get acquainted with the massage therapist work environment and equipment, get acquainted with the medical documentation to be filled in, the principles of filling it in and legal liability; perform the subjective and objective assessment of the patient and documents the obtained data. During the practical training they get acquainted with and know the standard of the massage therapist profession, get acquainted with the rights and obligations of patients, learn the legal aspects of the massage therapist specialty; understands the ethics of health care, gets acquainted with the principles of multidisciplinary team work, physical medicine and rehabilitation methods. In the developed practical training documentation, both the student and the practical training supervisor provide an assessment of the practical training process (Mapping of the study program “Massage and Hydrotherapy” annex III.2.6, description of the practical training “Introduction to specialty” see Annex III.2.1).

At the end of the 2nd semester of the academic year, the practical training “Clinical procedures in massage and hydrotherapy” is planned in the amount of 3 CP. Study courses to be acquired in this semester: basics of biophysics and biochemistry, general pathology and cytology, hygiene and epidemiology, basics of emergency medicine, introduction to hydrotherapy, clinical procedures of massage and hydrotherapy, specific massages I, ergonomics, balneology and climate therapy. During this practical training, students must be able to apply the knowledge and skills already acquired in the previous practical training, and must be able to integrate them into the tasks of this practical training. The tasks of “clinical procedures in massage and hydrotherapy” practical training are already related to in-depth understanding and assessment of the patient's health condition, application of classical massage techniques: apply the acquired theoretical and practical knowledge and skills in practice about the groups of procedures that have been acquired, as well as analyze current situations, determine measures to ensure a safe patient environment and plan the implementation of these measures, find out objective and subjective information about the patient, set procedural goals and explain them to the patient. Perform assessment of the patient's current state of health and determine possible contraindications to massage and hydrotherapy procedures, know the indications and contraindications of massage and hydrotherapy procedures, inform the patient and his/her relatives about them, perform procedures, document them, inform patients, evaluate patient reactions, assess the risk to the health of the masseur in relation to lifting and moving weights (bedridden patients, equipment, etc.). (For more details of the study course results, see “Study program “Massage and hydrotherapy” study course mapping, Annex III.2.6, description of practical training “Clinical procedures in massage and hydrotherapy”, see Annex III.2.1).

The 4th semester of the second academic year begins with the practical training “Practice in specialty” - 12 CP, after the third semester when all the main courses about the effects of massage and hydrotherapy, peculiarities in various diseases, as well as classical massage, other massage techniques are completed: Massage and Hydrotherapy features in Internal Medicine, Massage and Hydrotherapy features in General and Special surgery, Massage and Hydrotherapy features in Neurological and Neurosurgical Diseases, Peculiarities of Massage and Hydrotherapy in Children, Dermatology, Basics of Nutrition, General Pharmacology, Specific Massages II, Healthy Lifestyle and Nutrition.

During the 12 CP practical training, the practical training tasks include the following tasks: students are able to choose massage and hydrotherapy techniques, evaluating indications, contraindications, under the supervision of the responsible person, independently perform massage and hydrotherapy procedures according to indications, evaluate their work results, objectively analyze mistakes and look for its causes, understand and explain the importance of preventive measures in disease prevention, respect the confidentiality of information obtained about the patient's family and private life, his treatment, diagnosis and prognosis, communication with patients and staff, if necessary, use of foreign language skills. (For more details of the study course results, see "Study program "Massage and hydrotherapy" study course mapping, Annex III.2.6, description of practical training "Clinical procedures in massage and hydrotherapy", see Annex III.2.1).

In order to provide feedback to the practical training placement, students during the practical training are asked to evaluate the effectiveness of massage and / or hydrotherapy therapy in 10 patients, to document the obtained data in the practical training diary. After the completion of the practical training, a practical training defense is organized, where students present their patients. Additional questions about the conduct of the practical training may also be asked during this time, especially if this has been the first experience to provide the practical training placement.

Thus, by summarizing the first level professional higher education study program "Massage and Hydrotherapy", the student is able to implement the tasks set in the standard of the profession of massage therapist upon completion of practical training:

The graduate of the first level professional higher education study program "Massage and Hydrotherapy" is able:

1. to prepare a massage cabinet, choosing appropriate medical devices, cleaning and disinfection means, to prepare a workplace for each patient;
2. to observe the work safety, protection and disinfection regime, to maintain an appropriate microclimate in the massage therapist cabinet, to take measures for monitoring and controlling the infection
3. to prepare patients for massage, to obtain a history, complaints, to assess the patient's health condition, manifestations of the disease, to evaluate the contraindications of massage, to inform about the effect of massage, to evaluate the results of massage;
4. to position the patient, perform therapeutic massage of the appropriate body area, observing the intensity and duration of the procedure required for the patient, use appropriate medical devices and therapeutic substances, care for the patient after massage, promote active and conscious participation of the patient in the recovery process;
5. to establish a professional dialogue, to advise the patient on the choice of other massage procedures, to ensure moral and professional ethical action against the patient, colleagues, the employer, to observe the rights and confidentiality of patients, the requirements of the employers, to draw up documentation.
6. to provide first aid and emergency medical care;
7. to orientate in the market of massage services, to make decisions related to business, to choose the optimal variants of business;
8. to evaluate the results of one's work, to take responsibility for the results of one's professional activity, to purposefully improve one's professional qualification.
9. to work individually and in a team, to ensure an effective communication process, to continue professional development, to act ethically and responsibly so as not to cause harm to society and the environment.

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

Acquisition of the study program ends with a state examination - the Qualification Exam, a part of which is the elaboration and defense of the Qualification Thesis, the written part of the Qualification Exam. The qualification paper is developed and defended individually. Students use LU RMC "Guidelines for the development and defense of a qualification paper" in the performance of research, elaboration of a qualification paper and technical design of the paper (see Annex III.2.14).

Each student is assigned a qualification paper topic. Students have several options. In order to ensure more successful and useful results of qualification papers for further clinical application, students are offered samples of qualification papers topics developed by the lecturers of the program every year. Students can also submit a topic of their choice. LU RMC lecturers periodically offer students to participate in lecturer-led research by working in a team.

The topics of the qualification papers are chosen for various reasons. As this is a relatively new program, there are a lot of questions about the work of a massage therapist, the creation of a work environment, a massage therapist day, etc. Therefore, among the topics chosen by the first graduates there were several topics related to the organization of massage therapist work: Masseur muscle tension in dynamics during work, Principles of massage specialist and patient communication, Establishment and arrangement of a certified masseur's cabinet, Ergonomic masseur's cabinet. (For more details, see Annex No. III.2.11. "Qualification paper topics of the study programme "Massage and Hydrotherapy"). The topics of all these works are still relevant, there is relatively little data available in the literature, especially in Latvian.

Some students know from the beginning what field they plan to work in, so they choose a specific direction, for example, a topic related to children's health, for example: The role of massage in the process of infants' psychomotor development; The effect of massage on children with muscle hypertension; Therapeutic effects of touch therapy on psychomotor development in newborns from birth to 3 months of age. (For more details, see Annex III.2.11 "Qualification paper topics of the study programme "Massage and Hydrotherapy"). This could also be due to the fact that children's massage is currently the only state-paid massage procedure that ensures a permanent presence of clients in practice.

Also, some students know exactly what type of massage they want to use, or have already encountered in their life or work practice a disease that they want to study in depth and therefore associate their Qualification paper topic with it, for example: Massage as an adjunct to multiple sclerosis treatment, The role of therapeutic massage in the treatment of osteoarthritis patients, Classical massage in COPD patients, its effect on lung volume and blood oxygen levels, etc.

Because the modern age is characterized by sedentary, static work, often at a computer, in everyday clinical practice such patients make up the largest flow of patients. In order to find out the effect of massage, students have chosen to perform, for example, the following research: The usefulness of classical collar zone massage for sedentary workers, The effect of lumbar - cross zone massage for standing workers, Classical collar zone massage for monotonous workers. (Annex III.2.11 "Qualification paper topics of the study programme "Massage and Hydrotherapy").

Some students also choose to develop works in the field of hydrotherapy, offering innovative topics, such as the need to introduce oil dispersion bath procedures and opportunities in hydrotherapy; The effect of underwater massage on the quality of sleep in working people aged 30 to 65 years.

Important areas where massage is used on a daily basis are related to sports. The following qualification works have been written in this field: Classical neck massage for MMA (mixed martial arts) wrestlers during the training process, Influence of sports massage on the dynamics of hockey players' physical indicators, Evaluation of posture for floorball players in the team "Pēdu nav", etc.

Physical medicine and rehabilitation have long been mentioned as one of the contraindications to various methods of oncological diseases that still exist. However, there are also areas in oncology where massage has long been used, such as lymphatic drainage in the case of lymphatic edema. Today, the number of oncology patients continues to grow, as does the number of palliative care patients, where massage can be used effectively to relieve various symptoms. More knowledge in this area would be useful for many healthcare professionals. The following topics have been studied in depth: The use of therapeutic massage after breast cancer surgery; Expert opinion on the need for massage for oncology patients, etc.

In 2018, LU RMC lecturers together with students conducted a study: The effect of therapeutic massage on sedentary workers with headaches, where several students participated under the guidance of 2 lecturers and several topics were studied: headaches, musculoskeletal pain, quality of life, life satisfaction, happiness, ethical principles, etc.

Every year, one of the students also presents his / her results obtained in the Qualification paper at one of the local or international conferences.

In 2020, the college lecturers together with students planned to conduct a research within the framework of the LU RMC project - "Application of the biological feedback method in the care process and rehabilitation", where part of the research was also intended for massage students and lecturers. It was planned to evaluate various pain scales, their applications, the use of biological feedback in the treatment of carotid syndrome, migraine patients, etc. Unfortunately, due to the global pandemic, this project was canceled.

Before defending the qualification paper, students are provided with a pre-defense of the qualification paper - it is an opportunity to look at what has already been done, as well as an opportunity to receive comments from lecturers about what has already been done, as well as about potentially necessary corrections. During the development of the work, forms are sent to both the supervisor and the reviewer, where both provide an assessment, each according to their own criteria.

When defending the qualification paper, students present the systematization of their theoretical knowledge and experience, acquisition of literature and other informative sources, incl. in foreign languages. During the elaboration of the work, the theoretical position of the work tasks and the problem solving skills, the skills of independent research, the development and strengthening of the ability to defend the obtained practical results, as well as the development of practical solutions in the form of recommendations and proposals are presented.

The final examination commission consists of the chairman of the commission and at least four members of the commission. The chairman of the commission and at least two of the commission shall be representatives of professional organizations or employers in the sector. The qualification exam is regulated by the State Examination Regulations. The qualification exam may be taken by students who have fully fulfilled the requirements of the study program in the study program "Massage and Hydrotherapy". The course of the qualification exam and the evaluation criteria have been developed by the Nursing Department in cooperation with the head of the study program and approved by the Council of RMC LU.

The acquisition of qualification paper evaluation points is determined by the percentage, which consists of the following proportions: 10% pre-defense evaluation, 30% supervisor evaluation, 30%

reviewer's evaluation, 30% presentation evaluation.

In the period from 2017-2020, 92 qualification papers have been developed and defended in the study programme "Massage and Hydrotherapy".

There are no significant differences by year when analysing the average scores of the qualification papers during the reporting period. The average scores range from 6.88 to 7.6, with an average mark of 7.13, indicating stable, verified assessment criteria. It should be noted that the assessment of the qualification paper does not always correspond to the student's professional competences.

Qualification paper grades in the 10-point system and average grades over the period from 2017-2020 (absolute figures)

2017	6,94
2018	7
2018	6,88
2019	7,24
2020	7,6

Qualification papers with grades of 8 (very good) and above are presented at various local and international student conferences, by mutual agreement with the author of the qualification paper.

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

In order to assess the compliance of LU RMC graduates with the requirements of the industry, the labor market, as well as scientific tendencies, questionnaires have also been created for graduates, which have changed over the years. Due to the overall busy schedule of people, the number of questions was reduced and an online questionnaire was created in 2019 to encourage more feedback. When asked how graduates evaluate the LU RMC study program in general, more than 80% evaluate it as good or excellent, that they have acquired everything necessary for professional work or even more (61.8% good, 20.6% - excellent).

When analyzing whether the knowledge, skills and competencies acquired during the studies at LU RMC have promoted competitiveness in the labor market, 47.1% of graduates noted that it has helped, 50% - partially helped.

At the time of the survey, all surveyed massage specialists are working in the Republic of Latvia, most respondents have been working in the profession for an average of 2 years, but among the graduates there are also people who had previously worked as massage therapists for several years after completing various courses. There are professionals who work part-time, but most work 40 hours a week. Most graduates work in the profession - as employees (70.6%), among them are also the self-employed (47.1%). A small part also already operate as employers - 2.9%, work in micro-enterprises - (2.9%), a small part also continue their studies - 2.9%.

College graduates work in various fields, for which they are also prepared during their studies and

practical training - they work both in their private practices and in large rehabilitation centers, as well as in hotels and SPA centers with massage cabinets.

Indicate your employment status, please! Several options are possible

34 responses

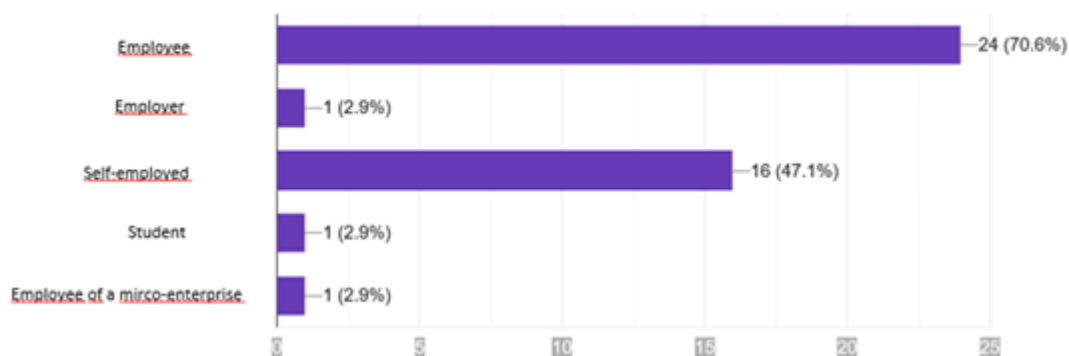


Figure III.2.2. Employment status of graduates

How do you rate LU RMC study program in general? Choose only one option

34 responses

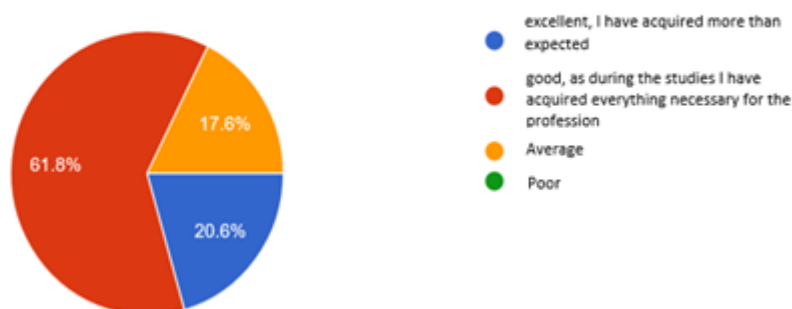


Figure III.2.3. Graduates' evaluation of the study program

Did the knowledge, skills and competencies acquired by LU RMC promote your competitiveness in the labor market? One answer is possible

34 responses

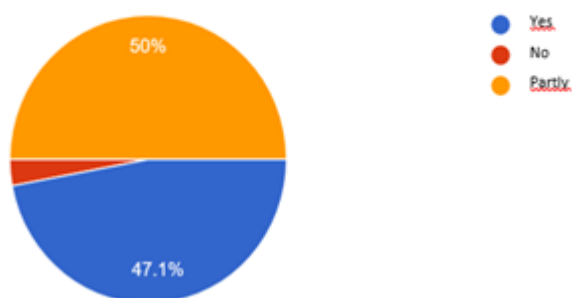


Figure III.2.4. Graduates' assessment of the adequacy of knowledge, skills and competences for integration into the labor market

Indicate your work profile, please. Several answers are possible

31 responses

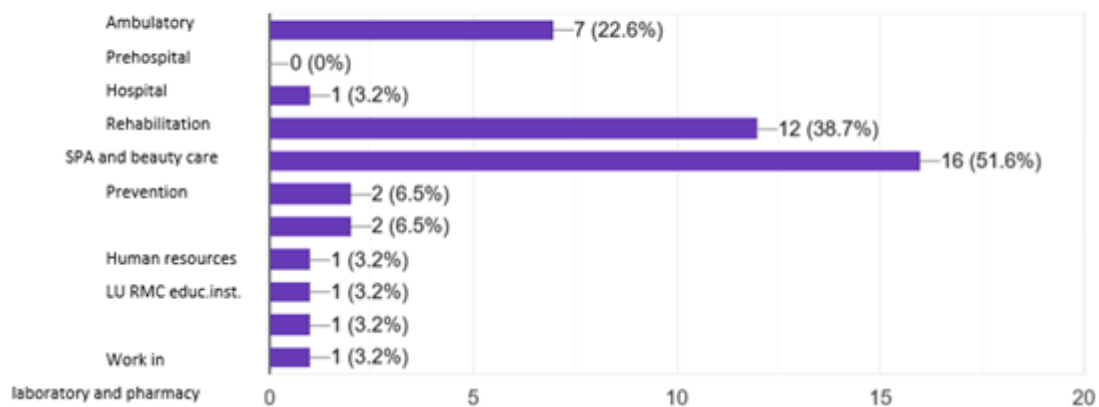
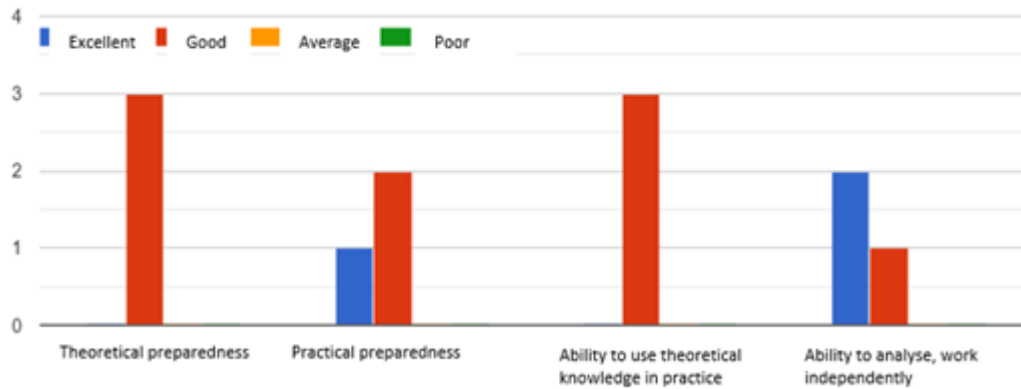


Figure III.2.5. Graduate's place of work

Questionnaires for employers have been developed with a similar intention to assess the compliance of graduates with the needs of the industry, the labor market and scientific trends. One of the questions was a request to evaluate the preparedness of LU RMC graduates. Theoretical training is considered good by all respondents. Practical training is even better assessed by employers - one third rated it as excellent and two thirds - good. This is generally confirmed by the annual interest of employers in the final year students of the college who, after practical training, remain in the company to work as an employee (for example, KRC "Jaunķemeri", JSC "Latvian Maritime Medical Center", VC "Bīķernieki", SIA "Baltijas fizioterapija", VC "Ogre", MFD Health Center, Zemgale Health Center, Sigulda Hospital, SIA "Back Spine Health Center", VBKUS, "Estetic treatment palace", "ESPA Riga", "SPA Hotel Ezeri", "Liepupes manor SPA", SIA "Ingasse", "Kamavera Harmony home").

The opinion of employers that they appreciate students' ability to apply theoretical knowledge in practice also testifies to the successful preparation of students for the requirements of the labor market. Two-thirds of employers also rate students' ability to analyze and work consistently as excellent, and one-third rate it as good. Also when discussing the various skills and competencies of massage specialists in detail, most employers agree with the statements about the suitability of graduates for the respective professional field, about the ability to perform practical tasks in the profession, etc. (see Figure III.2.6. Assessment of graduates' readiness)

Describe preparedness of LU RMC graduates, please!



Please indicate the extent to which college graduates meet these statements

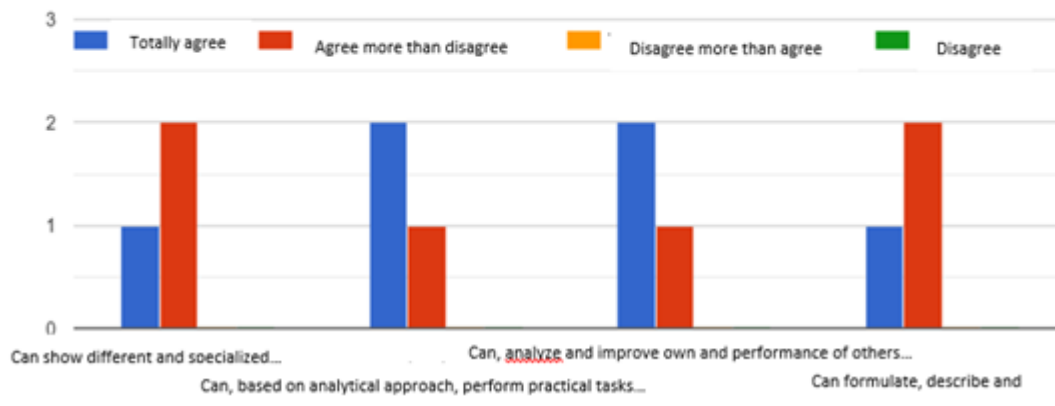


Figure III.2.6. Assessment of graduates' readiness

By the assessment of graduates' readiness the following are analyzed:

1. Ability to demonstrate comprehensive and specialized knowledge and understanding of facts, theories, regularities and technologies relevant to the consequent professional field
2. Ability, based on an analytical approach, to perform practical tasks in the profession, to show skills that allow to find creative solutions to professional problem, to discuss and reasonably discuss practical issues and solutions in the profession with colleagues, clients and management, continue learning, with an appropriate degree of independence, by developing their competences
3. Ability to evaluate and improve own and other people's activities, work in cooperation with others, plan and organize work to perform specific tasks in one's profession, perform or supervise work activities that may involve unpredictable changes
4. Ability to formulate, describe and analyze practical problems in their profession, select the necessary information and use it to solve clearly defined problem, participate in the development of the relevant professional field, show that they understand the place of the profession in a wider social context

Employers are also asked to provide some recommendations for more successful training of students, better preparation for specific professional requirements. The main recommendations are

to "review the duration of the practical training at the beginning of the training period". It is not clear whether the emphasis here is on practical training or study practice, but over the years curricula have been revised, the number of credits for individual subjects has changed, resulting in the maximum possible number of traineeship hours, for example in 2015/2016 the number of study practice hours in the academic year was 520, but in 2019/2020. already 640 hours. It is recommended to teach more anatomy, which is also emphasized during the training for teachers of massage courses, teaching and recalling massage theory, more professional terminology, talking about musculoskeletal and other body system, muscle posters have been bought in massage rooms, various interactive tools are available, used by both students and lecturers, as well as periodically visiting lectures are organised, students are sent information about events, conferences in which they can participate and expand their knowledge. Also, lecturers together with students participate in projects, perform scientific work, often perform testing of the musculoskeletal system, testing the improvement of muscle functions, which strengthens their basic knowledge of anatomy.

There is another comment that needs to be considered, on how to implement it more widely within the study courses - "to provide group work in order to evaluate the peculiarities and types of massage in case of a particular diagnosis". During the second study year, the theory of practical study courses is mostly read by doctors who teach about the types of diseases, diagnoses, effects of massage, while study practices are led by real practicing massage specialists in various fields, who pay more attention to the technical features of massage. It would be useful to plan part of the practical training together with the teachers of the theoretical part, so that together they could provide information about both diagnoses and massage peculiarities at the same time. In order to implement it, it is necessary to think about the division of hours, change of work structure (simultaneous payment of work for two lecturers at the same group of students), etc.

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

Students of the LU RMC study program "Massage and Hydrotherapy" have access to international activities in two higher education programs - Erasmus + and Nordplus. Within the framework of international education programs and agreements concluded by the college, students actively use the provided opportunities since 2015/2016 academic year.

Within the Erasmus + program, students implement a part of the study program - practical training in one of the LU RMC partner universities. In accordance with the guidelines of international education programs and the specifics of the college study program "Massage and Hydrotherapy", clinical traineeship mobility is available to students after the 1st study year, or completed full 2 semesters. The Erasmus + program stipulates that the student must implement at least 2 months of activity in a partner institution, therefore the college offers students the opportunity to conduct clinical traineeship in the amount of 9-12 CP, depending on the host university or institution's capabilities and academic offer and the student's professional interests. The study program "Massage and Hydrotherapy" in the range of international activities implemented by the college is distinguished by the fact that it actively cooperates not only with higher education institutions, but also with health care providers in partner countries. A very successful and productive cooperation has been established with the Egle Sanatorium network in Lithuania (Druskininkai, Birštonas) and the Haapsalu Neurological Rehabilitation Center in Estonia, where college student practical trainings are implemented every year within the framework of the Erasmus + program. Fra Mare

Thalaso Spa has also been a partner in Haapsalu. In 2019, the first massage and hydrotherapy student went on practical training to Bulgaria - Varna Medical University. In 2020, several planned practical trainings were canceled due to the global epidemic. In turn, the college's participation in the Nordplus higher education program provides students with both practical training mobility and intensive course and express mobility opportunities. The Nordplus higher education program envisages the creation of university networks, within which students and teachers can implement mobility and participate in intensive courses. The network of higher education institutions "MultiNEC", which was established by the Riga Medical College of the University of Latvia in 2013 and which currently unites 6 higher education institutions in Latvia, Lithuania, Iceland and Finland (until 2019 also Sweden) and includes a professional association and a healthcare institution for joint educational work on a multidisciplinary and integrated approach to care for the elderly. The thematic competencies of the university network are given in Table III.2.5. "Multidisciplinary / integrated approach in elderly care".

Table III.2.5.

"Multidisciplinary / integrated approach elderly care".

Multidisciplinary / integrated approach in elderly care".			
<ul style="list-style-type: none"> - Intensive courses - Mobilities (students and staff) 			
Partner's name	Country	Type	Thematical competence
LU RMC	Latvia	Higher education institution	Massage and hydrotherapy
Latvian Academy of Sport Education	Latvia	Higher education institution	Physiotherapy
Latvian Association of Occupational Therapists	Latvia	Professional association	Occupational therapy
Lithuanian Sports University	Lithuania	Higher education institution	Physiotherapy
Satakunta University of Applied Sciences	Finland	Higher education institution	Nursing
Reykjavik University	Iceland	Higher education institution	Geriatrics
University of Iceland	Iceland	Higher education institution	Nutrition science
Lanspítali University Hospital	Iceland	University clinic	Geriatrics
University of Gävle	Sweden	Higher education institution	Sports science

For all international activities performed, students receive a certificate with credit points from the host institution or organization, which is recognized as a practical training or part of it. A note is made about the implemented exchange trips in the Annex of the student's diploma, indicating the mobility period, the host institution and the obtained credit points.

In general, in the reporting period from 2015/2016 until 2019/2020, 41 students of the study program "Massage and Hydrotherapy" have used the opportunities provided by international educational programs, implementing mobility in one of the co-operation institutions. 17 students have gone on 2-3 months of practical training mobilities in the Erasmus+ program, while 24 students have gone on Nordplus exchange trips, of which 1 has been practical training mobility, 6 intensive course visits, and 17 express mobility trips, see Table III.2.5) "Participation of students in international higher education programs" reflects the overall study program

Table III.2.6.

Number of mobilities implemented in "Massage and Hydrotherapy" in international programs

Participation of students in international higher education programs			
ERASMUS+	NORDPLUS (total 24)		
	Practical training mobility	Intensive courses	Express mobility
17	1	6	17

Most long-term mobilities, for which a student receives 9-12 credit points, are implemented in the Erasmus + program. A total of 18 students have implemented and completed mobility activities that have been at least 2 months long. The Erasmus + program is the most widely used tool for such activities, as students have access to European Commission scholarships for individual support for mobility, as well as the wide geographical scope of the Erasmus + project - 34 countries of the European Union and the European Economic Area. As shown in Table III.2.6. "Clinical traineeships - long-term international activities ", 17 students have chosen to implement clinical traineeship within the Erasmus + program and 1 student in the Nordplus higher education program.

Table III.2.7..

Clinical traineeships - long-term international activities

Number of mobilities	Incl. women	Incl. men	Duration: up to 3 months	Duration: 3 months	project: Erasmus+	project: Nordplus	Topic (s)
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18	15	3	17	1	17	1	Clinical traineeship
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Analyzing the dynamics of credit points obtained and recognized by mobile students of the study program “Massage and Hydrotherapy” in international education programs, it can be seen that the opportunity provided by Erasmus + to go on a 2-month mobility, 9 credit points or 12 ECTS has been chosen most often, which is 2/3 of "Practice in specialty". Although under Erasmus + students could implement the entire practical training, obtaining 12 credit points or 18 ECTS, only one student has used this opportunity. This ratio of mobility duration and credit points can be explained both by the host institution's / organization's ability to provide the student with a direct supervisor, accommodation and other organizational issues, as well as by the student's own desire and possibilities. The full implementation of the practical training abroad is often hindered by such personal factors as family issues and similar commitments in Latvia.

As shown below in Table III.2.8. “Credit points obtained in international education programs” only one student has gone on a long-term mobility program of the Nordplus higher education program, implementing a 1-month practical training at a partner university, obtaining 4 credit points or 6 ECTS for it. The low long-term mobility activity in the Nordplus program can be explained mainly by the smaller amount of the scholarship compared to the Erasmus + program; Although the Nordplus program provides for simpler administrative processes and allows for shorter mobility, the amount of the scholarship for individual support during mobility is an important aspect of a student's choice in favor of Erasmus+. For comparison, in this context, it is worth noting that in the Nordplus program, long-term mobility starts at 1 month, while in the Erasmus + program, the minimum duration is 2 months. In general, students prefer to go on shorter exchange trips, because then it is easier to reconcile (arrange) obligations in Latvia - personal and family issues, labor relations, study process in college - with the activities to be implemented in a partner university or organization.

Table III.2.8.

Credit points obtained in international education programs

Credit points/ECTS		
Erasmus+		Nordplus
12 CP/18 ECTS	9 CP/12 ECTS	4 CP/6 ECTS
1	16	1

The closest co-operation in the implementation of student clinical traineeship mobilities has been established with the neighboring countries - Lithuania and Estonia. As shown in Table III.2.9 below - “Long-term mobilities. Cooperation countries”, one mobility to Bulgaria, Medical University-Varna has been implemented outside the Baltic States. The College has concluded cooperation agreements with Czech Republic higher education institutions on the implementation of student traineeships within the framework of the Erasmus+ mobility program, and the future goal is to motivate students to make more active use of the opportunities offered by further cooperation universities. In the process of coordination, there is a bilateral cooperation agreement with the Faculty of Physiotherapy University of Valencia, envisaging the exchange of students of the LU RMC study program “Massage and Hydrotherapy”, thus the circle of international cooperation partners is

actively expanded and monitored.

Table III.2.9.

Long-term mobilities. Cooperation countries

Countries	Name	Lithuania	Estonia	Bulgaria
	Number	9	8	1

The Nordplus higher education program provides students with the opportunity to implement not only long-term mobility, but also short-term activities in partner organizations. All Nordplus activities are based on university networks, which are allocated funding for the implementation of specific activities. During the reporting period, from 2015/2016 until the 2019/2020 academic year, the Riga Medical College of the University of Latvia has both coordinated and actively involved in the Nordplus MultiNEC higher education network, which unites 9 partner institutions in 5 Baltic and Scandinavian countries (see Table III.2.5. “Multidisciplinary / integrated approach in elderly care”) with the aim of developing and implementing intensive courses and mobility for students and university staff. Students and lecturers of the study program “Massage and Hydrotherapy” are involved in the implementation of 3 intensive courses. A total of 6 students have participated in intensive courses “Multidisciplinary approach in Elderly care” outside Latvia, which have taken place on a rotating basis in Lithuania (2016) and Finland (2018). (See Table III.2.10 “Intensive courses - short-term mobility”).

In its turn, in the spring semester of 2016/2017, the college organized intensive courses, with the participation of 26 students and 18 lecturers, admitting 9 students from abroad, 12 students from other Latvian universities; 5 LU RMC students from LU RMC participated in the intensive courses, including 2 massage and hydrotherapy students and 1 Erasmus student of massage and hydrotherapy. (see Table III.2.10. “Intensive courses - short-term mobility”). Out of 18 lecturers, 5 lecturers were admitted from abroad, 2 from LU RMC, several lecturers were attracted from cooperation partners to visit institutions for practical tasks (Rehabilitation Centers, Social care center, etc.), for example, by organizing a practical gymnastics class at the social care center “Dzintara Melodija”, a swimming class in the pool, a practical class at the Latvian National Library, etc.

Table III.2.10.

Intensive courses - short-term mobility

Number	Incl. women	Incl. men	CP/ECTS
9	7	2	2/3

Continuing the cooperation in the annual Nordplus MultiNEC higher education network, in 2019/2020 intensive courses “Integrative care for the elderly” were planned for the spring semester, LU RMC planned to admit 26 students and xx lecturers, however, due to the global epidemic, these courses were postponed indefinitely.

The second short-term activity implemented in the Norplus program is express mobility. Within the

network of universities MultiNEC, a very successful and productive cooperation has been established with Lithuanian Sports University, where express mobility has been implemented for 5 days and 17 students of the study program “Massage and Hydrotherapy” participated. Express mobility provides an opportunity for students to take a short-term exchange trip to get to know the partner university, their study process and to exchange good practices and experiences. During these mobilities, students visit several partners in Kaunas, Birstonas: Hospital Rehabilitation Departments, Sanatoriums and Rehabilitation Centers, private Alzheimer's patient care center, etc. Lithuanian Sports University lecturers provide students with insights into Physiotherapy, Sports Massage, Adapted Physical Activities, Therapeutic Massage.

Table III.2.11.

Express mobility – short-term mobilities (NORDPLUS)

Number	Incl. women	Incl. men	Country
17	13	4	Lithuania

Incoming mobility participants:

The most actively in the study program “Massage and Hydrotherapy” LU RMC has started to admit incoming students within the 2016/2017 academic year. A total of 24 foreign students are enrolled in Erasmus+ and Nordplus higher education programs, from 7 partner universities: Lithuanian Sports University (Lithuania), University of Gävle (Sweden), Medical University-Plovdiv (Bulgaria), University of South Bohemia (Czech Republic) and Panevezys University of Applied Sciences (Lithuania), as well as the University of Iceland (Iceland) and Satakunta University of Applied Sciences in Finland. Table III.2.12. “Incoming students. Overview ” presents statistics for 4 academic years (2016 / 2017-2019 / 2020), summarizing mobility participants by educational program and country categories.

Table III.2.12.

Incoming students. Overview

Total number		Program		Country					
Number of incoming students	Incl.women	Erasmus program	Nodplus program	Lithuania	Czech Republic	Sweden	Finland	Bulgaria	Iceland
26	15	12	14	11	8	3	2	1	1

By the means of the Erasmus + program, students have arrived at the Riga Medical College of the University of Latvia, within the framework of the concluded bilateral cooperation agreements, with the aim to implement a part of the study program - practical training. Similar to the case of outgoing students, there is also a tendency in the dynamics of outgoing mobility participants that a student chooses to spend 2 months in college, obtaining 9 CP, or 12 ECTS. Out of 12 incoming

Erasmus+ exchange students, 10 persons have spent 2 months at LU RMC, which corresponds to the minimum Erasmus+ mobility period. In its turn, 2 students in the college have implemented traineeship mobility corresponding to the study program in the amount of 12 CP, or 18 ECTS, spending 3 months in Latvia. In the implementation of practical training, the college cooperates with existing partners - health care institutions, which provide incoming students with a direct practice supervisor, in accordance with foreign language competencies and results agreed between the sending and host higher education institution before the start of mobility.

Incoming students, in addition to the traineeship tasks stipulated in the tripartite traineeship mobility agreement, are also involved in such extracurricular processes and events as the "International Student Olympiad - Massage Skills", student scientific-practical conferences, charity and sports events. In the table below Table III.2.13 "Erasmus+ incoming students" are shown the number of students who have come from the College's partner universities within the Erasmus+ program. The strongest cooperation has been established with the University of South Bohemia, from which 8 students have been admitted, which indicates good satisfaction with the quality of studies.

Riga Medical College of the University of Latvia provides incoming students with clinical placements in Latvian healthcare institutions, as well as study mobility and theoretical study subjects, including counselling and individual work with the College's teaching staff. As the main activity of the Riga Medical College is the organisation of internship mobility, the timing and content of the internship is worked out individually, based on the requirements of the sending higher education institution with regard to the study programme, the availability of internship places in healthcare institutions, as well as the student's own professional preferences.

Table III.2.13.

ERASMUS+ incoming students.

University	Country	Number of students
University of South Bohemia	Czech Republic	8
Paņevezys University of Applied Sciences	Lithuania	3
Medical University-Plovdiv	Bulgaria	1
Total:		12

Within the Nordplus higher education program, LU RMC has admitted 14 students from Lithuania, Sweden, Finland and Iceland. All incoming students have implemented short-term mobility within the Nordplus MultiNEC network of universities, attending intensive courses and express mobility, obtaining 2 credit points or 3 ECTS. In the table below Table III.2.14. "Nordplus short-term activities" are shown the trends in the dynamics of incoming students in various Nordplus program activities.

Table III.2.14.

Nordplus short-term activities

Express mobilities		Intensive courses
Massage Olympiad	International Student conference "Make Health Happen"	Multidisciplinary approach in Elderly Care
4	1	9

On the other hand, looking at the dynamics of students enrolled in the Nordplus higher education program by universities, Table II.15 "Nordplus incoming students in short-term activities. Partner Universities " can be seen that the strongest connection has been established with Lithuanian Sports University in Lithuania, from which 8 students were admitted.

Table III.2.15.

Nordplus incoming students in short-term activities. Partner Universities

University	Country	Number of Students
Lithuanian Sports University	Lithuania	8
University of Gävle	Sweden	3
Satakunta University of Applied Sciences	Finland	2
University of Iceland	Iceland	1
	TOTAL:	14

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

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of

the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

The main task of the study ground is to improve the study program, perform self-evaluation of the study program, analyze and eliminate problem, development of the study calendar schedule and involvement of the teaching staff in the implementation of the study process; to ensure the course of the study process, to ensure the connection between the administration, students and teaching staff, to create, update and maintain the student accounting, information and support system; to participate in the implementation of scientific activities and the implementation of international cooperation; as well as to ensure the development of methodological materials; establish links with employers.

The main task of the scientific ground is to ensure the unity of studies and scientific activities, to organize scientific and practical conferences for students and lecturers, to participate in the discussion of qualification paper development methodologies and topics in accordance with current scientific development trends in Latvia, as well as to provide students with research equipment. LU RMC has established a Biomedical Research Laboratory, the equipment of which allows students to use precise quantitative methods, measurements and equipment certified in Europe in research.

One of the priorities of LU RMC strategy is to link the study process with scientific activity. Every year since the beginning of the study program Massage and Hydrotherapy, students and lecturers regularly participate in various local and international scientific conferences, for example, annual conferences organized by the University of Latvia and Riga Stradins University, local and international conferences organized by LU RMC, UL Pauls Stradins Medical College conferences, conferences organized by Lithuanian and Estonian cooperation universities, as well as in other European countries - Portugal, Great Britain, Czech Republic, Romania, Italy. Most often, presentations of the best Qualification papers of the previous year's students are presented at these conferences.

For the development of scientific activity, the Council of LU RMC makes decisions every year to allocate a certain budget from own revenues for scientific activity. The regulations of LU RMC internal scientific projects have been developed, which stipulates that students must be involved in the development and implementation of the project in order to promote scientific skills, abilities, analysis and scientific thinking abilities. Since 2015, the regulations of the Ethics Commission of the LU RMC have been developed and the Ethics Commission of LU RMC operates in accordance with the GCP European standards. 2 projects were launched in the Massage and Hydrotherapy program in 2015/2016: "Risk assessment of cardiovascular disease - determination of psychosocial risk factors in different populations", where lecturers Sandra Seimane, Evija Lauva with Massage and hydrotherapy students: Lauma Lama, Jelena Kovalevska, Marina Subotjalo, Elīna Bērziņa participated. The results of the project's research work were also presented at several local and international conferences. During the 2016/2017 academic year, the project "Development of the textbook " Basics of Massage " was approved." Lecturers Evija Levenšteina (formerly Lauva), Laila Caune (formerly Roga), Līga Kalniņa, Laila Zālīte, Sandra Seimane participate in the writing of the book, and students of the program are also involved. The book is being written, separate chapters have been prepared, however, due to various private factors of the lecturers, it is not finished yet, but it is planned by the end of the school year of 2020/2021.

Every year since 2017, LU RMC has been hosting the International Student Olympiad "Massage

Skills", which is evaluated by the lecturers of all participants and an independent judge. In 2017, Lauma Lāma and Viktorija Bunga, 2nd year students of the study program "Massage and Hydrotherapy" represented LU RMC at the Olympiad. At the Olympiad, students demonstrated practical, theoretical knowledge and analytical thinking skills. Lauma Lāma, a student of LU RMC, won the 1st place both in the overall evaluation and separately in the compulsory and elective program. In 2018, the 2nd year student of the study program "Massage and Hydrotherapy" represented the College at the Olympiad, the 1st place in the overall rating was won by LU RMC student Zane Griķe. In 2019, the 2nd year student of the study program "Massage and Hydrotherapy" represented the College at the Olympiad, the 1st place in the overall rating was won by LU RMC student Mārtiņš Ikstens. In 2020, Juris Vītiņš and Olga Vlasova, 2nd year students of the study program "Massage and Hydrotherapy" represented LU RMC at the Olympiad. Juris Vītiņš, a student of LU RMC, won the 2nd place in the overall rating. Olga Vlasova was the 2nd best in elective program, as well as the best in category: the most aesthetic design of the work environment.

Informative grounds - to provide study programs with the latest Latvian and foreign study literature, scientific periodicals, to provide students with Internet resources, including databases available to the college. The library fully provides the students of the program with study literature and periodicals corresponding to the field in Latvian, English and Russian. The library has a collection of more than 14,000 items. Most of the collection is medical literature, literature in psychology, pedagogy, social care, etc. is also widely represented, reference books, dictionaries and various encyclopedias. Periodicals in Latvian and English are subscribed: "Doctus", "Latvijas Ārsts", "Materia Medica", "Ārsts.lv", "iTiesības", "Jurista Vārds", "European Journal of Emergency Medicine", "American Journal of Physical Medicine & Rehabilitation", as well as a free publication "Medicus Bonus".

Since 2010, the library has been included in the unified state library information system and performs library processes in the automated information system SKOLU ALISE. Information sources in the collection of LU RMC library are available in the [electronic catalog](#). One can select sources of information by various criteria (such as author, title, etc.) and use simple and advanced searches.

The library regularly informs about news using the e-environment, introduces the latest technologies, develops information search and use skills, supports and promotes the study process in general, compiles, systematizes, comprises catalogs, bibliographies and preserves electronic publications and other documents, as well as provides public access to and use of existing information. The library is available not only on weekdays, but also on Saturdays.

Students and faculty have access to subscribed database EBSCO and open access databases, for example, PubMed and other reference databases (encyclopedias, dictionaries), e-journals, e-books, internet guides and other electronic resources.

According to the library data, teachers of massage and hydrotherapy (professional subjects of massage) have made the following full-time library visits - 19 visits in 2018, 20 visits in 2019, 17 visits in 2020. In turn, during the last 3 years, student visits have also been similar: the MH1A course made 24 visits in 2019, 23 visits in 2020; the MH1B course paid 10 visits in 2019, 6 visits in 2020. MH2A course in 2018 - 16 visits, in 2019 - 23 visits, in 2020 - 16 visits.

The relatively low attendance of the library by students could be explained with the following 1) materials are already prepared by the lecturers in time, including the already scanned library sources; 2) wide possibilities to use both Internet sources and databases also remotely. Also, the actual attendance is probably much higher - often teachers come in, ask for the necessary teaching material, copy or scan the specific page or material, and the library supplies are not "taken" from the library at all. The same happens with students, it is possible that the library collections taken by

the lecturer when going to work in the library with students are not registered at all.

The information required for the program is provided by the use of information technology, for example, a permanent Internet connection to all computers connected in the local network, as well as open access wi-fi. Laboratories are arranged in accordance with the structure of professional study courses. IT equipment (interactive whiteboards, multi-projectors, laboratory equipment for organizing practical work) is available in auditoriums and laboratories. The existing infrastructure of the premises corresponds to the successful implementation of the program both in terms of quantity and quality.

There is a laboratory for massage and hydrotherapy practical classes, which consists of 3 rooms. Every year the provision is supplemented with electric massage tables (two were purchased in 2015, two in 2016, one in 2017, two in 2018), improving the work environment for students and teachers. The laboratory also maintains mobile tables to prepare students for different working conditions in different work environments. For the massage of the neck area, 2 special massage chairs have been purchased, which are mobile, they are also used in various events (exhibition "School", career days, etc.), in which students of the MH program participate.

Tables, chairs for students and teachers have also been purchased, in addition to portable devices for massage, a headrest that can be screwed to practically any table, training to work in customer workplaces, which is now becoming more popular due to work rhythm and profile. All equipment for learning various massage techniques has been purchased (Introduction to Massage, Masseur Organization, Clinical Procedures of Massage and Hydrotherapy, Specific Massages I and II), it is regularly updated. In view of the global pandemic at the end of 2020, additional materials were also ordered for other on-site training practices (e.g. massage and hydrotherapy features for children; sports massage; etc.). The equipment for the International Massage Olympiad is also regularly updated. For more details, see Annex III.2.12. "Basic information on resources".

Since the beginning of the program, additional equipment has been purchased for more modern provision of other study courses of the program - Anatomy and Physiology, Patient Examination, Figure Analysis, Basics of Physical and Rehabilitation Medicine, Ergonomics, Healthy Lifestyle and Nutrition - physiotherapy equipment, heart rate monitors, sticks, ergonomic aids etc. See Table III.2.12 "Basic information on resources".

In the study course Patient Examination, the lecturers of the massage and hydrotherapy program also use the Laboratory of Internal Medicine and Patient Care Simulation (for more details, see the Physician Assistant study program report).

Since 2014/15 academic year Moodle e-learning platform is actively operating at the LU RMC, during this time, various activities have been carried out in order to use the e-learning system as effectively as possible for both students and teachers. Currently, the e-learning system has become an essential part of the study process, in which students have the opportunity to get acquainted with the study course materials, form discussions, submit independent work, receive immediate feedback from lecturers and other course members, as well as provide students with a mid-term course evaluation and the final evaluations. The Moodle environment is regularly updated to provide teachers with expanded opportunities and interactive tools for preparing lectures, teaching materials and self-assessment tasks. Every year the lecturers of the study program Massage and Hydrotherapy are asked to use this platform both for placing informative materials and for providing student examinations, the number of users is growing every year.

The growing role of the e-learning system in the study process of LU RMC is also evidenced by the dynamics of the use of the system, if in 2014 they were on average 43216.1 visits per month, then in 2015. these averaged 93285.3 visits per month. The annual statistics of 2015-2020 show (see

figure below: Frequency of using the Moodle environment) that the use of the Moodle environment is increasing and it is actively used throughout the school year, which indicates that the availability of teaching materials and tasks in the e-learning environment is gradually increasing.

LU RMC also works with LAIS (Information System of Universities in Latvia) information system, at the same time data synchronization and connection with LU RMC Moodle environment takes place, which provides an opportunity to connect to the e-learning environment with LAIS usernames and passwords; synchronization of user data (name, surname, communication e-mail, evaluations) from LUIS to LU RMC e-learning environment is ensured; synchronization of LAIS study data (registration for courses) is ensured; Teachers of LU RMC study courses are provided with an opportunity to approve and copy the final grades posted in LU RMC e-courses to the study course examination protocol LUIS, as well as an opportunity to see all their examination protocols in the e-course assessment book and close the completed examination protocols, teachers are provided with an analysis of assessments, in which both students and teachers can see the average grade in each assessment unit.

In order to ensure more efficient quality assessment, centralized student surveys have been created in the LAIS database. The results of the surveys are accessible to the heads of each program. In the LAIS profile, the responsible lecturer of the study course can also get acquainted with the results of the surveys about his / her study course.

The work that has been started and is under development is the development of further education programs. The development of the following further education programs has already started: Therapy: Possibilities of hot, cold stone therapy / application in massage practice - 24 TIP, Aromatherapy in massage practice - 8/16 TIP, (with prior knowledge); Foot reflexology 1 - basic course 40 TIP; Foot reflexology 2 - advanced course - 16/24 TIP (with prior knowledge), Aroma body massage - 32 TIP (with prior knowledge). The development of the following programs is also planned: Vacuum massage possibilities in masseur practice ", " Maternity massage ".

The creation of Distance Learning Programs is also being considered, which is relevant today, which allows fulfilling the strategic goal of education - lifelong learning, making continuing education more accessible to medical personnel. Therefore, in the future it is planned to continue work on the development of separate distance learning courses.

Material and technical ground - to ensure the purchase of equipment necessary for the implementation of study programs, to provide the infrastructure necessary for the implementation of studies.

Renovation works on the 8th floor of the LU RMC residence hall have been carried out with own funds (procurement No. LU RMC 2014/4), providing rooms with new wooden furniture manufactured in Latvia (procurement No. LU RMC 2014/7), as well as new medical equipment was purchased to improve the quality of the study process (procurement No. LU RMC 2014/5) .

Table III.2.16

Program costs

(program cost calculation per 1 student in 2015)

No.	Normative	Calculated values	Of the total cost, %
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N1	salary for one study place per year	EUR 991,02	67,9
N2	mandatory state social insurance contributions of the employer	EUR 233,78	16,0
N3	travel and subsistence expenses	EUR 2,85	0,2
N4	payment for services	EUR 76,92	5,3
N5	materials, energy resources, water and inventory	EUR 78,35	5,4
N6	purchase of books and magazines	EUR 17,64	1,2
N7	equipment purchase and modernization costs	EUR 59,57	4,0
T_b - costs of one study place per year (N1+N2+N3+N4+N5+N6+N7)		EUR 1460,13	100

Paid study program "Massage and hydrotherapy" is financed from the resources of natural persons (tuition fees) and the college's own revenue. There are no state-funded study places. In the 2020/2021 academic year, the tuition fee is set at 1,200 euros per year. Taking into account the economic situation of the country, as well as the demographic situation, tuition fees are not significantly increased over the years.

Assessing the importance of the Massage and Hydrotherapy program in the overall range of the college's programs, as well as to promote the program's visibility, the college co-finances the costs of the study place in the amount of 20-28% of the earned paid service revenues. Thinking about support for students, a procedure has been developed for the motivation of students, in which the college covers the tuition fees for two students from the funds of paid services, evaluating the financial possibilities in the current year.

The Student Council also provides up to 15% of the council budget for material support of students, and from these funds it is possible to receive discounts on residence hall rent and tuition fee discounts (for promoting the college image, active participation in events organized by the student council, etc.). The budget of the college council in 2020 was 8 327 euros.

At the beginning of the study process of the Massage and Hydrotherapy program, a significant part of the revenue from paid services in 2015 was directed to the purchase of fixed assets, inventory, teaching materials, as well as to the improvement of the laboratory. Every year, the college co-finances the expansion of the range of equipment required for studies. In the period from 2015 to 2020, 20,337 euros have been invested in the development of the program, incl. purchase of fixed assets 13 192 euros, inventory for practical classes 3 282 euros, other inventory for the study process 2 693 euros, computer equipment and office equipment 1 170 euros.

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

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

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

When starting and implementing a study program, one always thinks about the quality and uniqueness of the program. Thinking about a better learning process, taking into account the feedback and suggestions of students and teachers, some changes in the curriculum were made during the first school years, some subjects were only combined, then separated (for example, Introduction to Massage and Masseur Organization now are two separate courses, each - 1 credit point.) It also affected the workload of teachers, the layout of lesson schedules. Sometimes, for technical reasons, it was not possible for the lecturer to lead the prescribed study course, because there are too many students in one course, or the lectures coincide with other study programs, as a result of which an additional solution had to be found.

45 lecturers are involved in the implementation of the study program, professional specialists from Latvian state and private health care institutions, as well as individual entrepreneurs with whom LU RMC has concluded cooperation agreements are involved in the management of separate study and practical trainings.

For more information on changes in the composition of the teaching staff, see the table below "Changes in the composition of the teaching staff" (Annex III.2.2). From the very beginning, purposeful teaching staff has been sought with professional experience, as well as mostly with lecturers who still work in the respective field, in order to ensure maximum connection of theoretical material with real clinical situations. Teachers who work in different fields, with different perspectives have also been sought for years, and students are offered practical training plans, when it is possible to study with several teachers, learning different massage techniques and approaches.

For the most part, the main changes that have been made have been for serious reasons, such as the fact that a number of teachers have had serious health problem over the years, as a result of which teachers have been forced to withdraw from teaching as such. Some colleagues have gone on maternity leave, some have returned to work, and some have been replaced by new teachers.

Each year the study courses have different cadets, with different requirements and attitudes, so sometimes students' assessments of the same teacher may differ, but in general it also contributes to a better quality of the learning process, as it creates discussions among both students and teachers, strategies.

Despite the changes, the basic approach of having a study course administered by a leading expert or teacher in the field with a specific professional competence is maintained.

Teaching and clinical practice play a major role in the profession acquiring, and the LU RMC thoughtfully involves relevant professionals in various healthcare institutions, thus bringing the study process as close as possible to real day-to-day practice.

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

According to Articles 39 and 40 of the Law on Higher Education Institutions, taking into account the need to acquire practical skills and knowledge, a person with higher education without a scientific doctor's degree or without a professional doctor's degree in arts may hold the position of assistant professor, lecturer and assistant in professional study program profile subjects. sufficient practical work experience corresponding to the subject to be taught. Lecturers and assistants who do not have a scientific or academic degree need five years of practical work experience corresponding to the subject to be taught. Pursuant to Article 40 of the Law on Higher Education Institutions on vacant academic positions, the college has employed an associate visiting professor - Liliāna Civjāne, visiting lecturers - Zane Dzirkale, Daiga Šantare. The table below Table III.2.17 "Compliance of the teaching staff qualification with the conditions for the implementation of the study program and the requirements of regulatory enactments" shows that most lecturers of the study program Massage and Hydrotherapy work both in the academic environment and continue to work in the clinical environment, providing students with practical examples during the lectures, as well as providing an opportunity to gain practical experience in real clinical conditions.

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).

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

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields

related to the content of the study programme), as well as the use of the obtained information in the study process.

In order to ensure the quality of the research activities of the study program, several conferences are organized and attended every year, both locally and internationally, lecturers are involved in research activities and projects - develop research papers, publish theses, as well as give presentations at conferences. Coordinating research works with current events in the field, some of the research also involves students, thus creating an understanding of modern trends in the field. Participation in such events broadens the horizons, allows insight into the research strategies of other higher education institutions and also promotes the wider recognition of one's own higher education institution and the acquisition of cooperation partners. The involvement of lecturers in scientific research can be found in more detail by examining the lecturers' CVs (see III.2.9).

Also, LU RMC Massage and Hydrotherapy lecturers together with students have annually participated in the International Scientific Section "Interdisciplinary Research in Medical Colleges" organized by the University of Latvia, LU RMC and LU PSK student scientific practical conferences, International Scientific Conferences organized by LU RMC, etc.

Several lecturers annually participate in the International Student Olympiad "Massage Skills", organized by the LU RMC Massage and Hydrotherapy Program, as judges (Ieva Rēķe, Laila Roga), Laila Roga has also been the chairman of the jury in 2017-2021. Laila Roga has also participated in the Lithuanian Massage Championship and World Championship in massage in Denmark in 2017.

Teachers of the massage and hydrotherapy program are members of various associations (for example, Latvian Physical Medicine Association, Latvian Massage Therapists Association, Latvian Doctors Rehabilitation Association, Latvian Physiotherapists Association, Latvian Dermatovenereologists Association, Latvian Dieticians, Holistic Medicine and Naturopathy Association, International Student Association, Associations of Neurologists, Latvian Anti-Epileptic Society, Latvian Association of Sleep Apnea Specialists, European Academy of Neurology, European Association of Cardiology, Latvian Association of Internalists, Latvian Association of Infectologists and Hepatologists, etc.), where they have also conducted lectures during the meetings of the association (see CV of lecturers).

Several visiting lecturers and visiting assistant. prof., dep. assistants, whose main activity is more related to research, such as Zane Dzirkale, Daiga Šantare, Kristiāna Kovtuna, Ozola-Davidāne, have participated in many projects during the reporting period, for example (for more details see lecturers' CVs):

1. 01/03/2020 - currently - Microglial activation in complement C4-stratified schizophrenic patients and in a mouse model of C4 overexpression (MicroSchiz), researcher (Dr.),
2. 03/12/2018- currently - Multi-scale investigation of synaptic dysfunction after stroke (MISST), ERA-NET projekts, researcher (Dr.)
3. 01/02/2020- currently - Research on biomarkers and natural substances for the diagnosis and personalized treatment of acute and chronic diseases, researcher (Dr.)
4. 2020, 2019, 2018 Implementation of national and international measures for the development of learners' talents (conferences), ERDF, expert
5. 01/02/2017-28/02/2020 Vaccinium berry processing: "green" technologies and innovative, pharmacologically characterized products for biopharmaceuticals, ERDF, researcher (Dr.)
6. 01/09 / 2014-31 / 05/2015 Development of a medical device promoting chronic wound healing, ERDF, researcher

7. ESF Project "Health promotion and disease prevention measures in Gulbene municipality" (implementation time: 01.01.2019–31.12.2019. No. 9.2.4.2/16/I/004, financier Gulbene municipality. Project status: administrative coordinator, participant)
8. 01/04/2020-30/09/2020 ERDF project - Sensors of clay minerals and anthocyanin composites for food quality control. Research Assistant, Project Manager
9. 01/01 / 2020-30 / 09/2022 MonGOS - Monitoring of water and sewage management in the context of the implementation of the circular economy assumptions. Research Assistant, Project Manager from the Latvian side
10. 01/09/2018-31/12/2020 InPhos - Sustainable Management of Phosphorus in Baltic countries. Research Assistant, Project Manager from the Latvian side
11. 01/03/2019-29/02/2020 Renewal of academic staff and improvement of competencies at the University of Latvia. ESF, dep. assistant
12. 01/02/2019-31/07/2019 Crea-RE - harmonized study content in the Baltic Sea region in circular economy and efficient use of resources, INTERREG project. Project teacher
13. 02/03/2018-01/04/2018 Implementation of National and International Measures for the Development of Educational Talents (conferences) ERDF, expert
14. "Performing experimental and analytical work for the chromatographic separation of lactoferrin from colostrum for research". Position - researcher.
15. 2020 - participation in the project "Oxygen-resistant and thermotolerant *Zymomonas mobilis* respiratory mutants". Position - researcher.
16. In 2018-2019, participation in the project "Obtaining probiotics from cheese and cottage cheese juices and their further use in the production of improved multifunctional cottage cheese products." Position - researcher.
17. November 2018 - author's agreement on the topic "Food cleaner activity and composition optimization studies".
18. In 2017-2018, experimental and analytical work for the study of galactooligosaccharide (VOC) biosynthesis. Contract work with Baltic Dairy Board.
19. In 2017, participation in the ERDF co-financed research project No. 1.2.1.1/16/A/004 implemented by the Latvian Food Competence Center. Study "Enzymatic bioconversion of lactose-containing milk and whey permeate into high value products." Position - researcher.
20. In 2015, participation in the ERDF co-financed experimental development project "Whey bioconversion in bioethanol and yeast biomass - evaluation and optimization of production methods" implemented by the Environment, Bioenergy and Biotechnology Competence Center, project No.1.23, KC / 2.1.2.1.1 / 10/01 / 006, contract no. L-KC-11-0005. Position - laboratory assistant.

LU RMC Massage and Hydrotherapy program lecturers have also participated in several projects during the reporting period:

1. Teaching staff Laila Caune (formerly Roga), Evija Levenšteina (formerly Lauva), Līga Kalniņa, Laila Zālīte, Sandra Seimane have been developing teaching materials since 2017, it is planned to develop a book "Basics of Classical Massage".
2. Sandra Seimane, 2017-2019. - Nordplus Higher Education. Development of an intensive course "Multidisciplinary approach in Elderly care".
3. Evija Levenšteina and Sandra Seimane participated in the project in 2016-2017: Cardiovascular disease risk assessment - identification of psychosocial risk factors in different populations.
4. Sandra Seimane, Evija Lauva in 2015-2016 - Evaluation of the effectiveness of a multidisciplinary cardiac rehabilitation, prevention and education program for respondents

aged 30-50 years without a previous cardiovascular event”.

5. Guna Vitoliņa has created a professional qualification improvement program for teachers “Dynamic break” in 2016.
6. In 2020, Guna Vitoliņa participated in the “Osteoporosis School”.

As most of the lecturers continue to work in clinics, follow scientific trends and conduct their own research, in the reporting period, lecturers of the Massage and Hydrotherapy study program have participated in both local and global conferences / scientific events with reports, lectures, poster presentations (see lecturers' CVs for details), often working with college students as well. See the publications of the teaching staff in Annex III.2.13

All these activities result in new, up-to-date knowledge, experience, updated and complemented lectures, ideas for new projects, qualification themes. What is more, each conference or event that students attend together with lecturers allows them to strengthen their mutual communication skills, allows both parties to get to know each other from other sides of their personality, which can contribute to the further learning process.

Nowadays, the development of various digital technologies is increasing rapidly, and participation in various conferences and events provides an opportunity for teaching staff to familiarise themselves with the technologies, to improve their pedagogical and public speaking skills, presentation creation and presentation skills, sometimes encouraging them to attend additional courses in this field.

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

LU RMC implements a well-thought-out personnel policy. Elected academic staff work in advisory and decision-making bodies, implement good practice, support colleagues and students.

The professional competence of the academic staff and lecturers corresponds to the specifics and content of the study courses. The main mechanism for ensuring appropriate competence is the selection of teaching staff on the basis of documents certifying education and further education, using certificates issued by professional associations as proof of professional competence.

Employees perform their duties in accordance with job descriptions and internal regulations.

In accordance with regulatory documents, the documentation of the annual evaluation of employees is regularly improved, including the evaluation of the elected academic staff, analyzing the quality of performance of direct duties, strengths and weaknesses, growth needs. As a result of the evaluation, decisions are made on the necessary training, granting of a financial award, clarification of the job description.

LU RMC has a clear and logical job structure and hierarchical structure. Thanks to close mutual cooperation, it is possible to successfully implement the process approach, make decisions and ensure their implementation quickly and with less administrative resources, successfully manage the flow of information, respond quickly to challenges.

LU RMC Massage and Hydrotherapy program tries to attract the best specialists - teachers, as well

as scientists. During the study process, the best options for cooperation between lecturers and students are sought, for example, one study course is taught by several lecturers. In order to create a greater connection between study subjects, the study course is read by those working in the hospital environment, rehabilitation centers and self-employed professionals. All practical training supervisors still continue to work in their own professional field.

There are many examples of teaching staff cooperation, for example, every year teachers of anatomy and physiology offer students study tours to the Pathology Center, the laboratory of the Latvian Olympic Unit, as well as to the National Library. In the study course Masseur Organization, in order to promote faster students' understanding of work organization in Latvia, the organization of practical trainings has started, visiting various masseur practice places - private practices, rehabilitation centers, SPA centers, etc. Professional shops are visited as well (eg Dinastija, Salonline) in order to give a better impression of the available equipment, potentially the best arrangement of the working environment, etc.

In order to think about the health of potential massage specialists, several lecturers are involved in the study course Healthy Lifestyle and Nutrition, students are practically introduced to various physical activities to maintain their health - Nordic walking, swimming, orienteering, rock climbing (which trains fingers and body posture of the massage specialist), basics of medical gymnastics, etc.

During the study process, taking into account the feedback of teachers and students, changes were introduced in the organization of practical training - within 12 CP traineeship, massage specialists are offered the opportunity to choose several practical training environments, dividing, for example, 4 CP in a child massage, 4 CP in SPA environment.

At the time of submission of the report, the study process is carried out by 24 teaching staff and 62 students study in both courses (1 September 2021). The student/teaching staff ratio for the study programme is 2.58:1 students/teaching staff.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	ANNEX III.2.3. .docx	III.2.3.PIELIKUMS.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	ANNEX III.2.4..docx	III.2.4.PIELIKUMS.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	ANNEX III.2.5..docx	III.2.5.PIELIKUMS.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	On the compliance Massage Therapist.docx	Par atbilstību MK Not nr. 268.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	ANNEX III.2.6..docx	III.2.6. PIELIKUMS.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	ANNEX III.2.7..docx	III.2.7.PIELIKUMS.docx
Descriptions of the study courses/ modules	ANNEX III.2.8..docx	III.2.8.PIELIKUMS.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma supplement Massage and Hydrotherapy.docx	III.2.10.PIELIKUMS.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	original documentation in Latvian.docx	Apliecinājums par iespēju turpināt izglītību citā augstskolā_koledžā.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Certification on compensation.docx	apliecinājums par kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	original documentation in Latvian.docx	III.1. 13.PIELIKUMS. STUDIJU LĪGUMA PARAUGS.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Medicine (41721)

Study field	<i>Health Care</i>
ProcedureStudyProgram.Name	<i>Medicine</i>
Education classification code	<i>41721</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Linda</i>
Surname of the study programme director	<i>Alondere</i>
E-mail of the study programme director	<i>linda.alondere@rmkoledza.lv</i>
Title of the study programme director	<i>Mg.paed., Mg.sc.sal.</i>
Phone of the study programme director	
Goal of the study programme	<i>To train a specialist corresponding to the fourth professional level - a physician assistant who provides emergency care to the sick (victims) in life-threatening, critical conditions, as well as detects the patient's death, diagnoses, treats, administers and prescribes medication, provides continuous medical care and prevention to patients, organises and manages the work of himself and his colleagues, educates patients, members of the public, team members.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. to provide competitive education that meets the first level of professional higher education, professional standards and international standards;</i> <i>2. to ensure the development of the study programme content, study process and research work and to ensure their compliance with the professional activity of a physician assistant and with the trends in international practice;</i> <i>3. to provide students with comprehensive knowledge, build skills and develop competence in the field of medicine, preparing students for practical work in accordance with the requirements of the labour market;</i> <i>4. to stimulate students' interest in further professional development, self-education, the development of skills in the acquisition, analysis, processing and use of information, responsibility for learning and development in the field of healthcare and in their profession;</i> <i>5. to develop in students entrepreneurship, initiative, creative, critical thinking, interest in social processes, becoming an ethical, responsible and capable person, who is able to act independently and make decisions.</i>

Results of the study programme	<p><i>A graduate of the first level professional higher education study programme "Medicine" is able :</i></p> <ol style="list-style-type: none"> <i>1. to carry out examinations, health assessments, diagnosis and differential diagnosis of disorders in patients of all age groups, including pregnant women and newborns, and to evaluate the results of the examinations in accordance with their competences; to provide treatment and care to patients.</i> <i>2. to provide emergency medical care to patients and trauma patients in critical health and life situations in accordance with algorithms, guidelines and recommendations.</i> <i>3. to carry out preventive measures and education of relatives.</i> <i>4. adhere to the ethical and legal principles of healthcare.</i> <i>5. ensure an effective communication process.</i> <i>6. maintain a safe working environment.</i> <i>7. maintain the qualification and develop professional skills.</i> <i>8. implement and comply with professional rights, communication and work organisation, environmental, civil protection measures and draw medical documentation.</i>
Final examination upon the completion of the study programme	<i>Qualification examination</i>

Study programme forms

Full time studies - 3 years - latvian

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

Places of implementation

Place name	City	Address
Riga Medical College of the University of Latvia	RĪGA	HIPOKRĀTA IELA 1, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1079

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>

Admission requirements (in English)	<i>Vocational secondary education and the qualification of Physician Assistant (Paramedic)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Physician Assistant in Emergency Care</i>

Places of implementation

Place name	City	Address
Riga Medical College of the University of Latvia	RĪGA	HIPOKRĀTA IELA 1, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1079

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	<i>Vocational secondary education and the qualification of Physician Assistant (Paramedic)</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Physician Assistant in Ambulatory Care</i>

Places of implementation

Place name	City	Address
Riga Medical College of the University of Latvia	RĪGA	HIPOKRĀTA IELA 1, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1079

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

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

The review of the content of study courses is mostly based on two aspects: evaluation results, incl. the results of surveys of students and graduates and changes and actualities of the requirements of state regulatory enactments. In the study process, the latest methods and actualities of assessment of study and study achievements recognized in the education system are integrated, strengthening the acquisition of professional knowledge and skills in accordance with the requirements of the labor market. Changes in the content of the study program have been made with the aim to increase the amount of CP for study courses related to the basic requirements of professional activity in order to be able to develop the necessary knowledge, skills and competencies:

- qualification "Physician Assistant" - in accordance with the current legislation, the study program includes new study courses "Civil Defense" and "Environmental Protection". After the analysis of the content of the existing study courses, the content and scope of the study courses were changed (according to the labor market and qualification requirements), the content and title of the study course were clarified, and / or the content of several study courses was merged into one. (see Table III.1. 1).

*During the reporting period, changes made in the curriculum of the study program "Medicine", qualification "**Physician Assistant**"*

2014./2015. academic year	2020./2021. academic year
	Environmental protection - 1 CP
	Civil protection - 1 CP
Emergency cardiology - 1 CP	Electrocardiology - 2 CP
Clinical Pharmacology and Pharmacotherapy - 3 CP	Clinical Pharmacology I - 2 CP
Medical care - 2 CP	Clinical Pharmacology II - 2 CP
Latin language - 2 CP	Latin medical terminology - 1 CP

2014./2015. academic year	2020./2021. academic year
Developmental psychology and introduction to psychosomatics - 2 CP	Personality psychology - 1 CP
Emergency Medicine I - 3 CP	Emergency Medicine I - 2 CP
Emergency Medicine II - 5 CP	Emergency Medicine II - 2 CP
Intensive care - 2 CP Disaster Medicine and Toxicology - 1 CP	Intensive and emergency therapy, disaster medicine - 3 CP
	Toxicology - 1 CP
Introduction to the profession - 1 CP	Introduction to the profession - 4 CP
Clinical procedures - 3 CP	
General and special surgery - 2 CP	General and special surgery - 3 CP
Traumatology - 1 CP	Traumatology - 3 CP

- Qualification "Physician Assistant in Emergency Care" - according to the current legislation, the study program includes the study course "Civil Defense", as well as study courses that are the basis for acquiring study courses corresponding to the qualification, e.g. study course "General Pathology". After the analysis of the content of the existing study courses, the volume and content of the study courses were changed (the topicality in the labor market was assessed), the content and title of the study course were specified (use of a common definition) (see Table III.1. 2).

*During the reporting period, changes made in the curriculum of the study program "Medicine", qualification "**Physician Assistant in Emergency Care**"*

2014./2015. academic year	2020./2021. academic year
	Anatomy and Physiology I - 3 CP
	General pathology - 2 CP
	Civil protection - 1 CP

2014./2015. academic year	2020./2021. academic year
	Environmental protection - 1 CP
	Basics of genetics and biochemistry - 1 CP
Research methods - 2 CP	Research in specialty - 1 CP
Latin language - 2 CP	<i>Excluded</i>
Clinical Pharmacology and Pharmacotherapy - 3 CP	Clinical Pharmacology and Pharmacotherapy - 2 CP
Clinical procedures in the specialty - 4 CP	Clinical procedures in specialty - 2 CP
Critical care and Resuscitation - 3 CP	Critical care and resuscitation - 2 CP
Emergency care in cases of various infections - 2 CP	Emergency care in cases of various infections - 1 CP
Emergency care for trauma patients - 2 CP	Emergencies in traumatology - 2 CP
Acute psychiatry - 2 CP	Emergencies in psychiatry - 1 CP
Internal medicine - 5 CP	Internal medicine - 3 CP
Emergency Medicine I - 3 CP	Emergency Medicine I - 2 CP
Disaster Medicine and Toxicology - 1 CP	<i>Content is included in other study courses</i>
Emergency neurology - 2 CP	Acute conditions in neurology, neurosurgery - 2 CP
Emergencies in Internal medicine - 1.5 CP	Emergencies in Internal medicine - 2 CP
NMPD dispatcher work organization - 1 CP	Work Organization of emergency medical Dispatcher- 1 CP
Emergencies in pediatrics - 1.5 CP	Emergencies in pediatrics - 2 CP

- Qualification "Physician Assistant in Ambulatory Care" - according to the current legislation, the study program includes the study course "Civil Defense", as well as study courses that are the basis for acquiring study courses corresponding to the qualification, which are the basis for acquiring study courses corresponding to the qualification, e.g. , study course "General Pathology". After the analysis of the content of the existing study courses, the volume of study courses was changed (the topicality in the labor market was assessed), the content and title of the study course were specified (use of a common definition) (see Table III.1. 3).

During the reporting period, changes made in the curriculum of the study program "Medicine", qualification "**Physician Assistant in Ambulatory Care**"

2014./2015. academic year	2020./2021. academic year
	Anatomy and Physiology I - 3 CP
	General pathology - 2 CP
	Civil protection - 1 CP
	Environmental protection - 1 CP
	Basics of genetics and biochemistry - 1 CP
Research methods - 2 CP	Research in specialty - 1 CP
Latin language - 2 CP	<i>Excluded</i>
Clinical Pharmacology and Pharmacotherapy - 3 CP	Clinical Pharmacology and Pharmacotherapy - 2 CP
Traumatology in ambulatory practice - 2 CP	Traumatology and surgery in ambulatory care practice - 2 CP
Psychiatry and mental health in ambulatory practice - 2 CP	Neurology and mental health in ambulatory practice - 2 CP
Rehabilitation - 2 CP	<i>Excluded</i>
	Preventive medicine - 1 CP
Medical technologies and equipment in ambulatory practice - 1 CP	<i>Content is included in other study courses</i>

Changes in the number of credits (mostly increases) are mainly due to the development of specific knowledge, skills and competences for the qualification, based on employers' guidance, recommendations and students' self-reflection, with more hours of practical training.

As a result of studies, a student who has successfully completed the study program obtains the first level professional higher education and qualification "Physician Assistant", "Physician Assistant in Ambulatory Care", "Physician Assistant in Emergency Care", which corresponds to the first level professional higher education standard and Physician Assistant professional standard. After 3 years or 120 CP (180 ECTS) or 2 years or 80 CP (120 ECTS) study program the student is able:

1. to show comprehensive and specialized knowledge and understanding of the profession by providing emergency medical care, patient examination of all age groups, assessment of health condition, diagnosis of disorders, appointment and implementation of necessary treatment;
2. based on an analytical approach, to use the acquired theoretical knowledge in professional activities, to demonstrate skills that allow to show creativity, ability to work in a team in critical and unpredictable situations, solving patient health problem, discussing and reasoning with colleagues, patients' relatives. Demonstrate the ability to discuss practical issues with management and colleagues to evaluate, analyze the actions taken, improve other people's activities and their competence;

3. to implement the activities of a medical assistant in accordance with the professional standard of a medical assistant;
4. to critically evaluate one's professional activity, to make a decision about one's professional development;
5. independently formulate, describe and analyze professional problem, integrate knowledge from different fields and contribute to the creation of new knowledge;
6. to understand the place of a physician's assistant in a broader social context.

Within the framework of the evaluation procedure of the study field, the study programme continues to identify the knowledge, skills and competences required by the labour market, integrate them into the study programme content and apply new teaching methods. The integration of work-based learning in the study process is currently being explored in cooperation with representatives of employers.

1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

During the reporting period, the study program "Medicine" consistently envisages 101 (one hundred and one) places financed from the state budget, which have been filled within the academic years.

Despite the overall negative impact of demographic indicators in the country, the number of students admitted in the period from 2015 to 2019 has been maintained thanks to cooperation agreements concluded with the Emergency Medical Service (hereinafter NMPD) of the Ministry of Health of the Republic of Latvia (hereinafter – MH RL or MH) for the training of specialists for the qualification "Physician Assistant". This initiative of the NMPD MH RL and the responsiveness of the LU RMC to cooperation testifies to the provision of quality service in health care. During the reporting period, several agreements with NMPD MH RL were concluded and implemented:

1. Contracting authority Agreement Reg. No. 1-14/2013/163

Contractor authority Reg. No.01-14/6-11

Time period 18.07.2013. until 31.08.2015

Subject of the agreement: "On the development of human resources for the provision of emergency medical care in the pre-hospital phase".

2. Contracting authority Agreement Reg. No. 1-14/2015/165

Contractor authority Reg. No.01-6/6-16

Time period 11.08.2015. until 31.08.2017.

Subject of the agreement: "On the development of human resources for the provision of emergency medical care in the pre-hospital phase".

3. Contracting authority Agreement Reg. No. 1-14/2017/137

Contractor authority Reg. No.01-6/6-23

Time period 21.08.2017. until 31.08.2019.

Subject of the agreement: "On the development of human resources for the provision of emergency medical care in the pre-hospital phase".

Unlike the qualification "Physician Assistant in Emergency Care", lower activity is observed for obtaining the qualification "Physician Assistant in Ambulatory Care". Student groups were assembled in 2014, 2015 and 2017. The demand for obtaining this qualification in the reporting period has remained relatively low, which can also be explained by the fact that it has not been possible to attract additional funds to find an opportunity to offer funded study places.

LU RMC has successfully participated in the procurement of the Ministry of Health of the Republic of Latvia, in which the source of financing is the European Social Fund (hereinafter - ESF). During the reporting period, several agreements concluded with the Ministry of Health of the Republic of Latvia were implemented:

1. agreement with MH No.01-17.12./76 from 30.11.2012. term - until the performance of the subject of the contract. Agreement on the development of the program, study material and implementation of the study process in the improvement of professional knowledge and skills of the staff in 2013 and 2014;
2. agreement with MH No.01-17.12./112 from 07.02.2014. - until 19.12.2014 for the implementation of repeated training processes for the acquisition of the physician assistant in emergency care speciality.
3. agreement with MH No.01-32.1.3 / 2/2018 from 20.03.2018. until 31.07.2020. - on the acquisition of the physician assistant in emergency care speciality (Procurement identification No. VM2017 / 32 / ESF.
4. Contract with MH No.01-32.1.3.2/14 from 30.01.2021.-30.01.2023. for the acquisition of the physician assistant in emergency care speciality (Procurement Identification No VM2020/39/ESF.

The above-mentioned contractual relations have attracted students, who have given them the opportunity to study in paid study places, as well as have provided jobs after graduation. Demand for these places has remained high, which explains and justifies the number of matriculated students. The number of students studying with the provision of personal funds is relatively small, except for 2014 and 2015, which shows an increase related to legal aspects on the part of the employer and restrictions in the conditions of the employer's agreement, about which LU RMC is not informed, but inevitably there is a tendency not to choose paid studies places (see Figure III.1. 1).

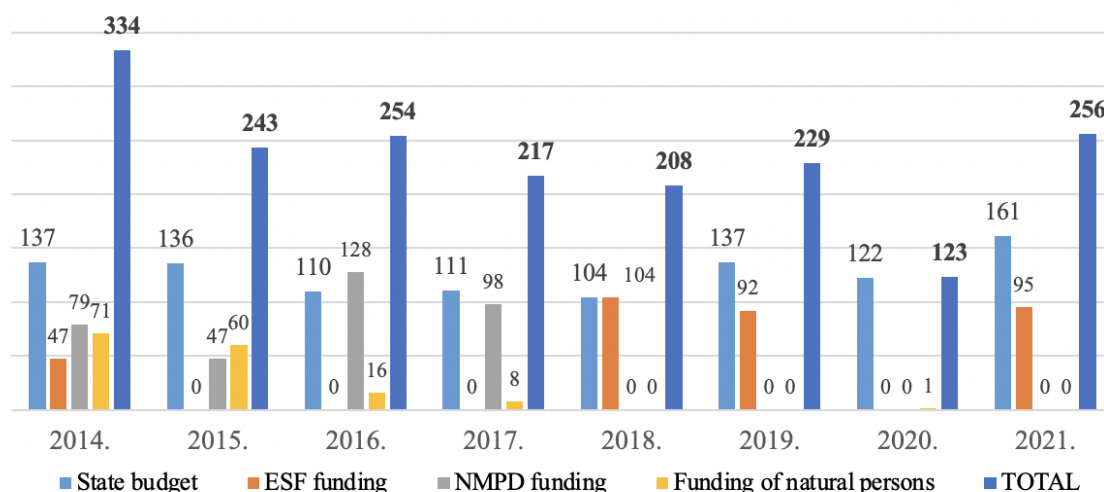


Figure III.1. 1 Number of students in the study program “Medicine” by source of funding in the reporting period (as of October 1) (absolute numbers)

Dynamics of the number of students

Based on Figure III.1.1, it can be stated that the study places financed from the state budget are filled in full during the reporting period. The largest percentage of students is observed in the 1st year (see Figure III.1. 2). These data also indicate the results of a purposeful advertising campaign, LU RMC awareness activities, as well as the applicants' confidence in the chosen study program and educational institution.

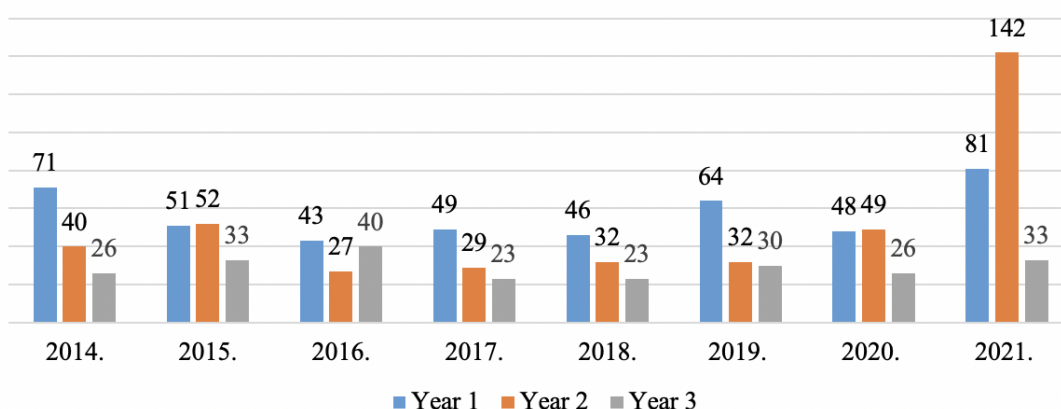


Figure III.1.2. Dynamics of the number of students in the study program “Medicine” in the reporting period in the study places financed from the state budget for obtaining the qualification “Physician assistant” (as of October 1) (absolute figures)

Dynamics of the number of graduates

During the reporting period, the total number of those who obtained qualifications reached 763, of which in the qualification “Physician Assistant” - 148, “Physician Assistant in Emergency Care” - 584 and “Physician Assistant in Ambulatory Care” - 31 (see Figure III.1.3). The largest number of graduates is in the qualification “Physician Assistant in Emergency Care”. This clearly confirms the great importance in the creation of funded study places for obtaining a qualification and guaranteed jobs after successful acquisition of a qualification, while there is a decline in obtaining the qualification “Physician Assistant in Ambulatory Care”. This can be explained by the similar conditions of educational institutions for the acquisition of a specialization program (it is significantly shorter). The proportion of graduates of physician assistants in emergency care is high,

because students are motivated to obtain a qualification, the importance of which is assessed by the employer / -s, i.e., pays great attention to qualified specialists, promotes motivational measures (e.g. career development, etc.).

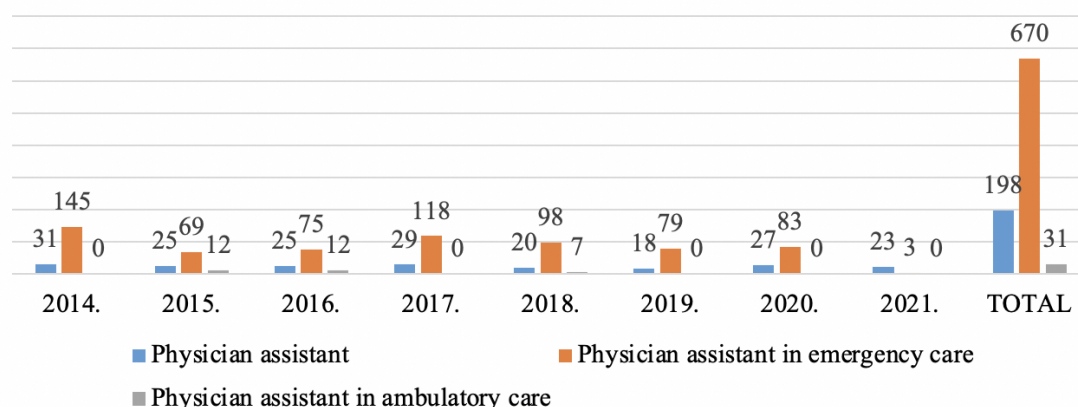


Figure III.1. 3. Number of graduates in the study program "Medicine" in the reporting period on the obtained qualifications (absolute numbers)

The number of graduates in the qualification "Physician Assistant", despite the factors influencing demographic factors, is considered to be very stable and in the long run shows stable indicators, which can be explained by demand in the labor market - not only in the pre-hospital stage but also in inpatient conditions and the low number of specialists.

Student drop-out (by years and programs), indicating also the reasons for drop-outs

During the reporting period, LU RMC has successfully recruited students in the study program "Medicine" in places financed from the state budget. In a long period of time, LU RMC has tried to matriculate the number of applicants at least 10% above the required level, anticipating the dropout of students. As indicated above, LU RMC has successfully implemented the procurement of the MH RL and the NMPD, which has also affected the large number of matriculated students (see Figure III.1.4).

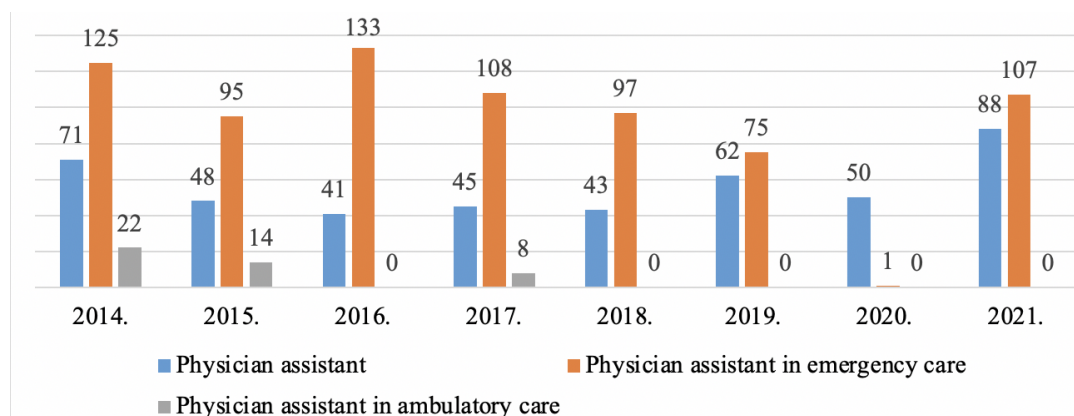


Figure III.1.4. Number of matriculated students in the study program "Medicine" during the reporting period by acquired qualifications (absolute numbers)

Student drop-outs range from 12-26% of the number of matriculated students (see Table III.1.4). This relatively high percentage trend is observed every year. Ex-matriculation is mainly related to the acquisition of specific knowledge, skills and competencies within the profession. In the first study semesters, there is a large proportion of acquisition of theoretical knowledge, which requires a great deal of self-discipline and study time from students. The theoretical material to be acquired is very extensive and requires the student to develop time management skills, e.g. the study

courses "Anatomy and Physiology", "Microbiology and Parasitology", "Basics of Genetics and Biochemistry" and "General Pathology" include extensive material that must be understood and learned to acquire fundamental knowledge in the acquisition of further study courses.

Table III.1.4.

Dynamics of the number of enrolled and ex-matriculated students (absolute numbers) drop-out rate (percentage) in the period from 2014 to 2019

Year	Students in total	Ex-matriculated	Drop-out rate
2014.	334	40	11,97%
2015.	243	50	20,57%
2016.	254	61	24,01%
2017.	217	58	26,72%
2018.	208	32	15,38%
2019.	229	30	13,10%

Some students change their mind after the first academic year or during it, and a decision is made not to continue studies. Mostly such decisions are made after the first practical classes and understanding of the conditions of the chosen profession and the requirements for the student. From 2015 to 2017, the percentage of the ex-matriculated student number in the study program qualification "Physician Assistant" has increased (Figure III.1.5).

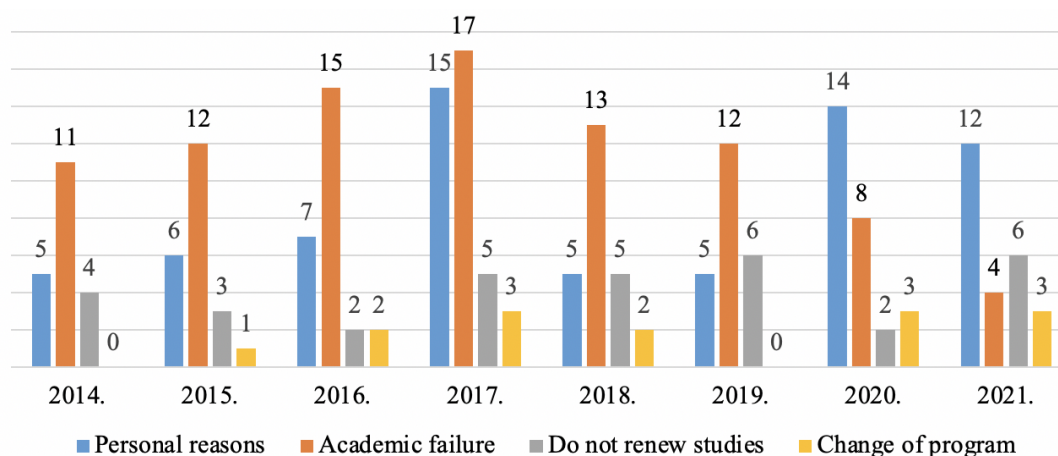


Figure III.1.5. Reasons for students' exmatriculation in the study program "Medicine" in the reporting period for the acquisition of the qualification "Physician assistant" (absolute numbers)

During the situational analysis, the reasons for this unfavorable trend were looked for. As a result, it was found that the social security of students, which is granted at the beginning of studies, such as benefits in public transport and benefits for minors, etc., have an impact. Often students enter into a study agreement and receive a student certificate and / or a certificate of student status, but do not participate in the study process, as a result of which they are ex-matriculated by summarizing the results of the session. Some students partially participate in the study process, thus accumulating academic debts and are unable to pass examinations, as a result of which, in accordance with regulatory conditions, are expelled. As a result of the data analysis and the obtained findings, adjustments were made to the conditions of the regulatory procedure. The initial

student card was issued only for one semester, an individual approach was sought for students who have difficulty in the study process. Individual plans have been developed and consultations have been provided so that the process of settling academic debts would be controlled and individually supervised. As a result, drop-out rates have been significantly reduced and success rate has improved, despite factors influencing the demographic situation.

The reasons for ex-matriculation in obtaining the qualifications “Physician Assistant in Emergency Care” and “Physician Assistant in Outpatient Care” are mainly related to both failure and general non-fulfillment of obligations, as well as to personal reasons (see Figure III.1.6).

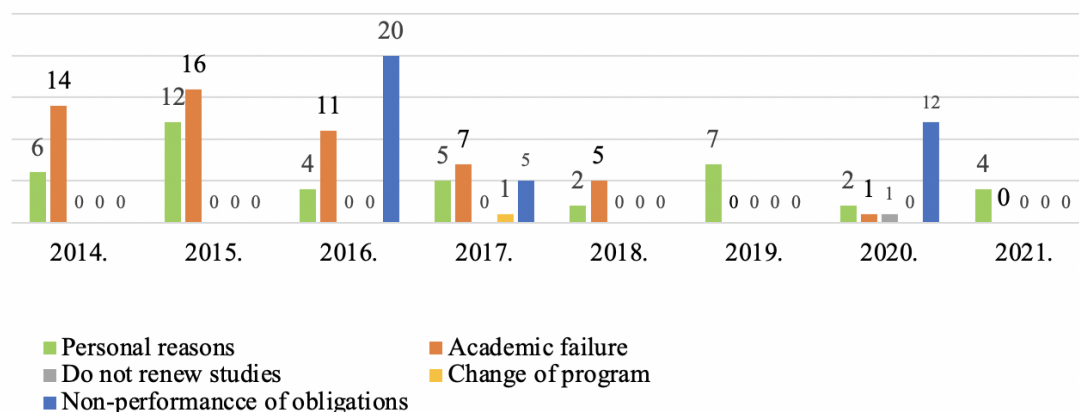


Figure III.1.6. Reasons for students' exmatriculation in the study program “Medicine” during the reporting period for the acquisition of the qualifications “Physician Assistant in Emergency Care” and “Physician Assistant of Ambulatory Care” (absolute numbers)

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

The content of the study program “Medicine” and the results to be achieved are directly related to the requirements specified in the standard of the profession of Physician Assistant. Acquisition of professional competencies is included in the study content and based on the requirements of external regulatory enactments. The study program “Medicine” has been developed in accordance with the current normative documents of the Republic of Latvia and their amendments:

1. The Education Law (in force from 01.06.1999)
2. Vocational Education Law (in force from 14.07.1999)
3. The Law on Higher Education Institutions (in force since 15.12.1995),
4. Cabinet of Ministers Regulation No. 141 “Regulations on the State Standard of First-Level Professional Higher Education” (in force as of 20 March 2001) (for more details, see Annex 6),
5. Cabinet Regulation No. 322 “Regulations on the Classification of Education in Latvia” (effective from 13.06.2017)
6. Cabinet of Ministers Regulation No. 264 “Regulations on the Classification of Professions, Basic Tasks Corresponding to the Profession and Basic Qualification Requirements” (effective from 23.05.2017)
7. Cabinet of Ministers Regulation No. 268 “Regulations on the competence of medical practitioners and medical students studying first- or second-level professional higher medical

education programmes in medicine and the scope of their theoretical and practical knowledge" (effective from 24.03.2009)

8. Standard for the profession "Physician assistant" [*draft standard used in preparation of the report*].

The title, aim, tasks, study results to be achieved, professional qualification to be obtained and admission requirements are closely related.

General secondary and / or secondary vocational education is required to start studies in the program. The volume of the study program is 3 years (120 CP / 180 ECTS). Upon graduation, the qualification "Physician Assistant" is awarded. If the applicant has secondary vocational education and qualification / specialization "Physician Assistant" (paramedic) (third level of professional qualification) the qualification "Physician Assistant in Emergency Care" or "Physician Assistant in Ambulatory Care" is obtained within 2 years (80 CP / 120 ECTS) (see Figure .III.1.7.). As a result of mastering the study program, students obtain the fourth level of professional qualification (4 PKL), which corresponds to the fifth level of the Latvian Qualifications Framework (5 LQF). Within the framework of the program, specialists are prepared for work in a certain profession and qualification, promoting their development and professional training before starting work in the profession. During the reporting period, the acquisition of a qualification was successfully implemented in the study program "Medicine" of LU RMC by adjusting the procedure for later study stages.

80 CP/ 120 ECTS, 2 years

Study content according to qualification requirements

Qualification: **Physician Assistant in Emergency Care**

120 CP/ 180 ECTS, 3 years

1st level professional higher education,
qualification **Physician assistant**

vocational secondary (special) education,
qualification **Physician assistant
(paramedic)**

80 CP/ 120 ECTS, 2 years

Study content according to qualification requirements **

Qualification: **Physician Assistant in Ambulatory Care**

Figure III.1.7. Study opportunities depending on the acquired education and / or previously acquired qualification

Matriculation in the study program takes place taking into account the assessment in centralized exams in Latvian, foreign language (English, German, Russian, French) and mathematics. The score can be at least 4 points (on a 10-point scale). Applications for matriculation are also accepted from persons who have been exempted from the centralized examinations in accordance with the procedures prescribed by law, and whose final assessment in these subjects is not lower than 4 points (on a 10-point scale). In case the applicant has not taken the exam in Latvian, he / she must have a state language proficiency certificate for taking the state language exam with a grade not lower than A2 (basic) level. The applicant is matriculated by the order of the director, based on the results of the competition and the concluded study agreement. In case the applicants have the same number of points, the commission takes into account the mark in physics, chemistry, biology. In order to ensure the interconnection of study level requirements, study content and achievable results, the acquisition of both professional and general competence is ensured in the program (see Table III.1.5).

Table III.1.5.

Acquisition of professional and general competencies in the amount of credit points in the study program “Medicine”

Aquisition of competenceies	120 CP/180 ECTS program	80 CP/ 120 ECTS program
Acquisition of professional competence		
Basic theory study courses	21	17
Professional and specialty courses	44	17
Practical Training	20	16
Development and defense of Qualification paper	10	8
Acquisition of general competence		
General part study courses	21	20
Elective courses (C)	4	2

In the process of developing study courses, great attention is paid to the acquisition of knowledge and skills, devoting a significant part of the study process to independent work, thus promoting students' independent learning skills development, as well as part of practice outside the educational institution, which contributes to the student's understanding of aspects of his/her choice of profession, aspects of his/her choice of career path and the acquisition and development of practical skills. According to the strategic goals of LU RMC, in the study program “Medicine”, according to the qualification to be awarded, specific goals and tasks are determined (see Tables III.1.6., III.1.7., III.1.8.).

To ensure a close relationship between the parameters of the program, the program keeps a balance between theory and practice. Students' competence is strengthened in practical classes (study and practical trainings).

During theoretical and practical classes, knowledge, skills and competencies are strengthened by performing complex simulation tasks in simulation laboratories. Teachers of several study courses work in a team, creating practical tasks, thus students develop the ability to work in a team, which is essential for their further professional activity. During the studies, initiative and self-assessment skills, critical thinking, ability to define goals, set tasks and plan work are developed. The study program ensures the succession of study courses, mutual connection and compliance with the requirements of the labor market in health care.

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

2.1. Assessment of the relevance of the content of the study course/ module and the

compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

LU RMC, by implementing the study program "Medicine" of the study field "Health Care", ensures the preparation of medical practitioners for medical and care institutions of the Republic of Latvia. In the 2011 report of the international accreditation, the study program was included in the first quality group and is considered to be sustainable and essential for the development of the national economy (implementation of expert recommendations in Annex III.1.1). This is also confirmed by the policy planning documents "Latvia's Sustainable Development Strategy by 2030" and the Cabinet of Ministers 07.08.2017. Regulation No. 394 "Conceptual Report on the Reform of the Health Care System", which states that according to the forecasts, most of the 9.5 million new jobs in the EU labor market by 2025 will be created in the service sector, including health care professions groups.

Specialists of the medical assistant profession play an important role in ensuring **the pre-hospital stage** of the health system in the Republic of Latvia. These specialists are employed in large numbers in NMPD crews and provide emergency assistance in inpatient reception and emergency care units. In order to ensure an optimal number of medical personnel for work within the normal working hours of the NMPD, including to ensure the change of generations, an average of **100 additional physician assistants are required each year**. This trend has remained stable since 2017 (see Table III.1.9).

Table III.1.9.

Estimated number of additional physician assistants required in NMPD regional centers (Regulation No. 394 of the Cabinet of Ministers of the Republic of Latvia "Conceptual Report on the Reform of the Health Care System"; p. 28)

NMPD regional center	2017	2018	2019	2020	2021	2022	2023
Kurzeme	12	10	12	10	12	15	15
Vidzeme	11	20	20	20	20	10	12
Latgale	16	10	10	10	13	12	13
Zemgale	11	12	12	15	15	13	15
Riga	150	50	50	50	50	50	50
Total	200	102	102	105	110	100	105

In order to ensure a sufficient number of certified physician assistants in NMPD teams, it is necessary to provide studies paid from the state budget for obtaining the qualification and

certificate of a physician assistant in emergency care for not less than 100 persons per year (see Table III.1.10).

The required number of state-paid study places for obtaining the qualification and certificate of an NMPD physician assistant (Regulation No. 394 of the Cabinet of Ministers of the Republic of Latvia "Conceptual Report on the Reform of the Health Care System"; p. 28)

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

LU RMC long-term cooperation with the NMPD RL has facilitated the training of new specialists – physician assistants in emergency care. During the reporting period, studies were implemented for students on the financing of the NMPD RL, as well as on personal and ESF financial resources. By attracting funding, it was possible to study in funded study places and obtain the qualification “Physician Assistant in Emergency Care” (see point III.1. 1.2).

The trend in the number of assistant physicians and the qualifications needed is mainly identified by analysing publicly available statistical reports, planning documents and local and international reports on the situation in Latvian healthcare, as well as by meeting with representatives of healthcare and other institutions, who point out the quantitative shortage of relevant specialists for the provision of quality services.

In order to implement a quality study programme "Medicine", the opinions of the teaching staff, employers and students are sought, analysed and implemented. The implementation of the study programme involves practitioners in the field, who update the content of the study course on an annual basis (at least every two years). This ensures that the content of the course of study integrates the content required by the labour market. Students complete an assessment in LAIS at the end of each course. The teaching staff analyses the results of the assessment and makes improvements accordingly.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels.

The study program "Medicine" complies with the Cabinet of Ministers 20.03.2001. regulations No. 141 "Regulations on the State Standard of the First Level Professional Higher Education" (see Annex III.1.2).

The development of the study program and the results to be achieved are oriented and implemented in accordance with **the aim of the program**, i.e. to prepare a first-level professional higher education specialist - physician assistant, who provides emergency assistance to sick (victims) in life-threatening situations, with critical diagnoses, treats, prescribes medication to the patient, provides continuous medical assistance and prevention to patients, organizes and manages own work and colleagues' work, educates patients, members of the public, team members.

The aim of the program is developed in accordance with the needs of the industry, labor market, national economy, national defense and security, as well as social needs and provides professional studies in accordance with the professional standard (see Annex III.1.3) and is applicable in practice. The tasks of the program are designed to educate students, ensuring the acquisition of the 4th level (corresponding to the 5 LQF) professional qualification, as well as to promote the competitiveness of students in the changing socio-economic conditions and the international labor market.

The study program is based on the competence acquired at the previous level of education and provides an in-depth understanding of the profession of physician assistant corresponding to the qualification. Study plan (see Appendix III.1.4). is created taking into account the succession of study content. The content of the study program is developed in accordance with the didactic principles - gradation, systemicity, development of independence and responsibility skills, unity of theory and practice. The study program in accordance with the state education standard includes general study courses, branch study courses, practical training and qualification paper. All conditions for obtaining credit points are described in the description of each study course (see Annex III.1.5). The content and scope of examinations correspond to the content specified in the study courses and provide an opportunity to check the level of achievement of professional qualification skills, knowledge and competence. The study courses and their content correspond to the aim of the study program and the qualification to be obtained. The content of study courses and study forms purposefully and gradually ensure the acquisition of knowledge, skills and competencies necessary for qualification. The set goal, tasks and planned results of the study program are achieved as a result of successive acquisition of study courses (for connection (mapping) of the results of the study program and study courses, see Annex III.1.6). The proportional distribution of study courses and study planning facilitates the fulfillment of the requirements set by the professional standard and the LQF.

Practical classes are of special importance in the study program, incl. practical training in health care and medical institutions. 48% -50% of the study process is implemented in practical training, based on the tasks and requirements set in the professional standard. The tasks and goals of the practical training, as well as the course of the practical training and the principles of evaluation are defined in the description of the respective study course, they are reflected in the practical training report (practical training documentation) and the practical training supervisor's evaluation (see also about traineeship in point 2.4).

Ensuring the achievement of the goals of the study program, study courses take place both in person and remotely, using the opportunities offered by information technology and **the e-learning environment**. The study courses emphasize **the main problems in modern public health**: cardiovascular diseases, oncological diseases, mental health, factors influencing health (dietary habits, physical activity, smoking, drug use), sexual and reproductive health, safe environment, study courses include patient security issues.

The study program **evaluation system** includes the principle of summing up positive achievements, the principle of evaluation and the principle of diversity of examination types. The principles of assessment allow to evaluate the student's performance in the specific study course more accurately and objectively, to identify shortcomings in understanding or knowledge in a timely manner, to ensure successful results in the acquisition of study content and acquisition of competencies necessary for qualification.

The test can be implemented in several parts, including the performance of both theoretical and practical tasks (simulation, situation tasks), or each part can be implemented as a separate test. The result of the study courses is formed in sum, including the results for each mid-term examination. Study courses are evaluated on a 10-point scale (for study courses with the amount of 2 CP and more) or with passed / failed (for study courses with the amount of 1 CP).

The study courses ensure the acquisition of knowledge at the level of perception, understanding and application, as defined in the professional standard.

At **the level of perception**, students study human biochemical processes and biophysical basics, cytology, genetics, psychology and sociology, basic concepts of care, special and rarely used diagnostic methods, basic principles of ethics and bioethics, data security and health care organization and legal aspects. This knowledge provides an in-depth understanding of life and health processes, the integration of a person as a social individual into the environment and society. The level of perception makes it possible to understand the interaction of living organism processes.

At **the level of understanding**, students learn human anatomy and physiology, pathological physiology, child development and physiological processes of individual aging, pathological processes of organs and system important for human life, epidemiology and transmission of infectious diseases, development and spread, specific research methods, instrumental research methods and laboratory tests, interpretation of results, patient care and rehabilitation options, methods and their application. The knowledge acquired at the level of understanding forms the theoretical basis for the acquisition of specialization study courses in the field.

At the **application level**, students learn general propaedeutics, examination and express diagnostic methods, hygiene and infection control, aseptic and antiseptic measures, patient anamnesis collection conditions and data collection, determination of patient vital signs, identification and recognition of critical health conditions, application of electrocardiography methods and its analysis, recognition and evaluation of pathological processes, performance of manipulations and preparation of patients before examinations, aspects of diagnosis and differential diagnosis, assessment of causality, analysis and diagnosis of clinical signs, determination of differential diagnoses, regulation of labor relations and health care and communication skills, the ability to use IT in the field of healthcare to the extent necessary for professional activity, and at least two foreign languages with an emphasis on professional proficiency in the use of technical terminology.

The study program ensures the connection between the qualification requirements and knowledge levels specified in the professional standard, the information included in the study courses, the results to be achieved, the set goals, methods, the study course layout in the study plan, as well as the connection of each study course with the study program goals and results.

According to the qualification to be obtained and on the basis of the competences to be acquired in the respective qualification, the teaching staff of the study courses organise the pedagogical activity based on the principle "from the easiest to the most difficult" (Bloom's taxonomy), intermediate assessments of previously acquired theoretical and practical knowledge (this is how

knowledge is consolidated and integrated), determining the proportion of theoretical and practical assessments (general assumption - the proportion of the final assessment does not exceed 50%; 100% attendance of practical sessions).

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

The course of the study process is regulated by several internal regulatory enactments of LU RMC:

1. Regulation of the University of Latvia Agency "Riga Medical College of the University of Latvia",
2. Internal regulation for students,
3. Quality policy,
4. Regulation on the procedure of studies and examinations,
5. Practical training regulation,
6. Regulation on the state final examination,
7. Regulation on the recognition of competencies acquired outside formal education or professional experience at LU RMC,
8. Student council regulation,
9. Admission Regulations (taking into account Cabinet Regulation No. 846 of 10 October 2006 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programs" and Cabinet of Ministers Regulations of 30 April 2019 Regulations on the timing of national examinations in the 2019 school year", which stipulates mandatory centralized examinations in a foreign language, Latvian language and mathematics),
10. Procedure for starting studies in further study stages,
11. Procedure for recognition of study courses at LU RMC,
12. Regulation on granting student loans,
13. Scholarship award regulation,
14. Calendar schedule of the study program,
15. Study plan.

In the course of the implementation of normative documents, working documents are created, which reflect daily developments, operational results and serve as a basis for decision-making on improvements and implementation of improvements, incl. study plan, list of classes, minutes and results of examinations, minutes of meetings of various institutions and commissions, etc.

Information about the course of the study process is available to each student on the LU RMC website <https://rmkoledza.lu.lv/lv/studentiem/> (information in Latvian) and in the Study Department - by e-mail, by telephone and in person.

The achievement of study results is ensured by **the use of quality and compliance indicators**. Study quality indicators are based on the performance indicators of the LU RMC Development Strategy and the requirements of external regulatory enactments. LU RMC uses several study

quality indicators in its activities, incl. admission results; number and composition of students (active, during the study break, resumed studies after the study break, admitted in later study stages, etc.); student dropout and its reasons; the number of students who have obtained a qualification; research activity of students: number of conference participants, number of theses, number of publications, number of reports, number of project participants, etc.; student mobility and participation in projects other than research; student success; student participation in the survey and satisfaction level; scientific research activities of the teaching staff; teaching staff mobility, project work, expert and other professional activities; number and composition of visiting lecturers; development and improvement of study quality, taking into account strategic goals, available resources, study quality and compliance assessment results, opinion of students, graduates, lecturers, employers, practical training supervisors, professional organizations and other involved parties.

Simultaneously with the study quality indicators, LU RMC also uses compliance indicators, incl. compliance of the study program with the requirements of the Law on Higher Education Institutions and ESG; compliance of the study program with AIKA guidelines, Cabinet of Ministers regulations, incl. educational standard, requirements; compliance of the study program with the requirements of the professional standard; compliance of the study courses with the achievable results of the study program; material and technical bases, incl. compliance of library resources and infrastructure with the needs of the study program.

The knowledge, skills and competences to be achieved are defined in the program and in detail in the descriptions of study courses. In order to ensure the objectivity of the evaluation and compliance with the achieved results, as well as the requirements of the labor market, the following is ensured:

1. representation of employers' representatives in the qualification examination;
2. individual assessment of the student's knowledge, skills and competencies by the practical training supervisors (potential employers) at the end of each practical training period.

The principles defined in the Cabinet of Ministers Regulation No 141 of 20.03.2001 "Regulations on the State Standard of First Level Professional Higher Education" are observed in the evaluation of student achievements in the study programme "Medicine".

The principle of summing up positive achievements is implemented by summing up the positive study achievements in the study course, which is incorporated in the description of the study course. Student evaluations are formed in summary: the teaching staff evaluates the students' achievements during the whole study course and the evaluations obtained in the mid-term examinations make up on average 50% of the total evaluation, the rest is the evaluation obtained in the exam / test. The final assessment takes into account all the tasks performed during the semester, additional points obtained, activity, independent work and the quality of presentations. Demonstration of skills and competences in situation simulation tasks. Ability to make decisions and draw conclusions under conditions of heightened tension.

The principle of compulsory assessment ensures the requirement to obtain a positive assessment of the acquisition of the compulsory content included in the main parts of the programs. The descriptions of all study courses define the evaluation criteria and types, as well as determine the impact of each type of examination in the overall assessment.

The principle of openness and clarity of requirements determines that in accordance with the set goals and tasks of the program, as well as the goals and tasks of the study courses, a set of basic requirements for the evaluation of the acquired education has been determined in the study program. Students are informed about the evaluation criteria, methods and requirements for

obtaining credit points at the beginning of each study course - in the first lesson / introductory lecture. The lecturer informs the students what requirements are set in the acquisition of the study course, how the study process in a particular course will be implemented, what will be the mid-term examinations, how the student's achievements in the study course will be assessed and the percentage of positive achievements. The content of the study course and assessment conditions are available in the e-learning environment (Moodle). Students have the opportunity to challenge the evaluations of study results by submitting an appeal to the head of the study program in accordance with the "Regulations on the Procedure of Studies and Examinations".

The principle of diversity of examination types ensures the variety of examination types used by the lecturer in the study course. Theoretical study courses are acquired both in person and using e-learning opportunities. Classes in several study courses are developed in an electronic environment and provide an opportunity to learn the content remotely (for example, Pharmacology, Anatomy and Physiology, Female-specific propaedeutics, General Pathology). The most common types of tests in e-studies are tests, assesment works, interactive seminars, team work presentations.

The following types of tests are used in face-to-face classes: seminars, tests, independent work, assesment works, situation and simulation tasks. In practical classes, patient examination, collection of anamnesis, setting of diagnosis and differential diagnosis, selection and definition of treatment tactics. Execution of manipulations in accordance with technical requirements, application methodology and definition of selection criteria.

The principle of conformity of the assessment ensures that the students in the test are given the opportunity to prove the conformity of knowledge, skills and abilities in the tasks and situation analyzes corresponding to the first level professional higher education program. The amount of content to be included in the examinations corresponds to the content specified in the study course programs and the knowledge, skills and competence requirements specified in the professional standard. Test tasks are developed in accordance with the results of the study program and allow students to demonstrate analytical, creative abilities, knowledge and skills.

The main forms of assessment (types of examinations) in the study program are:

1. Mid-term examinations, the number and type of which is specified in each description of the study course: test, independent work, presentations of individual and group works.
2. Final examinations of the study course: exam / test, defense.

During the acquisition of each study course, the student takes the mid-term examinations specified in the study course program. The final examination is allowed only for those students who have fulfilled all the requirements specified in the study course, which the lecturer has indicated in the description of the study course.

The study course is considered to have been successfully completed if the evaluation in the 10-point system is not lower than "4" (almost average) or "passed". Study courses, the amount of which is 1 CP, are evaluated with "passed" or "failed". Study courses, the amount of which is 2 CP and more, are evaluated with a mark. Students take tests, exams and other assessment tests individually. Acquisition of the final grade takes place in accordance with the regulation on semester examinations (issued once a semester).

Practical classes play a very important role in the study program, in developing students' professional skills and competencies, the acquisition of the content of practical classes is mandatory. It is mandatory to take all the planned examinations, but in cases when the student has

not attended the mentioned classes in time due to objective reasons, he / she is always given an additional opportunity to do so.

Students take practical skills tests individually. The aim of the examinations is to establish the level at which the student has acquired specific skills to use them for the performance of tasks required in professional activities, based on the knowledge acquired in theoretical study classes.

Acquisition of the study program ends with a state examination - Qualification examination, a part of which is the defense of the qualification paper, written part of the qualification examination (test). The qualification paper is developed and defended individually. Students use "Guidelines for the development and defense of a qualification paper" in the performance of research, elaboration of a qualification paper and technical design of the paper.

One of the basic principles in LU RMC study programs is democracy and dialogue with students. By implementing **a student-centered approach** to education, students are involved in the improvement of the study process and content. Students can implement their participation in the improvement of the study process directly - by expressing their wishes to the lecturer of the specific study course, the head of the program or through the students' council. To improve the study program, the results of surveys are used, which students fill in once a semester (in their LAIS profile). This procedure is specified in the "Procedure for Organizing Regular Surveys for the Evaluation of the Study Process at the Riga Medical College of the University of Latvia".

One of the basic principles in LU RMC study programs is democracy and dialogue with students. By implementing a student-centered approach to education, students are involved in the improvement of the study process and content. Students can implement their participation in the improvement of the study process directly - by expressing their wishes to the lecturer of the specific study subject, the head of the program or through the student council. It imposes both additional responsibilities and powers on students. Students are involved in the improvement of the study process and content from the strategic level, acting in the Council of the LU RMC, in the Council of the Study Program, help to solve everyday problem, observing developments and expressing opinions and proposals.

At the beginning of each study course, the lecturer informs the students what changes were made in the study course, based on the students' suggestions and comments, as well as the results of the questionnaire. Each semester, the program head discusses with the students the factors that influence their opinion about the quality of studies. As a result of negotiations, the head of the study program can propose changes in the content and methods of study courses.

Every year a self-evaluation of the study program is performed, involving and consulting with students and academic staff.

Once a semester, students evaluate the work of teachers in writing by answering the questionnaire. Questionnaires are anonymous. This procedure is specified in the Regulations on Student Surveys for the Evaluation of the Study Process and Lecturers' Work.

Every year 6% of own revenues are allocated for the development of scientific activity at LU RMC. One of the activities is a competition of scientific projects, in which the involvement and active participation of students is a condition. It promotes scientific

skills, abilities, analysis and scientific thinking, stimulates interest and improves understanding of research.

Student council plays an important role in providing a link between students, faculty and program administration, actively participating in all these processes.

Students are informed about the evaluation criteria at the beginning of each study course. Students have the opportunity to challenge the evaluations of study results by submitting an appeal to the head of the study program in accordance with the Regulations on studies and examinations.

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

The total volume of practical training in the study program "Medicine" for the qualification "Physician Assistant" is 20 CP / 30 ECTS. The volume of practical training is divided into three years, taking into account the succession of practical training and based on the acquired theoretical and practical part. For the first and second year students the volume of practical training is 4 CP / 6 ECTS, while in the 3rd year its amount is 12 CP / 18 ECTS. The total volume of practical training in the study program "Medicine" for the qualification "Physician Assistant in Emergency Care" and "Physician Assistant in Ambulatory Care" is 16 CP / 24 ECTS, of which 12 CP / 18 ECTS is practical training in the chosen qualification / specialty.

The scope of the practical training complies with the Cabinet Regulation No. 141 "Regulations on the first level professional higher education state standard", the implementation of the practical training is specified in the practical training regulations and the description of the specific practical training. The description of the practical training defines the goals, content, organization, result to be achieved, its reflection and evaluation of the practical training (see practical training regulations and practical training documentation in Appendix 13).

Practical training is organized in the leading health care institutions of the Republic of Latvia and the NMPD. The student can choose an institution that is interesting for him/her professionally or is closer to the student's place of residence (LU RMC motto "Closer to home"). It should be noted that before going to the desired institution, preparations are made, i.e. the experience of the LU RMC so far shows that in this way the student is given the opportunity to get acquainted with his / her potential workplace and employer, while the employer has the opportunity to prepare a specialist corresponding to the labor market.

Inter-institutional agreements have been concluded for the implementation of study and practical training. The contracts contain a reservation on the documents required for the start of the practical training. Before starting the practical training, a tripartite traineeship agreement is concluded with several institutions - between the health care institution, LU RMC and the student / trainee. The conclusion of a tripartite agreement and the preparation and sending of the corresponding documentation to the institution (practical training organizer) is the basis for the direct appointment of the practical training supervisor.

In order to implement the different goals and tasks of the practical training, in the reporting period LU RMC concluded or updated cooperation agreements with larger state, municipal and private health care institutions, for example:

1. SIA "Riga East Clinical University Hospital",
2. VSIA "P. Stradiņš Clinical University Hospital";
3. VSIA "Children's Clinical University Hospital",
4. VSIA "Strenči Psychoneurological Hospital",
5. SIA "Rīgas 1.slimnīca",
6. SIA "Jelgava City Hospital",
7. SIA "Ogres rajona slimnīca",
8. Association of Health Centers (VCA),
9. VSIA "Hospital "Ģintermuiža",
10. Ministry of Health of the Republic of Latvia "Emergency Medical Service";
11. Surgical clinic "Aiwa Clinic" (see Annex III.1.7), etc.

The aim of the practical training is to provide students with practical training opportunities in the best multi-profile health care institutions, GP practices and active daily work, and to enable students not only to complete practical training tasks and achieve practical training goals, but also to help make decisions about their future job.

The aims of the practical training envisage the use of the knowledge, skills and competencies acquired in the study courses. The practical training takes place under the direct supervision of the practical training supervisor. Both the educational institution, the health care institution and the trainee are responsible for the course of the practical training. The performance of practical training tasks in accordance with their goal and tasks according to the criteria developed by LU RMC are evaluated by the direct practical training supervisor (see Appendix III.1.8).

In order to better understand the goals to be achieved during the studies and to be able to connect them with the chosen profession, in the reporting period the students of the study program "Medicine" of LU RMC also participated in important studies outside the educational institution. Some students of LU RMC, who worked in a health care institution during their studies, had the opportunity to participate in a medical evacuation exercises (held in June 2015), which trained the ability to support the medical evacuation of 10-15 soldiers with ambulances and helicopters at the same time, as the USA "Black Hawk" helicopters can transport large numbers of victims and hospitals can accommodate such large numbers of patients. The hospital where the victims were admitted was SIA "Riga East Clinical University Hospital", which is a long-term partner of LU RMC in training new specialists.

On October 25, 2016, civil protection training for the firefighters of the State Fire and Rescue Service (hereinafter - SFRS) took place at the Riga Social Care Center "Gailezers". The scenario predicted that as a result of the gas explosion, a four-storey residential house with about 100 people would partially collapse. Students of the study program "Medicine" of LU RMC, who are employees of the NMPD or SIA "Riga East Clinical University Hospital", also participated in the training.

In September 2019, the Aiwa Clinic organized training in fire safety. The aim of the training was to strengthen the team work of the clinic staff and cooperation with the involved services in an emergency. The SFRS, NMPD and Riga Municipal Police were involved in the training. A fire simulation of a training situation with evacuation of patients and staff took place. During the training, several emergency services vehicles were involved in the rescue operations. Students of the Riga Medical College of the University of Latvia took part in the training as patients with diseases of different complexity.

Students who have participated in the studies admit that they have more understanding of the importance of simulations and indicate their more intensive integration in the study process.

At the start of the clinical placement, students and those responsible for the organisation of the placement in the healthcare institution are given general information about the purpose, objectives, documentation and evaluation of the placement. Individual meetings are also organised with students to explain the documentation of the placement and general issues of the organisation and information flow. In the future, it is planned (started in the study programme "Nursing") to integrate the procedure that the programme supervisor meets individually with the student during the clinical placement to understand the implementation of the placement and to ascertain the student's well-being, satisfaction, achieved knowledge, skills and competences (in the form of student self-reflection) (this model of work with students has been developed e.g. in Finland, Sweden).

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

At the end of the program, students develop and defend a qualification paper. Skilled choice of the theme associated with the selected qualifications and current developments in the labor market, e.g., the qualification "Physician Assistant" themes of physician assistant general practice / performance are more selected and approved, while for the qualification of "Physician assistant in Emergency Care" directly are linked with emergency situations in prehospital phase, physician assistant actions / tactics. The topics of the qualification papers can be divided into the following groups:

1. satisfaction surveys,
2. finding out the views of patients with different diseases, e.g. oncological patient equivalence
3. evaluation of documentation, tools and equipment used in the work,
4. electrocardiography and differential diagnosis,
5. ergonomics and preventive action, e.g. development of disease risk in certain profession representatives, physical activity and its role in the prevention or improvement of certain diseases
6. ethics and deontology,
7. drug therapy and care, analgesic tactics,
8. emergency / action / tactics in emergency, life-threatening situations,
9. reasons for using the service (e.g. family doctor) and visiting the specialist (s),
10. pathophysiological processes and actions / tactics of medical assistant, e.g. pain, migraine, trauma, stress, circulatory disorders, neurological disorders, differential diagnosis,
11. public knowledge, opinion, attitude on topical issues in the society, eg first aid, vaccination, contraception.

Approval of the topic by the head of the program together with the deputy director of education affairs, deputy director of scientific work, if necessary involving employers' representatives and research staff, and the development of the qualification "Physician's Assistant" for students begins in the 4th semester of the 2nd study year, while for students of the qualification "Physician Assistant in Emergency Care" and "Physician Assistant in Ambulatory Care" this stage begins with the beginning of the study course "Research in Specialty".

A lecturer of LU RMC or a representative of employers is appointed as the supervisor of the qualification thesis, according to the topic, taking into account the professional competence of the supervisor of the qualification thesis. During the reporting period, the Qualification papers were supervised by leading specialists from Riga multi-profile hospitals, regional hospitals and NMPD.

The defense of the qualification examination takes place by the order of the director in the presence of an approved commission. The teaching staff and representatives of employers are included in the composition of the commission, appointing a representative of the employers as the chairman of the commission. The composition of the commission consists of at least 4 (four) persons, at least half of them are representatives of employers, not including the chairman of the commission.

The study calendar schedule includes the period of time during which the qualification paper is developed and defended. In the first week of this period, the pre-defense of the qualification paper is organized (the proportion of its assessment at the final assessment is 10%), during which the student presents what has been done so far, i.e. the opinion of the ethics commission (presence/absence of a research instrument and its compliance with ethical principles), structure of the theoretical part (content, number / list of identified and analyzed literature and reference sources), principles and criteria for selection of respondents (description of methodology). The course of the state final examination - qualification examination is regulated by the "Regulation on the state final examination".

In the period from 2014 to 2019, 761 qualification papers were developed and defended in the study program "Medicine" (see Table III.1.11), of which in the qualification "Physician Assistant" - 146, in the qualification "Physician Assistant in Emergency Care" - 584 and in the qualification "Physician Assistant in Ambulatory Care" - 31.

Analyzing the average evaluations of Qualification paper evaluations, it can be seen that in the reporting period there are no significant differences from years to years. Although the averages range from 6.55 to 8.29, it should be noted that the overall picture shows stable, tested evaluation criteria and does not call into question bias. Of course, one may want higher scores. It should be noted that not every good professional succeeds in scientific research work and has the ability to present confidently, but this often does not affect his/her professional activity in any way.

Table III.1.11.

Evaluations of qualification papers in a 10-point system and average evaluation of qualifications in the period from 2014 to 2019 (absolute numbers)

Year	Qualification	Ratings on a 10-point scale							Total	Average evaluation
		10	9	8	7	6	5	4		
2014.	Physician Assistant	4	6	5	6	7	3	0	31	7,52
	Physician Assistant in Emergency Care	7	27	36	36	19	12	9	146	7,28
	Physician Assistant in Ambulatory Care	-	-	-	-	-	-	-	-	-

Year	Qualification	Ratings on a 10-point scale							Total	Average evaluation
		10	9	8	7	6	5	4		
2015.	Physician Assistant	2	6	3	4	5	2	3	25	7,12
	Physician Assistant in Emergency Care	0	5	17	14	17	7	9	69	6,55
	Physician Assistant in Ambulatory Care	1	2	3	3	1	2	0	12	7,42
2016.	Physician Assistant	3	5	5	5	1	4	1	24	7,50
	Physician Assistant in Emergency Care	2	14	18	13	17	7	0	71	7,29
	Physician Assistant in Ambulatory Care	0	3	5	2	1	0	1	12	7,58
2017.	Physician Assistant	2	7	7	5	3	3	1	28	7,54
	Physician Assistant in Emergency Care	6	15	33	33	20	7	2	116	7,35
	Physician Assistant in Ambulatory Care	-	-	-	-	-	-	-	-	-
2018.	Physician Assistant	2	0	5	6	3	3	1	20	6,95
	Physician Assistant in Emergency Care	1	10	20	31	26	5	5	98	6,92
	Physician Assistant in Ambulatory Care	0	3	3	1	0	0	0	7	8,29
2019.	Physician Assistant	1	2	6	7	1	1	0	18	7,55
	Physician Assistant in Emergency Care	2	7	20	32	19	3	1	84	7,14
	Physician Assistant in Ambulatory Care	-	-	-	-	-	-	-	-	-

Qualification papers with grades 8 (very good) and higher, by mutual agreement with the author of the qualification paper, are presented at the annual international UL conference, section “Research in medical colleges”, LU RMC annual student-faculty scientific seminars, NMPD association annual conferences, as well as international conferences of students and professional organizations.

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

LU RMC has been filling in student surveys electronically, using LAIS opportunities, since 2016/2017. Prior to the introduction of LAIS, the surveys were carried out individually by issuing a paper questionnaire to each student. Completion of the questionnaires is defined as mandatory, respecting the principle of voluntariness and guaranteeing anonymity. It should be noted that students who obtain the qualification of a physician assistant in emergency care and ambulatory care are less active in filling in the questionnaires. The student survey is regulated by the "Procedure for Organizing Regular Surveys for the Evaluation of the Study Process at Riga Medical College of the University of Latvia".

Student surveys take place twice per academic year, i.e. at the end of each semester. In these surveys, students evaluate each implemented study course, i.e. the content, the methods used, the organization of independent work, etc. The results obtained in the survey are analyzed by the lecturer of the study course and, in consultation with the head of the program and / or other colleagues, improve the content of the study course and its implementation. In 2018./2019. academic year students paid significant attention to the implementation of anatomy and physiology study courses, noting that practical classes are required in the section hall. In the future, LU RMC plans to consider the possibility of purchasing an interactive simulation anatomy and sectional table.

Students positively evaluate the professionalism and commitment of the teaching staff to the study process and to the acquisition of skills and competences. Students indicate in surveys that there is a need for a higher proportion of study and practical training.

Survey results of graduates

The graduate survey is implemented while the student is taking the state final examinations. The content of the survey is designed to find out the evaluation of the implementation of the study program and the activities of all structural units that are directly related to the provision of educational services and support in its implementation.

In the evaluation of the implementation of the study program, using the 10-point system, it can be observed that its average evaluation is above 7 points (see Fig. III.1.8). The stable evaluation indicates the existence of classical values in the implementation of the program, but at the same time this evaluation also suggests the introduction of even faster innovations in the implementation of the program.

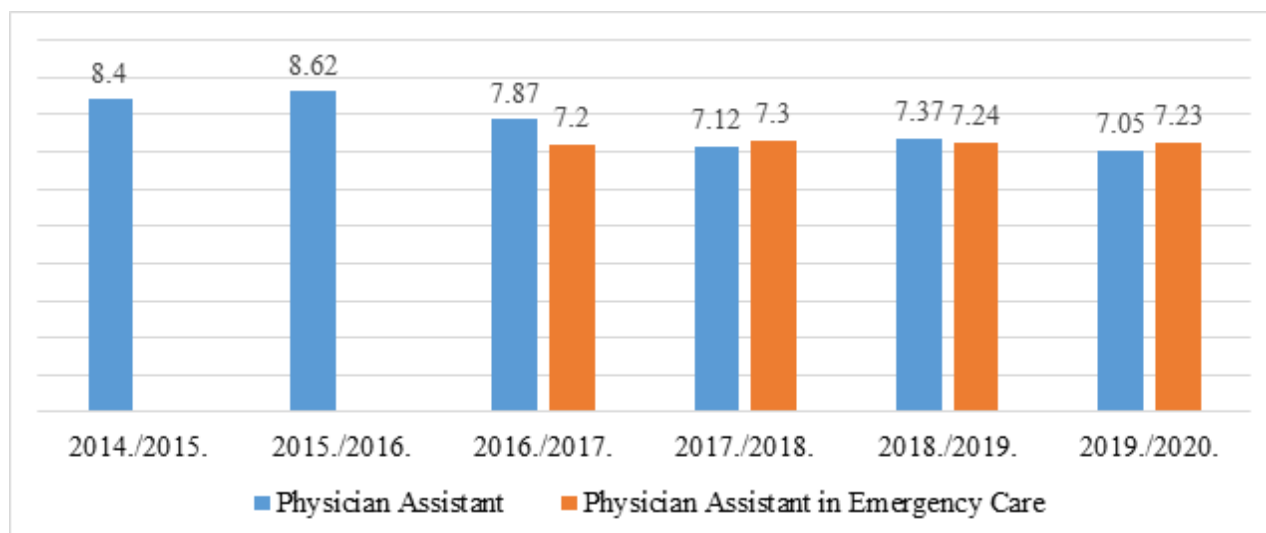


Figure III.1.8. Average evaluation of graduates of the study program “Medicine” (by qualifications) (in 10 point system) by academic years for the **total implementation** of the study program

In the study program “Medicine” (qualification “Physician assistant”) study training are implemented in the amount of 26 CP / 39 ECTS. During the trainings, students are divided into groups of 6-10 students and acquire the strengthening of the knowledge acquired in the theoretical part of the study course and independent studies, mainly in the form of simulations and situation analysis. After purchasing equipment within the STEM project, LU RMC has rapidly developed practical classes with simulation elements in the study courses “Clinical procedures”, “Female Specific Propaedeutics”, “Obstetrics and Gynecology”, “Emergency Care I”, “Emergency Care II”, “Intensive and Emergency therapy in disaster medicine”. The average evaluation of the implementation of study trainings is above 7 points (see Fig. III.1.9). The introduction of simulations has also attracted new teachers. In 2016/2017 academic year the high evaluation would be related to the more active integration of the simulation method in the study process. It must be acknowledged that the implementation of study trainings in 2019/2020 academic year unexpectedly were affected by the epidemiological situation due to Covid-19. Despite various physical limitations, the teaching staff of LU RMC has during this time very successfully continued to implement creative, innovation-based teaching practices.

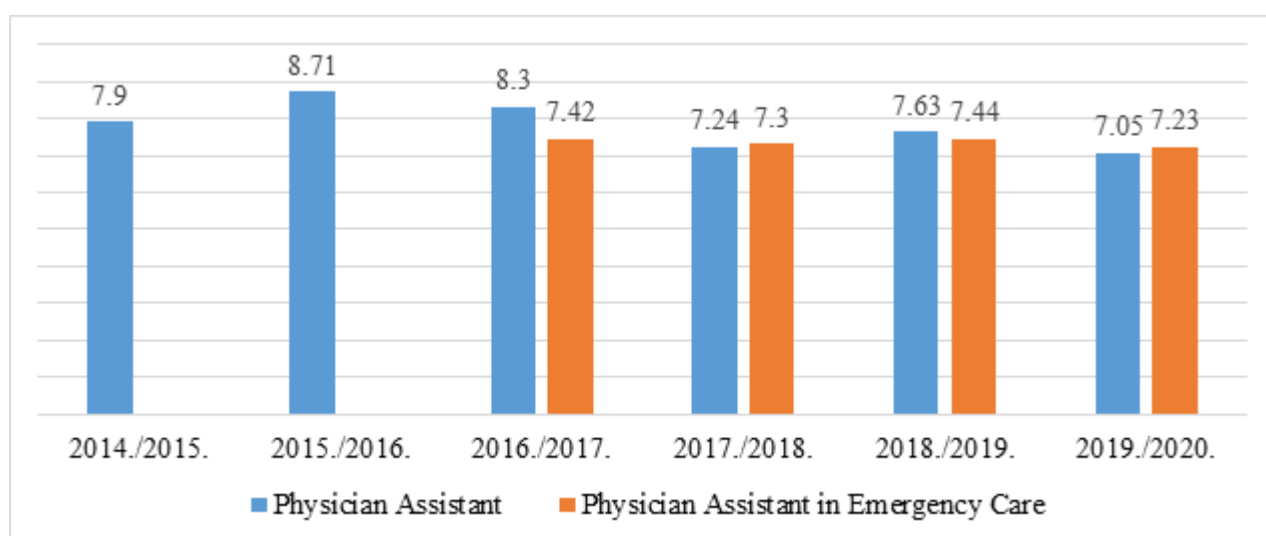


Figure III.1.9. Average evaluation of graduates of the study program “Medicine” (by qualifications) (in 10 point system) by academic years for the quality of **study trainings** (in subgroups) that took place during the studies

The amount of practical trainings in the study program “Medicine” for obtaining the qualification

“Physician Assistant” is 20 CP / 30 ECTS, while for obtaining the qualification “Physician Assistant in Emergency Care” and “Physician Assistant in Ambulatory Care” is 14 CP / 21 ECTS. Practical training is implemented in the leading Riga multi-profile hospitals, GP practices, regional health care institutions, etc., in accordance with the aims, tasks and qualifications to be acquired. It should be noted that during the practical training the student is one-on-one with his / her direct supervisor. In recent years, LU RMC has improved its experience in cooperation with health care institutions, where the student is already an employee during his / her studies. The co-operation promotes the timely preparation of the future specialist for a position appropriate to the workplace. During the implementation of the study program, the main guiding principle of LU RMC is “Closer to home”, promoting the provision of specialists also in the regions of Latvia. The average evaluation of the implementation of practical trainings is also above 7 points (see Figure III.1.10).

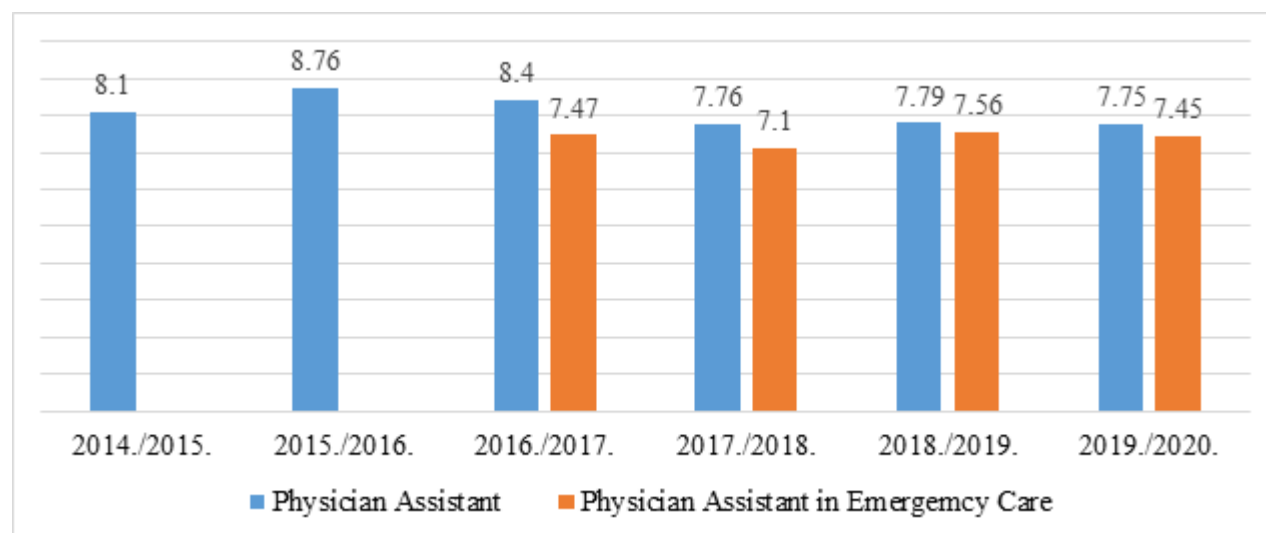


Figure III.1.10. Average evaluation of graduates of the study program “Medicine” (by qualifications) (in 10 point system) by academic years for the quality of **practical training** during the studies

For the qualitative implementation of practical training, individual meetings have been held with the responsible persons of the above-mentioned health care institutions, as well as individually discussing the competencies to be achieved by the student during the specific practice. The documentation of the practical training has been improved and the evaluation of the practical training is performed only by the direct supervisor of practical training (in some cases by involving a representative of LU RMC).

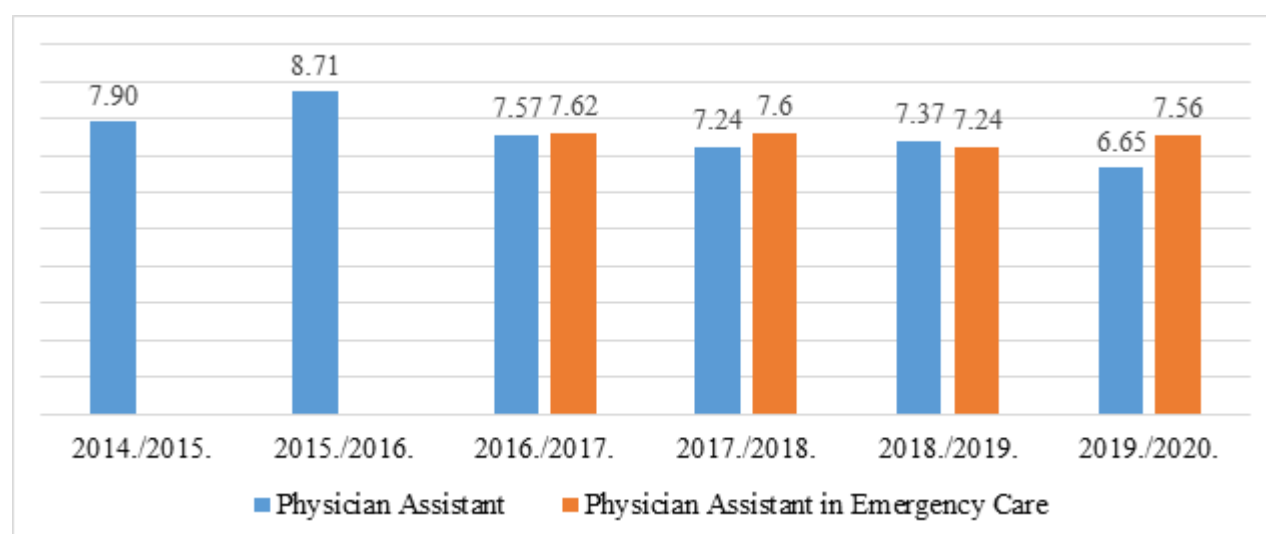


Figure III.1.11. Average evaluation of graduates of the study program “Medicine” (by qualifications) (in 10 point system) by academic years for the quality of **theoretical classes** held during studies

The basis for successful practical implementation of the study program is formed by the quality of theoretical classes of study courses. Practical classes, i.e. practical training, are not provided for several study courses (general education part). Nevertheless, the content of many theoretical study courses is an integral part of the whole study process. Like the quality of study training and practical training, the quality of theoretical classes in the reporting period was mostly assessed above 7 points (see Figure III.1.11).

One of the components of student-centered studies is the opportunity for a student to get answers to unclear, debatable, topical questions in a particular study course. Within the framework of the internal quality of LU RMC, it is provided that the lecturer plans consultations in time at least once a week or by individual agreement with the student.

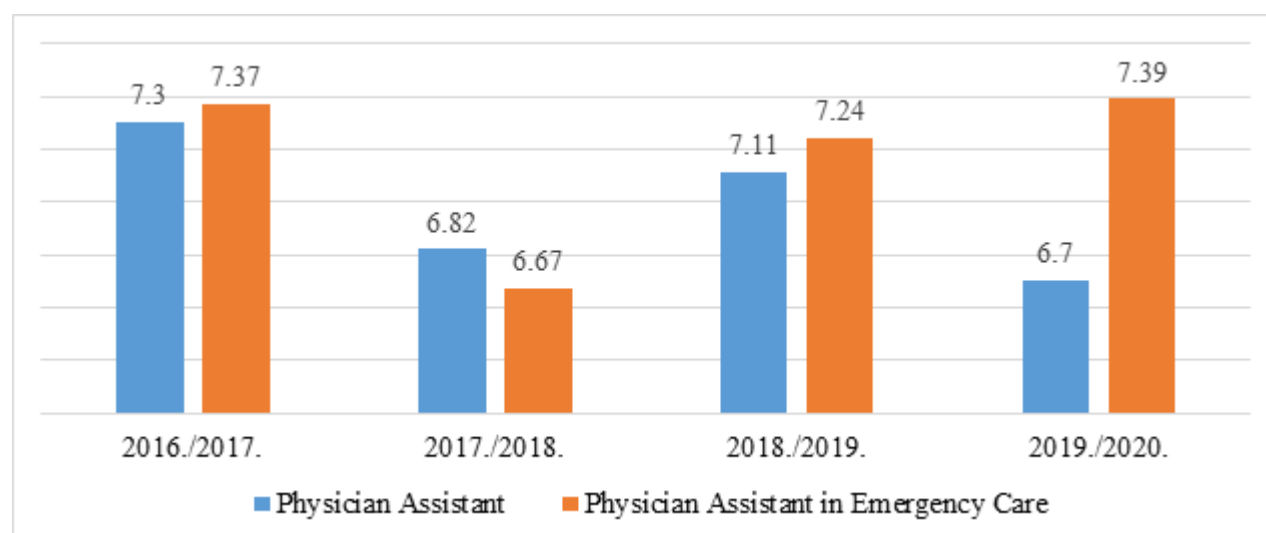


Figure III.1.12. Average evaluation of graduates of the study program "Medicine" (by qualifications) (in 10 point system) by academic years for availability of **consultations**

Students use consultation time in different ways. Observations show that students sometimes lack the flexibility to attend consultations and make reservations about not attending. The obtained results show (see Figure III.1.12) that the availability of consultations is assessed as good, but with a higher tendency to almost good. During the reporting period, the study program "Medicine" has repeatedly sought the most acceptable form of implementation of consultations, taking into account that at least 2/3 of both students and teachers work in health care.

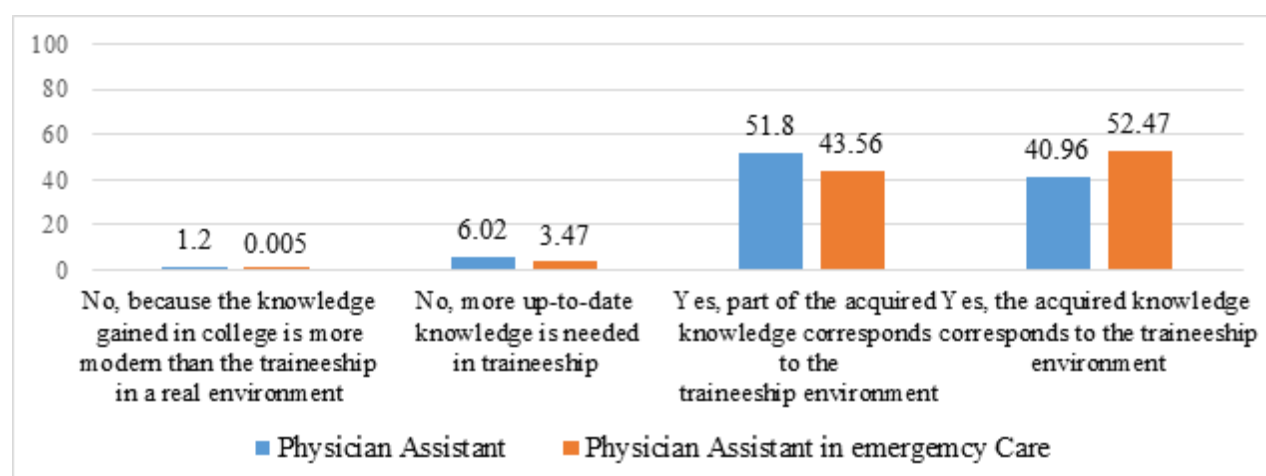


Figure III.1.13. Opinion of the graduates of the study program "Medicine" (by qualifications) on the **correspondence of the content of the study program to the real situation** in health care (percentage)

In order to make sure that the content of the study program corresponds to the labor market, the questionnaire asks to assess the compliance of the content of the study program with the real practical training environment. Analyzing the obtained results (see Fig. III.1.13), it can be concluded that there are only few students who indicate that the content of the study program does not correspond to current situation. Over 90% of the surveyed students admit that the acquired knowledge corresponds to the real practical training environment. The study program considers these results to be very objective, because at least 2/3 of students already work in health care institutions and are reasonably able to evaluate the content of the study program and its relevance.

Surveys of graduates are carried out at least three months after receiving the diploma by individually sending a link to the questionnaire by e-mail. It should be noted that obtaining feedback is relatively difficult. The survey was completed by 125 graduates (see Table III.1.12) with an average length of service of 4.4 years. It should be noted that a part of graduates who have obtained the qualification "Physician Assistant" within 2-3 years obtain the qualification "Physician Assistant in Emergency Care". Out of 125 respondents, i.e. at the time of filling in the survey, 120 or 93% are employees, 1.6% are self-employed, 0.8% are retired, 0.8% are on maternity leave and 0.8% (one person) is not working in the profession (analyzing the obtained data, it is noted that he/she works as a cosmetologist).

Table III.1.12.

Graduates completed the survey by years of graduation (absolute numbers)

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020
Number	1	3	1	5	12	26	32	43	2

When asked about their place of work, graduates indicate both Riga and regional health care and medical institutions. Jobs indicated by respondents / graduates:

1. ARS Diagnostic Clinic,
2. GP practice,
3. Ministry of the Interior,
4. Latvian Anti-Doping Bureau (LAT NADO),
5. Emergency Medical Service of the Ministry of Health of the Republic of Latvia (both Riga and regional centers, e.g. Valmiera, Cēsis, Jēkabpils, Rēzekne, Ludza, Bauska),
6. MFD "Dziedniecība",
7. SIA "AiMed",
8. SIA "Daugavpils Regional Hospital",
9. SIA "Jēkabpils Regional Hospital",
10. SIA "Riga East Clinical University Hospital" - hospital "Gaiļezers", "Latvian Center of Infectious Diseases", hospital "Bīķernieki", hospital "Latvian Oncology Center",
11. SIA "Vidzemes slimnīca",
12. State Agency for Social Integration,
13. National Blood Donor Center,
14. Association of Health Centers,
15. VSIA "Pauls Stradiņš Clinical University Hospital",
16. VSIA "Hospital of Traumatology and Orthopedics".

It should be noted that 54 of the respondents indicated one job. Two respondents indicated that they work in three jobs, the others indicate two jobs. An analysis of the data on the two workplaces shows that the 'basic combination' is work in NMPD and a clinic or GP practice. The amount of total workload is alarming. The range is from 30 - 200 - 280 hours per month. These data only confirm

the information in the media about the lack of specialists and that the existing ones are working on the verge of exhaustion. The management of the study program “Medicine” strongly hopes that these data will not affect the motivation of future specialists to acquire the profession of a physician assistant.

To the question whether the acquired knowledge, skills and competencies promoted competitiveness in the labor market, 71.2% of graduates answered “Yes”, “No” - 4.8%, and “partially” answered 24%.

To the question “How do you evaluate the study program of LU RMC in general?”, 72% note that it is evaluated as good, because during the studies they have acquired everything necessary for work in the chosen profession, while 8% have evaluated it with excellent. One fifth of graduates' evaluations are “average” (see Figure III.1. 14).

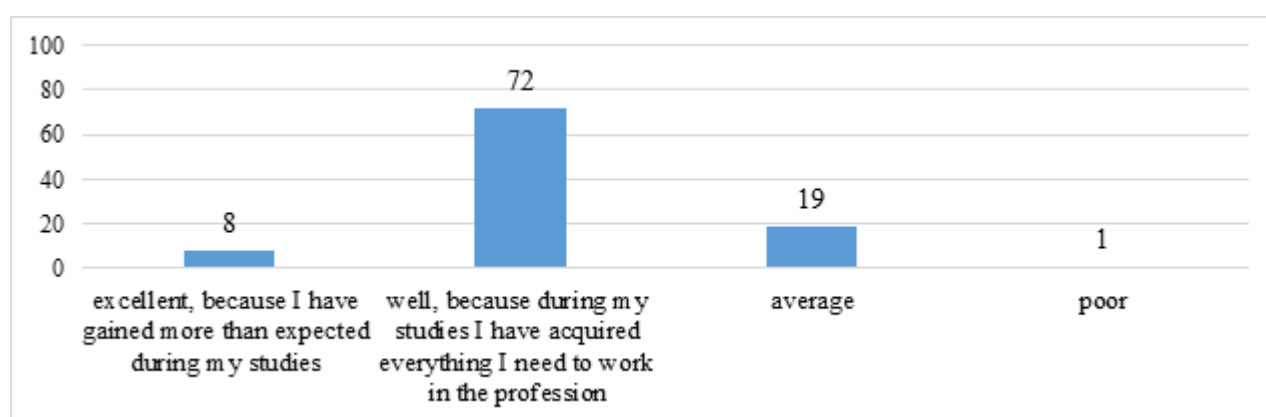


Figure III.1.14. Graduates' total evaluation of the study program “Medicine” (percentage)

The obtained results confirm the above mentioned - the implementation of the program is generally assessed as good with the possibility to develop into an excellent one. The evaluation also shows the anti-hypocrisy of the graduates, which only creates confidence that specialists corresponding to the labor market prepared by LU RMC and the development direction set by the study program “Medicine” have been chosen correctly.

Employer survey results

For the purpose of the content and practical implementation of the study program, a survey of employers (direct practical training supervisors and practical training organizers) was also conducted. Admittedly, obtaining feedback from practitioners is quite difficult (small in amount) and the results obtained show the overall picture.

The survey confirms the results obtained also in daily meetings, i.e. students have good theoretical training, enough motivation to acquire new knowledge, skills and competences. Despite the fact that a relatively large number of hours (CP) is allocated for practical training during studies, the representatives of employers point out that even more hours should be devoted to practical training. This finding is also observed in graduate and student surveys.

Employers point out that the evaluation of practical training should be “entrusted” to the practical training placement. LU RMC initially started this initiative in the study program “Nursing” (in the form of a pilot project) and at the moment it has started in the 1st and 2nd years of the study program “Medicine”. In discussions with students, a positive opinion was obtained about obtaining an assessment from the direct supervisor.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the

students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

During the reporting period, 23 mobilities have been implemented in the study program "Medicine". Second-year and third-year students who have acquired basic knowledge in the diagnosis and treatment of diseases are encouraged to go on international mobility. LU RMC has developed internal documentation and selection procedures. A commission has been established for the selection of students at LU RMC, which also includes the Deputy Director for Education Affairs and the Head of the Program. Selection takes place 2-3 times per academic year, based on the internal regulations of the partner schools, which are linked to the application deadlines. The Head of the Program, together with the Erasmus Coordinator, annually reviews and updates the opportunities for cooperation, as not all partner universities have equivalent programs. Students have completed practical trainings in the Czech Republic, Greece, Denmark, Bulgaria, Germany, Lithuania, Portugal (Table III.1.13, see Annex III.1. 9), where the practical training "Diagnosis and Therapy II "and" Diagnosis and Therapy III for Diseases, Injuries and Critical Situations " aims and objectives were achieved.

Table III.1.13.

Countries and number of mobilities of students from the study program "Medicine"

Country	Lithuania	Czech Republic	Portugal	Greece	Poland	Finland	Total
Number	4	6	5	4	3	1	23

Good mutual cooperation has taken place with Lithuanian, Portuguese and Czech Republic universities with similar study programs. There are identical or similar practical trainings and study programs for specialists in these countries. In Lithuania, there is identical professional training for physician assistants. Despite the limited number of countries, a large number of students in the Medicine program have taken advantage of Erasmus + mobility opportunities (see Table III.1.14).

Table III.1.14.

The study program "Medicine" student mobilities, duration, mobility program type (absolute figures)

Mobilities	Duration up to 3 months	Duration 3 months	ERASMUS	NORDPLUS	Aim
23	20	3	22	1	Practical training

In the Czech Republic, there are correspondences in study programs, but there are different professions, paramedics are trained there, and the requirements for the content of practice are in line with the work requirements of Emergency Medicine Brigades. During the traineeship, students participate in the work of NMPD brigades and can get acquainted with the specifics of work and professional requirements in the country, as well as demonstrate their knowledge, skills and competencies.

The above-mentioned part of the practical training in the host countries of mobility is implemented

in the departments of emergency medicine and inpatient reception, the part of the practical training is in accordance with the requirements of the study program. Reasons for the decrease in mobility activity, e.g. with the Portuguese Polytechnic Institute of Leiria are associated with significant differences in the content of study programs and practical training requirements.

The limiting factors for expanding the scope of co-operation are the differences in the content of study programs and the definition of professional competencies between the co-operation countries. Cooperation has been initiated with the Scandinavian countries, finding opportunities for exchange programs with universities implementing the Emergency Medicine Nurse and Paramedics programs. The low number of mobility activities can be explained by the cost of living in the Scandinavian countries, as well other underlying costs.

The amount of practice in each of the mobilities is adjusted to the requirements of the study program and it is implemented in the departments of the Emergency Medicine Hospital or in the Emergency Medicine Brigades. Three mobilities cover the full duration of the third-year practical training, while 19 mobilities have been partially implemented (see Table III.1.15. It should be noted that international exchange programs are mainly attended by working students, therefore, the duration of the practical training at the partner university is changed.

Table III.1.15.

Volume of practical trainings implemented by students of the study program "Medicine" in credit points within the framework of international mobility (absolute numbers)

12 KP/ 18 ECTS	9 KP/12 ECTS	4 KP/ 6 ECTS
3	19	1

The volume of incoming mobilities is high from Lithuania and the Czech Republic. Feedback from exchange students is focused on and includes a high assessment of the skills acquired in the admission departments of multi-profile hospitals of the largest universities in Latvia. High evaluation is given for practical training supervisors, under whose supervision the practice is implemented. An important aspect is the opportunity to undergo practice independently under the direct supervision of a supervisor and the skills acquired are invaluable and create a high amount of added value for students.

Short-term mobility activities in the study program "Medicine" are related to students' participation in intensive course programs. The amount of acquired knowledge is 2 CP / 3 ECTS and is recognized as an optional study course. During the reporting period, the total number of mobilities is 7 (see Table III.1.16). Mobilities have taken place in the partner partner countries, i.e. Denmark, Sweden and Estonia.

Table III.1.16.

Participation of students of the study program "Medicine" in short-term mobilities (absolute numbers)

Topic	Country	Number of students
Complementary Care and Ethics	Denmark	2

Social Inequality's Effect on Children's Health	Sweden	3
The elderly in the future: Complementary therapies and ethical concerns	Estonia	1
The elderly in the future: Complementary therapies and ethical concerns	Denmark	1

The most actively the study program "Medicine" has been admitting incoming students since the 2014/2015 academic year, when a bilateral cooperation agreement was signed with the Czech Republic higher education institution *University of South Bohemia in České Budejovice*. A total of 16 foreign students have been admitted to the Erasmus+ higher education program from 5 partner universities: *University of South Bohemia and the University of Pardubice* (Czech Republic), and the *Pope John Paul State School of Higher Education* (Poland), *Tbilisi State Medical University* (Georgia) and *University of Molise* (Italy) (see Table III.1.17)

Table III.1.17.

Number of incoming students of the study program "Medicine" - number, mobility program, country (absolute numbers)

Total number		Program		Countries			
Number of incoming students	Of these women	Erasmus+	Erasmus Mundus	Czech Republic	Georgia	Poland	Italy
16	7	11	5	8	5	2	1

In the Erasmus+ program, students have arrived within the framework of bilateral cooperation agreements concluded by the LU RMC, with the aim to implement a part of the study program - practical training or studies. Contrary to the dynamics of outgoing mobility participants, in the statistics of incoming students there is a tendency that a student chooses to spend 3 and more months in college, obtaining 12 CP / 18 ECTS. Out of 11 incoming Erasmus+ exchange students, 6 persons have spent 3 months at LU RMC, while 5 have implemented traineeship mobility in the amount of 9 CP / 12 ECTS corresponding to the study program, spending 2 months in Latvia. In addition, under the Erasmus Mundus project, 5 incoming mobility participants have completed one semester of studies and traineeships. In the implementation of practical training, LU RMC cooperates with existing partners - health care institutions, which provide incoming students with a direct practical training supervisor, in accordance with foreign language competencies and results, which are to be agreed between the sending and host higher education institution before the start of mobility.

Incoming students, in addition to the study and practical training tasks stipulated in the tripartite signed traineeship mobility agreement, are also involved in extracurricular processes and events such as student scientific-practical conferences, charity and sports events. The strongest cooperation has developed with partner universities in the Czech Republic (see Table III.1.18), of which 8 students have been admitted, due to the compatibility of study programs.

Table III.1.18.

Partner institution, country and number of students entering the study program "Medicine" within the Erasmus mobility program (absolute numbers)

Partner university	Country	Number of students
Tbilisi State Medical University	Georgia	5
University of South Bohemia	Czech Republic	4
Univresity of Pardubice	Czech Republic	4
Pope John Paul State School of Higher Education	Poland	2
University of Molise	Italy	1
TOTAL:		11

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

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

During the reporting period, STEM project purchases were made to improve the infrastructure. In accordance with the order No. 01-4 / 40 of the Director of LU RMC from December 18, 2018 "On the administration and implementation of the STEM project" and on the basis of the cooperation agreement on the European Regional Development Fund co-financed project "Modernization and concentration of resources", modern equipment - Laerdal product simulation mannequins for emergency and intensive care, as well as for the provision and control of vital functions, training of simulated processes of births, injuries and surgical pathologies - and several simulation laboratories were purchased:

1. Laboratory of Emergency Medicine, Intensive Care, Surgery and Traumatology;
2. Child and woman health care simulation laboratory;

3. Internal medicine and patient care simulation laboratory.

Teams are formed for the development of simulation tasks, involving the lecturers of theoretical and professional study courses of the field, with the purpose to develop skills and competencies, to combine and unite the acquired knowledge in the implementation and analysis of practical situation tasks. The possibilities of simulation laboratories are maximally integrated into the study courses and the content of the tasks covers the knowledge, skills and competencies to be acquired throughout the study course.

The execution and progress of simulation tasks are analyzed with the help of video recordings, which allows to clearly assess the adequacy of task execution and analyze errors. The creation of video recordings is possible because of the technical support of video transmission and storage at the disposal of LU RMC.

During the reporting period, modern equipment for the acquisition of professional specialization study courses has been purchased:

1. Training set EZ-IO,
2. Mulage for intraosol injection
3. Drilling machine for intraosol needle insertion Trainer kit,
4. Resuscitation mannequin Resusci Anne QCPR D AW,
5. Nasogastric intubation mannequin (child),
6. Sewing training mannequin,
7. Laerdal Intubation Mannequin Airway Management Trainers
8. Laerdal crichotomy mannequin
9. Incubation mannequin Airway Manegement Trainers Laerdal,
10. Defibrillator Heart Start FR 3,
11. Childbirth mannequin,
12. Care mannequins.

A permanent Internet connection is provided to all computers within the local network. **IT equipment** (interactive whiteboards, projectors) is available in auditoriums and laboratories, Camtasio Studio program has been purchased, which allows to prepare materials in video and audio format. There is a modernized auditorium for organizing online lectures, seminars and conferences.

The e-learning environment (Moodle) is actively used. The development of LAIS and e-learning environment (Moodle) integration services and data synchronization is continuing and a solution is being introduced that ensures identical reflection of study courses on both platforms.

Thinking about the preservation of natural resources and more interactive exchange of information between the teaching staff and students, the teaching staff of LU RMC continues to improve the e-learning environment (Moodle). Currently, the teaching staff implements the submission of students' independent works, passing the final assessment (s) of the study course (s), passing the written part of the state final - qualification exam in the e-environment (Moodle).

LU RMC is provided with an information base, books, subscribed magazines, databases, e-learning environment for the implementation of the study program "Medicine". LU RMC has a Library Collection Commission. The LU RMC library is available both on weekdays and Saturdays. The library is suitable for individual work - both study and research.

The library fully provides the students with study literature and periodicals in Latvian, English and Russian. The library has a collection of more than 14,000 items. Most of the collection is medical literature, as well as also widely represented is literature in psychology, pedagogy, social care, and others, and reference books, dictionaries and various encyclopedias.

Periodicals in Latvian and English are subscribed: “Doctus”, “Latvijas Ārsts”, “Materia Medica”, “Ārsts.lv”, “iTiesības”, “Jurista Vārds”, “European Journal of Emergency Medicine”, “American Journal of Physical Medicine & Rehabilitation”, as well as a free publication “Medicus Bonus”.

The library is included in the unified state library information system and performs library processes in the automated information system SKOLU ALISE, thus the information sources in the library collection are available in the [electronic catalog](#). Teachers and students can search for the necessary information in the electronic catalog, in the electronic catalog of national libraries. You can select sources of information by various criteria, such as author, title, etc., and use simple and advanced searches.

Students and faculty have access to subscribed database EBSCO and open access databases, for example, PubMed and other reference databases (encyclopedias, dictionaries), e-journals, e-books, internet guides and other electronic resources.

Students and teachers are regularly informed about the news through the e-environment, introduced to the latest technologies. Library staff promotes the development of information retrieval and use skills, supports and promotes the study process in general, compiles, systematizes catalogs, comprises bibliographies and preserves electronic publications and other documents, as well as ensures public access to and use of the information contained therein.

The e-learning environment (Moodle) is widely used in the study process of LU RMC. In it, students can get acquainted with the descriptions of study courses, obtain study materials. Moodle environment is used for communication, organization and assessment of tests.

In order to ensure the implementation of the study program, the material and technical base of LU RMC is purposefully developed, the provision of which is determined by the aims, content and structure of the program. The existing infrastructure, both in terms of quantity and quality, corresponds to the successful implementation of the program.

Laboratories are arranged according to the specifics of study courses. Laboratory equipment for the organization of practical work is provided with everything necessary - for the implementation of general, branch and specialized study courses. During the study process, various mock-ups are used - skeleton, individual body parts, bones, joints, etc., mannequins - multifunctional, auscultation, emergency medical care (for children and adults), as well as equipment for hand hygiene, for determining indicators of arterial blood pressure, glucose level, etc., spirometers, stethoscopes and other necessities for the implementation of the study field “Health Care”.

The implementation of the study program is a complex work based on team work, in which all structural units of LU RMC are involved (see Table III.1.19).

The financial sources of the study program “Medicine” are formed from the state budget grant (see Table III.1.20).

Table III.1.20.

Study program study place costs

No.	Specification	Calculated values	Of the total costs, %
N1	salary per study place per year	EUR 2847,25	71,9

N2	mandatory state social insurance contributions of the employer	EUR 671,67	16,9
N3	travel and subsistence expenses	EUR 2,85	0,1
N4	payment for services	EUR 76,92	1,9
N5	materials, energy resources, water and inventory	EUR 108,23	2,7
N6	purchase of books and magazines	EUR 17,64	0,5
N7	equipment purchase and modernization costs	EUR 238,29	6,0
T_b - costs of one study place per year (N1+N2+N3+N4+N5+N6+N7)		EUR 3962,85	100

According to the Order of the Rector of the University of Latvia No.1-4/178 of 09.04.2021, the following tuition fees are set for the academic year 2021/2022:

1. Qualification "Physician Assistant" - EUR 1250,00 per year; Programme fee (6 semesters) - EUR 3750,00;
2. Qualification "Physician Assistant in Ambulatory Care" - EUR 1250.00/year; programme fee (4 semesters) - EUR 2500.00;
3. Qualification "Physician Assistant in Emergency Care" - EUR 1400,00/year; programme fee (4 semesters) EUR 2800,00.

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

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

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

Currently, 38 lecturers are involved in the implementation of the study program "Medicine" (information on 44 lecturers in the previous accreditation report is available) (see Annex III.1. 10). During the reporting period, changes in the teaching staff are related to the election of the academic staff and its results, as well as to retirement and personal reasons. Comparing the characteristics of the teaching staff performed in the previous accreditation and the current one, it can be seen that the main approach - the study course is managed by a leading specialist in the field or a teaching staff with a certain professional competence is not changed.

During the reporting period, several changes of teaching staff took place in the LU RMC study programme. The composition of the elected academic staff and teaching staff is reviewed annually and its complement is assessed.

For some study courses, the composition of the teaching staff has changed due to the election of a person who is more suitable for the position, e.g. in the study courses "Psychology and Sociology of Interaction", "Personality Psychology", "Stress Management".

For individual courses, e.g. Latin, Hygiene and Epidemiology, Microbiology and Parasitology, etc., the faculty member no longer has the status of elected academic staff, but continues to have an employment relationship.

A number of subjects, e.g. Business Basics, Pharmacology, Electrocardiology, etc., have a specialist with more expertise.

The courses "Environmental Protection" and "Civil Protection" (no such courses in the previous accreditation) have recruited teaching staff with the appropriate educational background and professional qualifications.

During the reporting period, the LU RMC has targeted young specialists in the field for its teaching work, thus paying special attention to the growth of staff. Unfortunately, young specialists in the field often refuse further cooperation, considering that they will not be able to carry out high-quality pedagogical activities. Consequently, courses in internal medicine, intensive care, emergency medicine, surgery, obstetrics, ophthalmology, psychiatry and other clinical disciplines, as well as outpatient settings, are subject to frequent changes of teaching staff.

In the period under review (from the previous report to the present), seven colleagues have continued their teaching work in the study programme "Medicine", e.g. in the study course "Child-specific propedeutics", "Legal aspects of professional activity", "Health care organisation and management" (previously "Project development and management"), etc.

Currently (at the beginning of the academic year 2021/2022), 15 out of 38 teaching staff in the study programme "Medicine" are elected academic staff.

Taking into account that study and practical trainings play a large role in the acquisition of the profession, LU RMC thoughtfully attracts the relevant professionals. Specialists from health care institutions with whom LU RMC has concluded cooperation agreements are involved in the management of practical trainings (see Annex 14).

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

38 lecturers are involved in the implementation of the study program, of which 7 are assistant professors, 9 lecturers, 3 visiting lecturers, 3 visiting assistant professors and 16 deputy lecturers.

In accordance with Section 39 of the Law on Higher Education Institutions, the staff involved in the implementation of the study program in professional study profile subjects has been elected taking into account the requirements and work tasks approved by the LU RMC Council.

The elected academic staff of LU RMC ensures the implementation of general education study courses, elective mandatory courses and professional and specialty study courses. Several principles are observed in the selection of teaching staff: professional activity in a certain field (priority is given to practicing specialists), research and pedagogical activity, cooperation with leading companies, organizations, activity in professional public organizations. The qualification of the teaching staff of the general education, mandatory elective and elective study courses complies with the requirements of regulatory enactments and the specifics of the study courses. Faculty members have many years of practical experience in the relevant field: psychology and communication, jurisprudence, business, research and methodology, civil protection and environmental protection, biochemistry and biology, anatomy, linguistics. The majority of the teaching staff also carries out active research, methodological and organizational activities, participates in international activities and mobility.

The qualification of the teaching staff ensures the achievement of the results of the study program. General study courses are led by specialists of the respective field, for example, the study course "Research Methodology" is led by UL Associate Professor, Certified Epidemiologist and Public Health Specialist, PhD Liliāna Civjāne, study courses "Preventative Medicine" and "Preventive Medicine" are led by Dr.med. Rita Konstante, study courses "Communication Psychology and Basics of Sociology", "Personality Psychology" are led by Dr.paed., Mg.psych. Anda Kauliņa. Clinical epidemiologist Olga Nikitina leads the study courses "Microbiology and Parasitology" and "Hygiene and Epidemiology". Professional and Specialty courses are provided by recognized specialists with extensive work experience, e.g. the theoretical and practical part of the study courses "Electrocardiology" and "Emergency electrocardiology" are led by RMC LU lecturer, certified cardiologist, cardiologist and NMPD doctor Andrejs Viktorov. The study courses "Emergency Medicine I", "Emergency Medicine II" are led by LU RMC Assistant Professor, President of the Emergency Medicine Association, Emergency Medicine Doctor Sarmīte Villere; The study course "Pediatrics" is led by Lienīte Dāboliņa, a VSIA "Children's Clinical Hospital" neonatologist, certified paediatrician, and the study course "Emergencies in Pediatrics" is led by a certified doctor, speech therapist, with work experience since 1992, Daira Brenča.

Each of the teaching staff, based on their professional specialization, practical experience in professional activities and work in an educational institution, is able to provide an excellent basis for achieving the study results defined in the study program.

To ensure the quality of the research activities of the study program, conferences and seminars of various levels are organized every year, incl. international. Faculty members involve students in research activities and projects - jointly develop research papers, publish theses, conduct presentations at conferences. By coordinating research works with current events in the field, students are formed an understanding of modern trends in the field.

LU RMC lecturers and general staff actively use mobility opportunities. LU RMC hosts visiting lecturers from different countries and institutions of various profiles - educational institutions, scientific institutions, hospitals. Both lecturers who carry out extensive scientific activities and practitioners with extensive practical activities in the field are involved in the implementation of the study program.

To ensure the quality of education in the professional and specialty study courses of the program, specialists of the field with both a doctoral degree and practical experience corresponding to the study course, visiting lecturers, visiting assist. prof. in accordance with Article 40 of the Law on

Higher Education Institutions are involved.

In accordance with Section 39 of the Law on Higher Education Institutions, the staff involved in the implementation of the study program in professional study subjects is elected, taking into account the selection criteria approved by the practical work experience in health care and the LU RMC Council. The selection and election of teaching staff takes place in accordance with the "Regulations on Administrative and Academic Positions at the Riga Medical College of the University of Latvia". Several mechanisms are used to improve the qualification of the teaching staff:

1. participation in national and international conferences with reports, publications, theses,
2. participation in mobility programs,
3. participation in projects,
4. work in the study program council,
5. participation in methodological seminars,
6. participation in open lectures, seminars, courses, readings of visiting lecturers.

Teacher adequacy and research, mobility, and other activities are reflected in the attached CV (see Annex III.1. 11) and in the summary of scientific publications (see Annex III.1. 12).

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).

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

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

LU RMK continues to link the study process with scientific activities. During the reporting period, the teaching staff of the study program "Medicine" participated in scientific conferences, presenting their research results, preparing students for scientific research seminars and conferences, and gaining new experience in international exchange programs, which were further used in the

theoretical and practical part of the study process. The gained scientific research experience has been applied in scientific research and guiding students in the development of scientific and qualification papers in accordance with the latest trends in the European Union, paying attention to both professional aspects and interdisciplinary and inter-institutional research.

In academic year 2019/2020 the teaching staff of the study program "Medicine" participated with reports and lectures in the following conferences / scientific events:

1. European Conference on Mental Health. Dubrovnik, Croatia (02.09.2019-07.09.2019) (S.Villere)
2. 2nd academic readings of LU RMC lecturers "One Hundred Minutes for Science"
3. UL 78th International Scientific Conference Section "Interdisciplinary Research in Medical Colleges"
4. 6th International Scientific Conference "Topical Issues in Improving Health Care Education: Present and Future" organized by LU RMC (14.11.2019-15.11.2019)
5. "The 18th European Doctoral Conference in Nursing Science" Power of the Past - Force of the Future "" at the Medical University of Graz, Austria
6. XII International Symposium "Nursing the foundation of care. Innovative solutions in nursing ", Poland
7. RSU Research Week (01.04.2019-05.04.2019)
8. LU RMC together with UL Alūksne branch and Viļaka State Gymnasium on March 15, 2019 organized a conference of education staff "Teacher and socio-psychological aspects of a healthy lifestyle" in Viļaka

In academic year 2018/2019 the teaching staff of the study program "Medicine" participated with reports and lectures in the following conferences / scientific events:

1. The Sixth Scientific-Practical Seminar of Joint Research of Students and Lecturers of the Riga Medical College of the University of Latvia
2. 1st academic readings of LU RMC lecturers "One Hundred Minutes for Science"
3. International Nursing Management Conference, Bodrum, Turkey
4. UL 77th International Scientific Conference Section "Interdisciplinary Research in Medical Colleges" (14.02.2019)
5. Acute and General Medicine Congress, London, UK

In academic year 2017/2018 the teaching staff of the study program "Medicine" participated with reports and lectures in the following conferences / scientific events:

1. UL 76th International Scientific Conference Section "Interdisciplinary Research in Medical Colleges" (28.02.2018)
2. LU RMC Students' and lecturers' scientific activity topicalities (25.10.2018.)
3. International Scientific Conference SOCIETY. INTEGRATION. EDUCATION Rezekne, Latvia (26.05.2018-27.05.2018)

In academic year 2016/2017 the teaching staff of the study program "Medicine" participated with reports and lectures in the following conferences / scientific events:

1. UL 75th International Scientific Conference Section "Health Care Research in Medical Colleges" (09.03.2017)
2. IX International Symposium "Theory and Practice Collaboration in Quality Care"
3. International Conference on Health, Environment and Sustainable Development: Interdisciplinary Approach / HESDIA

In academic year 2015/2016 the teaching staff of the study program "Medicine" participated with

reports and lectures in the following conferences / scientific events:

1. 74th Conference of the University of Latvia, section "Health care research in UL colleges" (11.02.2016)
2. University of Latvia 74th Conference Section "Human and Animal Physiology"
3. Latvian 7th Congress of Gastroenterology "Gastroenterology in Latvia and in the world: science for practice"
4. UL P. Stradiņš Medical College International Conference "Quality of Health Care and Social Welfare - Education and Practice"
5. Interdisciplinary conference of the Latvian Medical Association
6. 2nd International Scientific Conference "Health. Society. Science ", Siauliai, Lithuania
7. 17th European Congress of Trauma & Emergency Surgery, Vienna, Austria
8. VIII international symposium "Nursing in the process of change. Who are we and where are we going? ", Rzeszów, Poland
9. 5th International Scientific Conference "Topical Issues in Improving Health Care Education: Present and Future" organized by LU RMC (27.10.2016-28.10.2016)
10. 4th European Transcultural Nursing Association International Conference, 2015 "Reclaiming compassion at the hearth of Nursing", Hungary
11. Staff mobility within the Erasmus+ MEDEA project

In academic year 2014/2015 the teaching staff of the study program "Medicine" participated with reports and lectures in the following conferences / scientific events:

1. VII International Symposium "The present and the Future of Nursing and Midwifery", Hungary
2. International Conference "Nursing science and practice: international experience" in Lithuania
3. Symposium "International Forum 2004-2014: 10 years in European Higher Educational Space", Lithuania
4. 1st International Conference "WELL-Med", Greece
5. 6th International Nursing Management Conference, Turkey
6. International Scientific Conference "Society, Integration, Education" Rezekne University,
7. International Interdisciplinary Scientific Conference "Society. Health. Prosperity "(4th International Interdisciplinary Scientific Conference, SOCIETY. HEALTH. WELFARE, Riga.

In cooperation with the Riga Academy of Pedagogy and Education Management, an international scientific conference "Biopsychological Factors of Life Concept for Education and Health" was organized in 2014, and the academic staff of the college participated in the scientific council (A. Bukulīte), in the action council and with reports.

On December 10, 2015, the book "Step by Step in Patient Counseling" by G. Biksone, Assistant Professor of LU RMC, was published. Recommendations for proper use of medicines and patient education". The latest edition includes the topics of the previous edition, updates the information contained in them, as well as adds two new chapters "Medicines for the prevention of metabolic and endocrine disorders" and "Medicinal products affecting the central nervous system".

In addition to the direct academic work, the teaching staff of the study program "Medicine" has also performed scientific activities in the reporting period. Based on the award of internal scientific grants by LU RMC, several research projects have been carried out (in full or are currently ongoing):

1. E-learning environment learning guidelines (2015).
2. Research on the quality of nursing work and team work in patient care (2015). The project was implemented as part of an international project in cooperation with the University of Michigan (USA), Hacettepe University (Turkey) and the University of Iceland.

3. Cardiovascular disease risk assessment - determination of psychosocial risk factors in different populations (2015).
4. Incidence of neonatal sepsis in hospitalized neonates within 3 years, its agents, risk factors and mortality.
5. Evaluation and improvement of the quality of life of patients with pain of various origins by non-drug therapy methods in health care.
6. Development of scientific-practical material in medical ethics and study course "Ethics in Medicine and Clinical Research".
7. Research of medical students' clinical practice places and students' further career development.

The gained experience in the qualitative implementation of internal scientific grants / projects, development of purposeful applied research has promoted the competence of teaching staff and students in scientific research activities.

One of the main formats of scientific and research cooperation is the presentation of the results of the qualification paper of the teaching staff and students (often graduates) at Latvian and international scientific seminars and conferences. One of the long-standing traditions is the presentation of results at annual conferences of the Faculty of Science. LU RMC has successfully implemented several internal scientific grants, where one of the conditions is the attraction of students. As a result, the students of the study programme improve their competence in research, public speaking and paper/scientific writing. This cooperation is more implemented among the students of the qualification "Physician Assistant".

Faculty-student cooperation has in some cases developed longitudinal research and presentation of results in professional organisations (e.g. at the annual conference of the Emergency Medicine Association), which provides an opportunity for professionals in the field to get acquainted with the results of the new colleges' research and its integration into the real practice environment. This research activity has been implemented among the students of the qualification "Physician Assistant in Emergency Care".

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

LU RMC implements a well-thought-out personnel selection and generation policy. The elected academic staff works in the advisory and decision-making institutions of the LU RMC, implementing good practice, supporting colleagues and students.

The professional competence of the teaching staff corresponds to the specifics and content of the study courses. The main mechanism for ensuring appropriate competence is the selection of teachers on the basis of documents certifying education and further education, as a certificate of professional competence issued by a professional association.

The staff motivation and support system is in place, the protection of staff interests is ensured, incl. a competition of internal scientific research projects is organized, support is provided in scientific research and methodological activities, promoting the individual career development of the

teaching staff. Smart data protection of personnel has been implemented. Elected academic staff is supported to participate in projects of various levels, further education, professional development and experience exchange activities, and information on examples of good practice is disseminated.

Elected academic staff perform their duties in accordance with job descriptions and internal regulations. In accordance with regulatory documents, the documentation of the annual evaluation of employees has been improved, including the evaluation of the elected academic staff. The annual evaluation will be started in 2021, so the results of the work in general will be evaluated, the fulfillment of direct duties will be analyzed, the needs for improvement and the forms of its implementation will be evaluated, the necessary clarifications in the job description.

LU RMC has a clear and logical job and hierarchical structure. Because of close mutual cooperation, it is possible to successfully implement the process approach, make decisions quickly and with less administrative resources and ensure their implementation, successfully manage the flow of information, respond quickly to challenges.

In the LU RMC study program are attracted excellent lecturers - they are recognizable industry professionals in Latvia.

The teaching staff of the study program, as a result of successful individual cooperation and in cooperation with the management of the study program and study field, has improved the content of study courses, rethought the teaching methods used so that there is no duplication of study course content and methods.

At the time of preparing the report, there were 118 students in the study program "Medicine" for obtaining the qualification "Physician Assistant" (December 30, 2020) and 35 lecturers were involved in the implementation of the study program, their ratio is 1: 2.9. The total student-teacher ratio in the study programme (as of 1 October 2021) is 6.82.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Statistical data on students studying in the study programme.docx	Studejoso skaita dinamika.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	ANNEX III.1. 2..docx	III.1.2.PIELIKUMS.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	ANNEX III.1. 3..docx	III.1.3.PIELIKUMS.docx.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	On the compliance.docx	Par atbilstība normatīviem.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Table III.1.6..docx	III.1.6.PIELIKUMS.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	ANNEX III.1. 4.docx	III.1.4.PIELIKUMS.docx
Descriptions of the study courses/ modules	ANNEX III.1. 5..docx	III.1.5. PIELIKUMS.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma Medicine.pdf	III.1.14.PIELIKUMS.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	original documentation in Latvian.docx	Apliecinājums par programmas realizāciju.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Certification on compensation.docx	apliecinājums par kompensāciju.pdf
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	original documentation in Latvian.docx	III.1.13.PIELIKUMS.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		

Dispensing optician (41722)

Study field	<i>Health Care</i>
ProcedureStudyProgram.Name	<i>Dispensing optician</i>
Education classification code	<i>41722</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Evita</i>
Surname of the study programme director	<i>Kassaliete</i>
E-mail of the study programme director	<i>evita.kassaliete@lu.lv</i>
Title of the study programme director	<i>DrPhys</i>
Phone of the study programme director	<i>26324747</i>
Goal of the study programme	<p><i>To prepare specialists corresponding to the fourth level professional qualification – dispensing opticians, who are specialists in the field of health care. They perform technical functions in the medical, sanitary, health care and related industries, promote the improvement of the functional state of vision of patients and clients (hereinafter - clients), as well as the quality of life related to vision, i.e.:</i></p> <ul style="list-style-type: none"> <i>• manufacture and repair vision correction devices, advise clients on their choice,</i> <i>• manufacture spectacle lenses,</i> <i>• adapt the spectacle frame to the characteristics of the person's face,</i> <i>• help the client to choose vision correction device, informing about their correct use,</i> <i>• perform technical measurements according to the instructions of a vision specialist.</i>

Tasks of the study programme	<p>1. To ensure the quality of the study process for obtaining the qualification of an dispensing optician</p> <p>2. To ensure the acquisition of knowledge, skills and abilities that meet the standard of professional education and the requirements of the labor market in the field of visual optics:</p> <ul style="list-style-type: none"> • to provide basic knowledge in the basic areas of health care in general; • to provide knowledge and develop skills in the principles of operation, manufacture and use of optical system; • to provide knowledge and develop skills in the anatomy, physiology, perception, diagnosis, disorders and care of the visual system; • to provide knowledge and develop skills in the construction, principles of operation and use of optical and visual system evaluation devices in the field of vision care; • to provide knowledge and develop skills in assessing the impact of external factors of the visual system and measures for the protection of the visual system. <p>3. To develop and improve the study, material and technical provision by providing knowledge in the field of information technologies in connection with primary visual health care and research in the respective field.</p> <p>4. To encourage students' entrepreneurship, initiative, creative, critical thinking and tendency to professional growth in daily study work, providing knowledge about entrepreneurship and offering to acquire basic skills in communication individually and in team work.</p> <p>5. To promote self-education, to develop skills in the field of information acquisition, analysis, processing and interpretation.</p> <p>6. To motivate for further education and to provide an opportunity to prepare for the acquisition of the second level professional higher education and the fifth level professional qualification.</p>
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Results of the study programme	<p>1. To choose an appropriate vision correction product and / or products used in vision health care, to perform the necessary technical measurements in accordance with the instructions of a vision specialist. (P1)</p> <p>2. To update the technical parameters and values of the spectacle correction device and to ensure compliance with the appointment of a vision specialist. (P2)</p> <p>3. To manufacture a vision correction device in accordance with the appointment of a vision specialist, to control equipment and devices, choosing the appropriate processing technology. (P3)</p> <p>4. To perform maintenance of spectacle correction product and sunglasses and to adjust vision correction product to individual anatomical features of clients of all age groups. (P4)</p> <p>5. To instruct the clients in the correct use of contact lenses and vision correction device, to inform the client and his relatives (in some cases) about the issues of visual health promotion. (K1)</p> <p>6. To manage problems related to the use of optical devices, to act responsibly in emergency situations. (C1)</p> <p>7. To operate and maintain premises, equipment and devices in compliance with the work safety, protection and disinfection regime. (P5)</p> <p>8. To perform trade operations for the circulation of vision correction devices and their care means, ensuring compliance of the offered goods with the size of the client's refractive visual defect, individual anatomical features, work activity and type of use. (C2)</p> <p>9. To create a benevolent, understanding and professional dialogue with clients, employers, colleagues, partners, to observe professional ethics, legal norms and confidentiality, to draw up documentation. (T1)</p> <p>10. Evaluate the results of own work, objectively analyse the mistakes, search for their causes and purposefully improve own professional qualifications. (C3)</p>
Final examination upon the completion of the study programme	State final examination - qualification examination

Study programme forms

Full time studies - 2 years - latvian

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

Places of implementation

Place name	City	Address
Riga Medical College of the University of Latvia	RĪGA	HIPOKRĀTA IELA 1, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1079

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

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

The study program “Dispensing Optician” was licensed on June 18, 2020 (license No. 041020-4) and recommendations were received from the Higher Education Quality Agency for the improvement of the study program and quality cultivation (see Annex III.3.3). At the moment of accreditation of the study field “Health Care” and the study program “Dispensing Optician” the following changes have been made in the study program (LU RMC Council Decision No. 89 of January 27, 2021)

1. Due to the small number of matriculated students on January 26, 2021, the Study Plan was changed in order to save material resources of LU RMC (see Annex III 3.9).
2. In order to ensure and develop the quality of the program, new teaching staff were directly involved in teaching the special study courses of the Dispensing Optician – study courses in geometrical optics, Optical Appliances and Spectacle Assembly and Introduction to optometry.
3. Closer cooperation between teachers was ensured in the improvement of teaching methodology, reducing the transfer approach, providing knowledge through lectures as a basic form of studies, and increasing the number of contact hours, in this case seminars, that promotes student activity and involvement in achieving learning outcomes. Corrected course descriptions: Microbiology, Introduction to Optometry and Geometrical Optics.
4. An algorithm has been developed, which determines which study courses implemented by the University of Latvia, Faculty of Physics, Mathematics and Optometry (LU FMOF) and LU RMC are comparable.

Algorithm that determines which study courses implemented by LU FMOF and LU RMC are comparable.

According to the content of the study program indicated in the licensing report, the results, structure and scope are planned. In the process of development, the requirements set out in both Latvian legislation and ECOO guidelines have been taken into account. The content of the study program “Dispensing Optician” has been developed in accordance with the European 1st level diploma in Optometry (80-120 CP, four study semesters).

According to the content of the study program indicated in the licensing report, the results, structure and scope are planned. In developing them, the requirements set out in both Latvian legislation and ECOO guidelines have been taken into account. The content of the study program “Dispensing Optician” has been developed in accordance with the European 1st level diploma in optometry (80-120 CP, four study semesters).

The content, scope and quality of LU RMC study program provide graduates with the opportunity to continue their studies at the higher education level - the LU FMOF bachelor's study program “Optometry”. Recognition of study courses takes place in accordance with the Cabinet of Ministers Regulations No. 505 “Regulations for Recognition of Competences Acquired Outside Formal Education or Professional Experience and Learning Outcomes Achieved in Previous Education”,

where it is determined that learning outcomes achieved in previous education level may be recognized if the learning outcomes achieved in study modules or study courses correspond to the study results to be achieved in the study courses and the director of the study program evaluates the previously acquired study courses and indicates which study courses from the previously acquired study courses may be credited and in which additional examinations shall be taken. Taking this into account, study courses are recognized if their amount of credit points in both comparable study programs is equal or the number of credit points in the previously acquired respective study course is higher. The planned possesses the nature of the recommendation and the desired result.

When continuing the studies in the LU FMOF bachelor study program "Optometry", the student will additionally have to acquire study courses in the amount of 60 CP, which can be provided in three study semesters. During the bachelor's study program, the student will study General study courses, such as mathematics, physics, chemistry; industry training courses - age and vision, binocular vision, assessment of visual functions, pharmacology and eye diseases. At the end of the studies, the student will develop a bachelor's thesis and take final examinations.

Taking into account the structure and content of the first level professional higher education study program "Dispensing Optician", it is possible to plan the possibility to equate Professional and Specialty courses in the amount of 32 CP, professional and specialty study courses from the mandatory elective part in the amount of 4 CP and Practical Training in the amount of 4 CP. General study courses can be recognized in the amount of no more than 20 CP. In total they make up 60 CP.

It is not possible to equate practical training in the amount of 12 CP and Qualification paper in the amount of 8 CP.

The first level professional higher education study program "Dispensing Optician" is based on the development strategy and goals of LU RMC, positive experience in the implementation of the study field "Health Care", labor market trends and current needs, growing labor market demand and foreign experience in the training of qualified Dispensing Opticians.

The development of the study program has been started on the initiative of LU RMC. Thanks to cooperation with the Latvian Association of Optometrists and Opticians, the Department of Optometry and Vision Science of the Faculty of Physics, Mathematics and Optometry of the University of Latvia and employers of vision optics companies, the professional standard "Dispensing Optician" was developed.

On 12 February 2019, the Cabinet of Ministers made amendments to 23.05.2017 Regulations No. 264 "Regulations on the Classification of Professions, Basic Tasks Corresponding to the Profession and Basic Qualification Requirements", approving the profession "3254 02 Dispensing Optician" in a separate group "3254 Opticians" (<https://www.vestnesis.lv/op/2019/32.3>).

The professional standard "dispensing Optician" was agreed at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on 16 October 2019 (Minutes No.7, see [here](#)).

The above formed the basis for the development of the first level professional higher education study program "Dispensing Optician". The study program provides an opportunity for students to enter the labor market faster and to continue their education in the bachelor's academic study program, later also in the master's professional study program (see Table III.3.1).

As a result of the implementation of the study program, high-quality education in optometry corresponding to the requirements of employers and the labor market situation is provided - both by preparing new specialists and by providing wider employment opportunities for existing

specialists, such as opticians.

The first level professional higher education program "Dispensing Optician" in the study field "Health Care" is implemented using the active participation of co-operation institutions and previously purchased material and technical base, thus ensuring the training of professional specialists – dispensing opticians - for Latvian primary health care institutions and optics.

The development of the study field and the quality of study programs is achieved by purposefully implementing the study results-oriented approach, observing the principles of student-centered education, economic development trends, recommendations of employers and professional organizations and labor market requirements.

The implementation of the study program "Dispensing Optician" ensures the achievement of the following development tasks of LU RMC:

1. improve study programs that ensure the unity of education and practice,
2. expand the range of study programs and prepare specialists necessary for the labor market,
3. promote the employment, cooperation and feedback of graduates with employers and professional organizations;
4. continue and expand cooperation with the University of Latvia, attracting visiting lecturers from the University of Latvia and strengthen the intellectual capacity of the college.

The development of the study field takes place in accordance with the health care strategy, the requirements of the Latvian labor market and regulatory enactments, the requirements of the European Union and the goals of the college. The development of the LU RMC study program "Dispensing Optician" is purposefully managed - both by setting the tasks for the next year and by implementing measures, evaluating what has been done and introducing improvements.

In order to promote students' involvement and competitiveness in the labor market, the study program "Dispensing Optician":

1. promotes students' ability to judge independently, to form an opinion,
2. teaches to perceive the interconnections of cases, to analyze complex situations,
3. ensures that the study program meets the existing requirements of the labor market,
4. establishes the closest possible links with employers,
5. promotes the development of the profession of Dispensing Optician.

The study program ensures closer compliance of study content and professional training in optometry to the content and scope of study courses defined in the European Qualification for Opticians (The European Qualification in Optics, 2018 developed by the European Council of Optometry and Optics: <https://www.ecoo.info/european-diploma/educational-institutions/>).

Correspondence of the study program to the tendencies of the industry in the European Union countries and in the world

When creating the content, planned results, structure and scope of the study program, the standard of the profession of dispensing optician, the requirements set in Latvian legislation and the plan and set of knowledge, skills and competences of opticians developed by the European Council of Optometry and Optics (ECOO) were taken into account. The main objective of the ECOO is to harmonize and develop educational programs for the professional qualifications of optometrists and opticians in Europe.

In Europe, optometry students obtain a qualification in a four-level system, corresponding to four years of study or eight semesters. The amount of one study year is 60 ECTS, where 1 ECTS

corresponds to 25-30 academic hours. Each study year is dedicated to one of the specializations, in each subsequent stage of qualification acquisition including the knowledge acquired in all previous study years:

1. Year 1 - optical technologies,
2. Year 2 - provision of functional vision,
3. Year 3 - diagnostics of eye structures and functions,
4. Year 4 - eye therapeutic service.

The content of the study program “Dispensing Optician” has been developed in accordance with the European 1st level diploma in optometry, the amount of which is four semesters and which includes the provision of optical technologies and functional vision. The division into three levels ensures the continuity of education: from the first level to the master's degree in optometry. The table shows the ECOO recommended study courses, their amount and the study results to be obtained (see Table III.3.2).

Comparison of the study program with the study programs of higher education institutions / colleges recognized in the European Union countries corresponding to the same level and industry

The content of the study program “Dispensing Optician” has been developed and compared with similar study programs, about which sufficient information can be found (types of courses, their content and volume). The selected programs are implemented at the University Center Bradford College in the United Kingdom and the Vinci Institute for Research and Study in Optics and Optometry in Italy (Istituto di Ricerca e di Studi in Ottica e Optometria).

Comparing the study programs of higher education institutions, compliance with the three-cycle study system of the Bologna process has been taken into account, which provides for the possibility to include in the first cycle additional short-cycle higher education studies, observing the conditions and possibilities included in the EQF:

1. for the commencement of studies - a certificate of general secondary education or a diploma of professional secondary education,
2. the amount of study load from 80-120 CP (120-180 ECTS),
3. further study opportunities in the academic bachelor's and professional master's program, including all or part of the credit points from the 1st level studies,
4. employment in the profession corresponding to the field of study.

The method of implementation of the study program in all higher education institutions is full-time studies after the acquisition of secondary education.

The study program in the United Kingdom was chosen because the development of the optometry industry and the educational model has started in this country and provides the most structured information about education. The indicated program is designed for 180 ECTS, which also includes courses in the methodology of examination of eye and vision functions and assessment of ametropia correction, which are not implemented in the program developed by the optometrist's assistant, because they do not fall within the competence of the profession.

In turn, the program of the Italian institute offers a similar educational program, which corresponds to 120 ECTS with study results corresponding to the profession. There are differences in the study programs of comparable universities in terms of credit points and combinations of study courses, but there are no significant contradictions. In the study programs, students acquire study courses related to professional competencies, acquire professional knowledge, ideas and skills necessary for planning, execution and evaluation of the work of an optometrist's assistant. The comparison

made in Table III.3.3 shows that **all programs include both basic science study courses and study courses related to the field and professional specialization**. The study results in the considered study programs are divided according to the following knowledge, skills and competencies

K - knowledge and understanding

C - cognitive and intellectual skills

P - professional skills

T - social skills

1.2. Analysis and assessment of the statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the students. The analysis shall be broken down in the different study forms, types, and languages.

The study program "Dispensing Optician" was licensed on June 18, 2020 (license No. 041020-4) and the first enrollment of students took place in the spring semester of the academic year 2020/2021. In the autumn semester a full student group was not collected. Analyzing the causes, the reason is primarily the incomplete recognition of the profession, which could not be realized after the licensing period, secondly, the tuition fee component, which, although significantly lower than the University of Latvia Faculty of Physics, Mathematics and Optometry (LU FMOF) bachelor study program "Optometry" was not competitive due to the low number of applicants.

In LU FMOF bachelor study program not all State co-financed budget places were filled in the autumn semester of 2020/2021. Therefore, due to low interest and recognition, repeated negotiations with employers were organized in the industry, the program was popularized in the Latvian Association of Opticians and Optometrists (LOOA), introducing the program of the Riga Medical College of the University of Latvia (LU RMC). As a result, on January 26, 2021, 8 students were matriculated, of which the tuition fee of 5 students is covered by the employer SIA "OC VISION", 1 student tuition fee is co-financed from SIA "Likoer" and 2 students are self-financed.

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

Assessment of the achievability and interconnection of the planned study results of the study program

It is possible to start the study program after the acquisition of general secondary education or vocational secondary education, which is confirmed by a certificate of general secondary education

or a diploma of vocational secondary education.

The first level professional higher education program “Dispensing Optician” has been established in accordance with regulatory enactments:

1. Law on Education, Law on Vocational Education, Law on Higher Education Institutions;
2. CM 20.03.2001. Regulations No. 141 “Regulations regarding the State First Level Professional Higher Education Standard”;
3. CM 13.06.2017. Regulations No. 322 “Regulations on the Classification of Education in Latvia”;
4. Latvian Qualifications Framework;
5. Classification of a profession with the corresponding basic tasks of an dispensing optician (Cabinet Regulation No. 264 of 23 May 2017 “Regulations regarding the Classification of Professions, Basic Tasks Corresponding to the Profession and Basic Qualification Requirements”);
6. The professional standard “Dispensing Optician” was agreed at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment on 16 October 2019 (Minutes No.7, see [here](#)).

The planned study results of the study program are achieved by successively implementing the study content in accordance with the study plan (see Annex III.3.9), ensuring compliance of the study course results with the planned study program results, as well as compliance of the study program with national education and profession standards (see Table III.3.4).

The program has been developed in accordance with the mandatory content of Regulation No. 141, Cabinet of Ministers 20.03.2001 (see Annex III.3.6).

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

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In case of master’s and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation.

Before starting the development of the study program, data on optics and the number of employees were collected, the opinion of employers - optics owners and managers - on the employment prospects of dispensing opticians and the topicality of training specialists in this profession was involved, practicing optometrists were involved. During the study year 2018/2019, a survey of potential students about the interest in obtaining the qualification of a dispensing optician was conducted. Based on the above mentioned, a decision was made to develop a study program. An optometrist, LU FMOF assist. prof., was addressed for this work. Under her leadership, LU RMC has managed to unite all parties involved in a single work: industry representatives - employers, practicing specialists, potential traineeship supervisors, as well as teachers and students.

Employers from SIA OC VISION, SIA Vision Express Baltija, SIA Brīļi nams, SIA OPTIC GURU and SIA LIKO-R participated in the development of the study program, providing recommendations on the skills and knowledge required for a dispensing optician. Employers made a significant contribution to the selection of placements and support in the selection and purchase of technology and equipment. The succession of the study content acquisition and compliance with the labor market tendencies was planned in cooperation with the industry professionals - practicing optometrists, optics consultants from SIA OC VISION. Industry specialists were involved as experts. The teaching staff of all study courses and the general teaching staff of LU RMC actively participated in the development of the study program, taking care of the mutual coherence of the study courses, choosing the assessment methods, material and technical provision, equipment, discussing the implementation of scientific research activities in the study program.

LU FMOF lecturers with extensive experience in both professional and scientific activities made a valuable contribution to the development of the study program. It is especially important for quality assurance that several participants involved in the development of the study program are representatives of several involved parties, such as the employer, optometrist, lecturer and scientist. High-level professionals were addressed and involved in the implementation of the study program. Representatives of LU RMC student council provided their opinion on the topicality of the study program. The planning and development of study content and study courses took place by working in working groups since the 2018/2019 academic year.

The program is developed in accordance with the Dispensing Optician profession standard (profession code 3254 02, fourth level of professional qualification). The goals of the study program are set in accordance with the basic tasks of the professional activity of a dispensing optician defined in the Professional Standard, and the study program is designed so that the student:

- Firstly, acquires the knowledge necessary to perform the basic tasks - at the level of perception, understanding and use.
- Secondly, acquire the skills needed to perform the basic tasks in practical work, laboratories, as well as during traineeship.
- Thirdly, to achieve the professional competencies required for the performance of the professional activity specified in the professional standard.

The contents of the study courses are updated and supplemented by the relevant lecturers with references in the latest literature at the end of each current semester, which are handed over to the program director, thus ensuring the quality of studies in accordance with labor market development trends.

In each study course, the ground is created for the development of knowledge, skills and competencies. Complementing each other, study courses create a qualitative basis for obtaining professional education and the qualification of an Dispensing Optician.

The knowledge acquired at the level of perception allows the student to communicate with the client about the influence of physical, chemical and biological factors on materials, coating technologies and living tissues, their biocompatibility (e.g. basics of biochemistry and biophysics, visual physiology and environmental optics), radiation and eye (radiometry, photometry, spectral transmittance of optical images, retinal illumination, types of radiation and resulting damage to ocular structures). Study courses in anatomy and physiology, microbiology provide knowledge about body and head asymmetry, infection control. In the course "Geometrical Optics" students get an idea of the basic principles of wave optics: light coherence, diffraction, interference, scattering and dispersion, factors influencing image quality and optical magnification

At the level of understanding, knowledge is acquired in the study courses "Occupational and

physical optics", "Ophthalmological and Optical Instruments", including knowledge of ergonomic principles, electromagnetic wave properties, dazzle, light polarization, types of lighting and light sources, equipment and device operation requirements, vision care the equipment and devices to be used (parameters, types) and the principles of their operation. The study courses "Anatomy and Physiology", "Introduction to Optometry" and "Visual Physiology" include knowledge of eye structure, eye diseases, human aging and general and visual changes, visual refractive states and correction methods, factors influencing eye image quality and vision training options. . Students in Optical Appliances and Spectacle Assembly courses learn the peculiarities of human facial features and face shape, technologies for the production of frames and sunglasses, technologies for the production of spectacle lenses, chemical and physical properties of optical materials and spectacle frames. Entrepreneurship and communication courses include an understanding of the level of business organization, company record keeping and financial accounting system, labor relations, employee rights, duties and responsibilities, levels of social dialogue and the basic principles of their formation, security of information system.

At the level of application, the procedure of cleaning the premises, operating rules of equipment and devices used in visual care, pupilometry, autorefractometry, autokeratometry, devices in optical practice, optical instruments, basic principles of visual optics and their recording - optical units, types of visual refractive defects and correction possibilities, visual refractive recording of defects in prescriptions or prescriptions of an ophthalmologist, types of optical spectacle lens materials, areas of clear vision before and after the application of corrective agent, effect of accommodation on the field of vision, physical properties of ophthalmic lenses, optical properties of ophthalmic lenses, ophthalmic prisms and prismatic effect, spectacle technologies basic principles and their calculations: lens concentrations, thickness calculations, quality conditions of vision correction means, physical and chemical properties of optical materials, changes in optical parameters from the position of the spectacle frame in high-strength spectacle lenses, light absorbing types and categories of protective lenses, types of coating technologies, technical parameters of spectacle frames and sunglasses, materials and types of optical spectacle frames, types of light absorbing coatings, specification of frames and sunglasses, pupil marking techniques in different types of optical lenses, multifocal lenses, work process organization , technical parameters of equipment and devices, operating modes of equipment and devices, spectacle manufacturing technologies, optical materials coating technologies, devices and types of technologies for adjusting optical spectacle frames, tools and types of technical parts for corrective repair, types of visual correction maintenance conditions, requirements of the final product quality standards, principles of documentation of technical activities, types and materials of contact lenses, conditions of use of contact lenses, types of contact lens care products, principles of use of contact lens care products, validity deadlines and utilization, validity periods and storage rules for vision corrections and their care products, technical requirements for drawing up visual training documentation, quality requirements for visual training performance, technical requirements for drawing up documents, purchase of goods and related regulations, procedures for writing off, accepting and accounting goods, communication devices, their types and applications, cash register operating rules, cash receipt and issuance procedures, non-cash settlements, service standards, linear algebras, vector algebras and analytical geometry methods in calculations, teamwork, conflicts, their causes and solutions, time planning principles, regulatory enactments regulating the field of retail trade regarding the movement and placement of goods, rules for distribution of goods, requirements for placing advertisements, basics of economics, work environment organization process and management, self-organization in the work process, project development and management basics, doc design requirements, personal data protection, first aid, fire safety regulations, fire safety, electrical safety regulations, civil protection regulations, evacuation plans, crisis management, communication culture, communication with the client,

professional terminology in the state language, verbal and non-verbal communication and communication culture, written language culture, professional communication culture, prerequisites for effective communication, process and methods, foreign language literary form, intercultural communication in a multicultural environment, professional terminology, business communication, basic principles of conflict resolution, claims and resolution procedures, professional and general ethics, norms of professional ethics, legal relations of employer and employee, regulatory enactments of labor law, labor protection, environmental protection and civil protection, application programs in preparation of documents in accordance with the terms of reference, date skills and office equipment, work with office equipment and information system, information security and protection, methods of mathematical analysis, self-assessment mechanisms, planning of studies, career and work, scientific, etc. language styles, research methods, motivation and learning strategies are learned.

During the acquisition of the study program the student develops the following skills:

1. to participate in the selection of vision correction products and products used in visual health care and in the work of the visual health care team, to co-operate with health care providers and health care institutions;
2. to choose a vision correction tool for clients of all ages both in vision optics companies and as a member of a care team in health care institutions;
3. to offer corrective glasses or contact lenses and a solution suitable for the client's visual defect and work activity, or for the use of an optical device;
4. to determine the most visually suitable optical solution corresponding to the customer's needs;
5. assemble glasses, perform their inspections and repairs;
6. to perform technical measurements of eye and vision parameters for the client according to the instructions of a vision specialist;
7. to manage problem related to the use of optical means, knowing the mechanisms of vision and the refractive states and degree of the eye;
8. respond and act in emergencies and critical situations;
9. manage contact lens types and instruct users on the use, insertion, removal, care, and assist the vision specialist in prescribing vision training to the client;
10. to form a benevolent, understanding and professional dialogue with patients, employers and colleagues, incl. to observe professional ethics and confidentiality in communication with clients;
11. evaluate the results of their work, objectively analyze the mistakes made and look for their causes;
12. to draw up and document the professional activities performed on the basis of the acquired knowledge in business management and legal norms that apply to the company and suppliers.

The descriptions of the study courses (see Annex 10) provide a detailed description of the knowledge, skills and professional competencies to be achieved specified in the professional standard.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on

research and other education levels.

The summarized mapping of the study program and the results of the corresponding study courses (see Annex III.3.8) shows that the 1st level professional study program “Dispensing Optician” is balanced, the continuity of study courses is ensured (see Annex III.3.9) and the study content fully complies with the state first level professional higher education standard (see Annex III.3.7).

The mapping of the study program (see Annex III.3.8 and Figure III.3.1) confirms that the study content is acquired evenly and in accordance with the results to be achieved by the study program (10 in total).

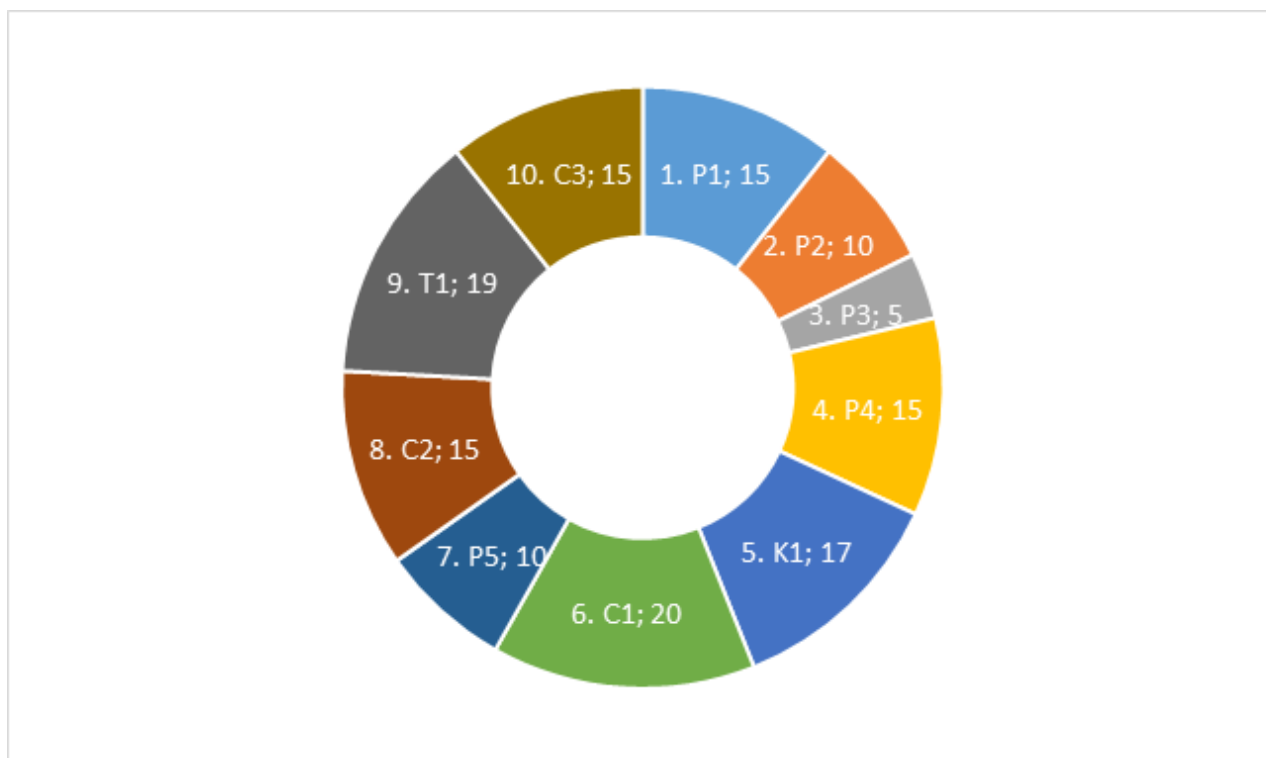


Figure I.3.1. Distribution of study course competencies to achieve the study program results

1. Choose an appropriate vision correction tool and / or products used in visual health care, take the necessary technical measurements in accordance with the instructions of a vision specialist. (P1)
2. To update the technical parameters and values of the spectacle correction tool and to ensure compliance with the appointment of a vision specialist. (P2)
3. To manufacture a vision correction tool in accordance with the appointment of a vision specialist, to control equipment and devices, choosing the appropriate processing technology. (P3)
4. To perform maintenance of spectacle correction product and sunglasses and to adjust vision correction tool to individual anatomical features of clients of all age groups. (P4)
5. To instruct the clients in the correct use of contact lenses and vision correction tools, to inform the client and his/her relatives (in some cases) about the issues of visual health promotion. (K1)
6. To manage problems related to the use of optical tools, to act responsibly in emergency situations. (C1)
7. To operate and maintain premises, equipment and devices in compliance with the work safety, protection and disinfection regime. (P5)

8. To perform trade operations for the circulation of vision correction tools and their care means, ensuring compliance of the offered goods with the degree of the client's refractive visual defect, individual anatomical features, work activity and type of use. (C2)
9. To create a benevolent, understanding and professional dialogue with clients, employers, colleagues, partners, to observe professional ethics, legal norms and confidentiality, to draw up documentation. (T1)
10. Evaluate the results of your work, objectively analyze the mistakes, search for their causes and purposefully improve your professional qualifications. (C3))

The analysis of study courses in the division by parts indicates the proportional distribution of the content. Students acquire the main content of the study program in Part A - 89% (see Figure III.3.2), where general study courses provide 31%, Basic theory courses - 24%, Professional and Specialty courses - 22%, Practical Training - 20% and Final State Examination - 3% (see Figure III.3.3).

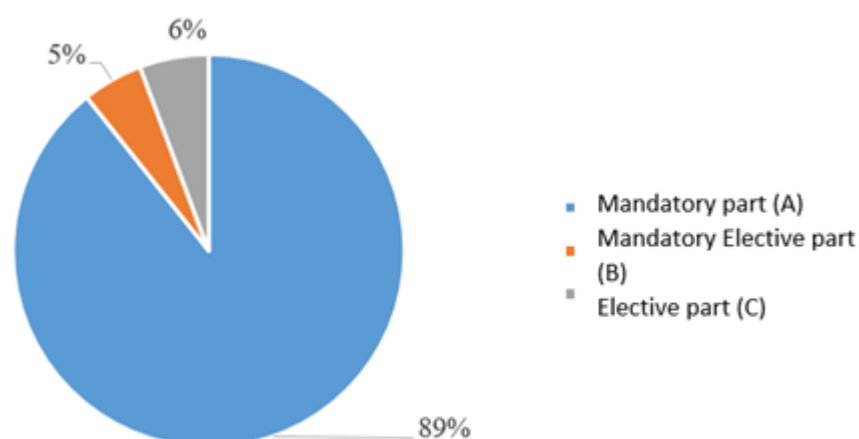


Figure III.3.2. Influence (proportion) of the mandatory (A), mandatory elective (B) and elective (C) part on the achievement of the study program results

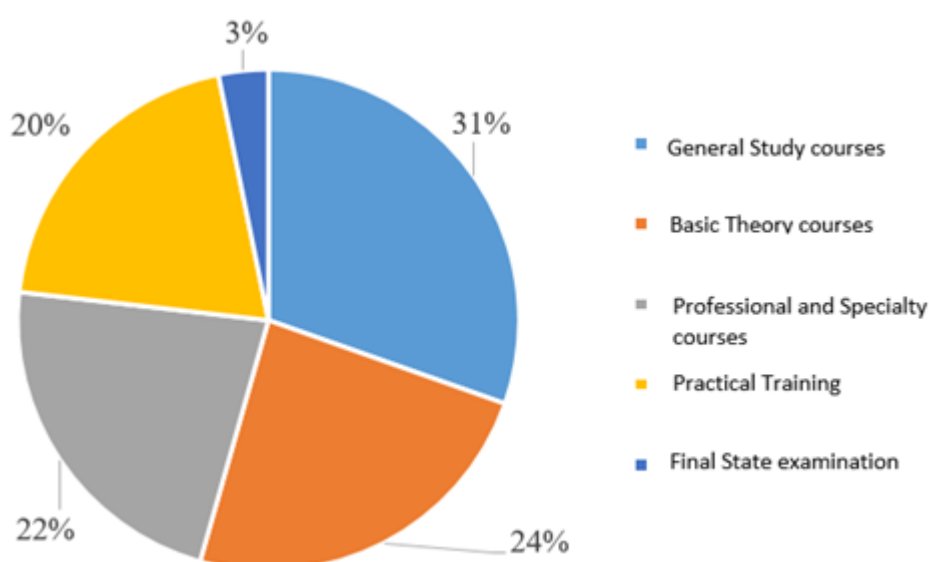


Figure III.3.3. Distribution of study courses, ensuring the acquisition of the mandatory part (A)

Descriptions of study courses have been developed in accordance with 21.03.2019. Regulation no. 1/106 "On amendments in the University of Latvia 10.08.2018. in Regulation no. 1-277 "On the Procedure for Development and Updating of UL Study Courses".

In accordance with the mentioned Regulation, **the level of the study course** is indicated in the

descriptions of the study courses: 1. - prior knowledge is not required for the acquisition of the study course; 2. - prior knowledge is required for the acquisition of the study course. **The study course code** is used to identify study courses in the internal information system of LU RMC.

Descriptions of study courses (see Annex III.3.10)

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

The course of the study process is regulated by several internal regulatory enactments of LU RMC:

1. Regulation of LU RMC,
2. Internal rules for students
3. Quality policy,
4. Regulation on the procedure of studies and examinations,
5. Practical training regulation,
6. Regulation on the state final examination,
7. Regulation on the recognition of competencies acquired outside formal education or professional experience at LU RMC,
8. Regulations on tuition fee reductions,
9. Student council regulation,
10. Admission Regulations (taking into account Cabinet Regulation No. 846 of 10 October 2006 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programs" and Cabinet Regulations of 30 April 2019 "Regulations on the Time of State Examination Work 2019/2020 school year", which stipulates mandatory centralized examinations in a foreign language, Latvian language and mathematics),
11. Procedure for starting studies in later study stages,
12. Procedure for recognition of study courses at LU RMC,
13. Regulation on granting student loans,
14. Scholarship award regulation.

In the course of the implementation of normative documents, working documents are created, which reflect daily developments, operational results and serve as a basis for decision-making on improvements and implementation of improvements, incl. study plan, list of classes, minutes and results of examinations, minutes of meetings of various institutions and commissions, etc.

Information about the course of the study process is available to each student on the college website www.rmkoledza.lu.lv and in the Study Department - by e-mail, by telephone and in person.

The achievement of study results is ensured by **the use of quality and compliance indicators**. The college study quality indicators are based on the performance indicators specified in the LU RMC Development Strategy and the requirements of external regulatory enactments. LU RMC uses several study quality indicators in its activities, incl. admission results; number and composition of students (active, study break, resumed studies after the study break, admitted in later study stages, etc.); student dropout and its reasons; the number of students who have obtained a

qualification; research activity of students: number of conference participants, number of theses, number of publications, number of reports, number of project participants, etc. ; student mobility and participation in projects other than research; student success; student participation in the survey and satisfaction level; scientific research activities of the teaching staff; teaching staff mobility, project work, expert and other professional activities; number and composition of visiting lecturers; development and improvement of study quality, taking into account strategic goals, available resources, study quality and compliance assessment results, opinion of students, graduates, lecturers, employers, practice supervisors, professional organizations and other involved parties.

Simultaneously with the study quality indicators, LU RMC also uses compliance indicators, incl. compliance of the study program with the requirements of the Law on Higher Education Institutions and ESG; compliance of the study program with AIKA guidelines, Cabinet regulations, incl. educational standard, requirements; compliance of the study program with the requirements of the professional standard; compliance of the study courses with the achievable results of the study program; material and technical bases, incl. compliance of library resources and infrastructure with the needs of the study program.

The knowledge, skills and competences to be achieved are defined in the program and in detail in the descriptions of study courses. In order to ensure the objectivity of the evaluation and compliance with the achieved results, as well as the requirements of the labor market, the following is ensured:

1. representation of employers' representatives in the qualification examination;
2. individual assessment of the student's knowledge, skills and competencies performed by the traineeship supervisors (potential employers) at the end of each traineeship period;
3. a skill test using knowledge of the selection, manufacture and adaptation of the most appropriate vision correction device to the client's needs, the size of the refraction and the peculiarities of anatomical structures, in which the achieved results are evaluated by practicing industry specialists.

The evaluation used in the study program corresponds to the Cabinet of Ministers 20.03.2001. Regulations No. 141 "Regulations on the State Standard of First Level Professional Higher Education", the Law on Higher Education Institutions, the Regulations of LU RMC on Studies and Examinations, developed in accordance with the UL Senate of 28.12.2009 decision No. 307 "Regulations of the Riga Medical College of the University of Latvia" and approved at the meeting of the Council of LU RMC.

The evaluation of the achievements of the students of the study program is based on the Cabinet of Ministers 20.03.2001 regulations No. 141 "Regulations on the State Standard of First Level Professional Higher Education". It follows a number of principles:

1. the principle of summing up positive achievements - the acquired education is evaluated by summing up the positive study achievements in the study course, it is incorporated in the description of the study course program;
2. the principle of compulsory assessment - it is necessary to obtain a positive assessment of the acquisition of the compulsory content included in the main parts of the programs;
3. the principle of openness and clarity of requirements - in accordance with the set goals and tasks of the program, as well as the goals and tasks of the study courses, a set of basic requirements for the evaluation of the acquired education has been determined;
4. the principle of diversity of the types of examinations used in the assessment - in the assessment of the acquisition of the program different types of examinations are used, which the lecturer has indicated in the study course;

5. The principle of conformity of the assessment - in the test the opportunity is given to prove the conformity of abilities, knowledge, skills and abilities in the tasks and situation analyzes corresponding to the 1st level higher education program. The amount of content to be included in the examinations corresponds to the content specified in the study course programs and the knowledge, skills and competence requirements specified in the professional standard.

The main forms of evaluation of knowledge acquired in studies (types of examinations) in the study program are:

1. Mid-term examinations, the number and type of which is specified in each description of the study course: test, independent work, practical work, report, essay, presentations of individual and group works.
2. Final examinations of the study course: exam / test, defense.

During the acquisition of each study course, the student takes the mid-term examinations specified in the study course program. The final examination is allowed only for those students who have fulfilled all the requirements specified in the study course, which the lecturer has indicated in the course description. Practical classes and tasks play a very important role in the study program, developing students' professional skills and competence, therefore some study courses include a requirement to attend these classes. In cases when the student, due to objective reasons, has not attended the mentioned classes in time or has not completed the practical work, he is always given an additional opportunity to do so.

Students are informed about the evaluation criteria, methods and requirements for obtaining credit points at the beginning of each study course - in the first lesson / introductory lecture. The study course is considered to have been successfully completed if the evaluation in the 10-point system is not lower than "4" (almost satisfactory) or "passed". Study courses, the amount of which is 1 CP, are evaluated with "passed" or "failed" ("Environmental protection", "Civil defense"). Study courses, the amount of which is 2 CP and more, are evaluated with a mark. Students take tests, exams and other tests individually.

Students perform practical work and submit it to the teaching staff individually. Students' knowledge is tested in written form and in the assessment of practical skills. The aim of the examinations is to determine the level at which the student has acquired theoretical knowledge and acquired skills to use it to perform the tasks necessary for professional activity. According to the specifics of the study course, there are requirements for attending practical classes. Attendance of practical classes is obligatory in all study courses - 100%, regardless of the reason for the delay, practical classes must be attended repeatedly.

The final assessment (mark) of the study course is formed cumulatively, i.e. by assessing the student's work during the whole semester, which forms part of the final assessment mark, and the examination paper. The total assessment of the study course acquisition consists of the total assessment of intermediate examinations, which is on average 50% of the total assessment, and the assessment obtained in the exam / test. All assignments completed during the semester are taken into account in the final assessment.

Special attention is paid to the improvement of study results - forms of assessment of knowledge, skills and competencies, descriptions of study courses are improved, methods and assessment system used in studies are well thought out, work is done to make study course materials available on the Internet. The introduction of the Internet and other computer technologies in the study process opens up new opportunities for obtaining, processing and storing information, as well as for operational communication.

When implementing the study program, the control of attendance of theoretical and practical classes is used - it helps to improve the students' success in the acquisition of professional competencies, to develop general competencies. The student's evaluation is registered on the final evaluation page of the study course. Information on the assessment received by the student and the amount of the study course in credit points is entered into the electronic system LAIS.

Acquisition of the study program ends with the state final examination - the Qualification Exam, a part of which is the elaboration and defense of the qualification paper, the written part of the qualification examination. The qualification paper is developed and defended individually. In research, elaboration of the qualification paper and technical design of the work, students use LU RMC methodological guidelines for the development and defense of qualification papers.

The following evaluation criteria are used when defending a qualification paper:

1. systematization, consolidation and expansion of theoretical knowledge and experience;
2. independent acquisition of literature and other informative sources, incl. in foreign languages;
3. theoretical approach to tasks and problem solving skills, which include separate and complex summaries and novelty elements;
4. analysis of a topical business problem;
5. development of practical solutions in the form of recommendations and proposals;
6. development and strengthening of skills for conducting independent applied research and defending the obtained practical results.

The final examination commission consists of the chairman of the commission and at least four members of the commission. The chairman of the commission and at least two of the members of the commission shall be representatives of professional organizations or employers in the sector. The qualification examination is regulated by the Regulations of the State Final Examination. The qualification exam may be taken by students who have fully fulfilled the requirements of the study program "Dispensing Optician".

The performance of practical training tasks in accordance with their purpose and tasks according to the criteria developed by the college is evaluated by the direct traineeship supervisor in vision optics companies and the study program head. The traineeship evaluation (with a mark) consists of defending the traineeship report: successful implementation of the traineeship in a health care institution, submission of clinical traineeship documentation (traineeship diary and traineeship report), health care institution evaluation, college evaluation and student self-evaluation.

Students are provided with consultations outside the classes specified in the list of classes.

One of the basic principles of LU RMC study programs is democracy and dialogue with students. By implementing a student-centered approach to education, students are involved in the improvement of the study process and content. Students can implement their participation in the improvement of the study process directly - by expressing their wishes to the lecturer of the specific study subject, the head of the program or through the students' council. It imposes both additional responsibilities and powers on students. Students are involved in the improvement of the study process and content from the strategic level, working in the College Council, to solving daily problem, observing developments and expressing opinions and proposals.

At the beginning of each study course, the lecturer informs the students what changes were made in the study course, based on the students' suggestions and comments, as well as the results of the questionnaire. Each semester, the program head discusses with the students the factors that influence their opinion about the quality of studies. As a result of negotiations, the head of the study program can propose changes in the content and methods of study courses.

Every year a self-evaluation of the study program is performed, involving and consulting with students and academic staff.

Once a semester, students evaluate the work of teachers in writing by answering the questionnaire. Questionnaires are anonymous. This procedure is specified in the Regulations on Student Surveys for the Evaluation of the Study Process and Lecturers' Work.

Every year, 5% of the college's own income is allocated for the development of scientific activities in the college. One of the activities is a competition of scientific projects, in which the involvement and active participation of students is a condition. It promotes scientific skills, abilities, analysis and scientific thinking, stimulates interest and improves understanding of research.

Student council plays an important role in providing a link between students, faculty and program administration, actively participating in all these processes.

Students are informed about the evaluation criteria at the beginning of each study course. Students have the opportunity to challenge the evaluations of study results by submitting an appeal to the head of the study program in accordance with the Regulations on studies and examinations.

In theoretical and practical classes, students acquire fundamental knowledge, use the latest methods in the field and work with modern equipment. The compulsory study courses of the study program ensure the acquisition of key competencies and are a guarantee for successful acquisition of a qualification.

The study program ensures full implementation of study results. One of the proofs of this is the research conducted by the Department of Study Quality in the spring of 2019, which uses the methodology of expansion of quality functions. It helps to hear the 'student voice' and assess the institution's capabilities and tools.

Study results are formulated both at the level of the study program and study courses. Students are informed about them at the beginning of each study course, as well as availability in LAIS and / or Moodle environment is ensured. The link between the study program and the results of the study course is ensured. The interconnection and sequence of study courses in the acquisition of study content is assessed at the meetings of the study program council.

According to the results of the study course, the topics and their amount in hours are formed, while according to the results of the study program, the content and amount of study courses in credit points are formed. The results to be achieved in all study courses are tested with appropriate assessment methods.

Student and staff mobility takes place at LU RMC. Students who come to college as part of their mobility receive various types of support from the administration, teaching staff and student council. Students who come to the college are integrated into the study environment, their needs and expectations are met as far as possible.

The pedagogical process is enriched with foreign experience, promoting the implementation and internationalization of student-centered education. Mobility resources are used to improve the college study process - the experience gained abroad is disseminated among teachers, for example, as evidenced by a review of simulation equipment and later - the purchase of this type of equipment for college studies. College staff and students try to share examples of good practice they have encountered in mobility.

The infrastructure of LU RMC is suitable for students with different needs. An elevator is available for students with special needs. There is also differentiated support for different social groups of students, for example, by granting tuition fee reductions.

LAIS, Moodle environment and website have all current information about studies, types and conditions of support, current events, planned events, communication opportunities are also provided, for example, creating forums in Moodle environment to promote communication of study members, recording video collections and making them available in Moodle environment, such as theoretical courses in pharmacology.

Many and various teaching and learning methods are used in the pedagogical process: individual and group work, individual and group consultations, presentations, tests, oral and written exams, etc. At the beginning of each study course, the lecturer explains to the students the aim of the study course, finds out the students' level of knowledge, previous experience, needs, obtains other relevant information. As far as possible, the lecturer and students agree on the course of studies, methods, assessment, etc. By combining teaching methods, their compliance with different groups of students is ensured, students with different needs gain the opportunity to acquire knowledge, skills and attitudes in a more appropriate way.

In practical classes, students gain valuable experience by learning from each other. Situation simulations are created to bring the practical operation closer to real work environment conditions.

Students also acquire transferable skills: organizational, communicative, foreign language, etc., which will be able to be widely used in a wide variety of professional and life situations in the future.

An important component of qualitative studies is also the learning environment. Classrooms, labs, equipment, software, the general college environment, collaboration, support, available resources, and extracurricular learning all contribute to a student-centered approach in college.

Of particular importance is the equipment and the opportunity for students to practically acquire professional skills - the opportunity is provided to use and learn how to use the equipment used by health care personnel in the study process. Acquisition of studies is facilitated by various library resources, possibility to use electronic catalogs of other universities. The library's collections are supplemented in close cooperation between librarians and teachers. Final theses are developed on current topics in the industry.

The competence development of the LU RMC academic staff is promoted at the level of both management and study program heads. Faculty members have the opportunity to apply for and implement internal projects, develop methodological materials, new study courses, further education courses, use mobility opportunities, organize experience exchange meetings and go on experience exchange to other universities. Participation in international projects is supported, LU RMC conferences are organized and participation in conferences organized by other universities is encouraged. Improvement of staff competence in courses and seminars is supported. If necessary, training for staff and advisory support, such as the use of Moodle, is provided.

The college supports students' extracurricular activities. LU RMC has gyms, a children's room, living rooms, while a computer class and a library are also available in the evening. Representatives of all study programs participate in the student council. With each passing year, students become more and more responsible for their future and, consequently, cooperation with the council becomes more and more rich not only in studies, but also in the field of extracurricular activities. Students participate in strengthening the college brand and promoting recognition in exhibitions, international weekly events, project activities.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and

the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

The practical training in the amount of 16 CP will be implemented separately: at the beginning of the second study year - in the amount of 4 CP and in the second study year before the development of the qualification paper - in the amount of 12 CP. The scope of the practical training complies with the Cabinet Regulation No. 141 "Regulations on the State Standard of First Level Professional Higher Education", the implementation of the practical training is specified in the traineeship regulations and the description of the specific practical training. The description of the practical training defines the goals, content, organization, the result to be achieved, its reflection and the evaluation of the practical training (see the practical training regulations in Annex III.3.2).

Specialists from health care and optical institutions, with whom the College has concluded agreements of intent, are invited to provide practical training. Taking into account the fact that the cooperation partners are the leading optics institutions in Latvia, which combine several optics, they are also potential employers. The capacity of health care and optical institutions within the framework of cooperation agreements confirms the readiness to provide practical training for all students in the program.

The college provides students with practical placements located throughout the territory of Latvia. It serves as a support for students to implement the objectives and tasks of practical placement closer to their place of residence.

In order to implement the different goals and tasks of the practical training, the college has concluded intentional agreements on cooperation with the following optical institutions:

1. SIA OC VISION, which consists of three brand networks (Vision Express, Optio and Visionette) with 50 optics,
2. SIA BRILLU NAMS with 9 optics,
3. SIA Optic Guru, which consists of two brand networks (optics Metropole, Outlet OPTICA,) with 28 optics,
4. SIA LIBLEINA with three optics in Riga.

The choice of these institutions is fully justified and based on the goal of providing students with traineeship opportunities in the best health care and optical institutions - institutions with a large number of clients and active work, a wide range of services and opportunities for students not only to complete practical training tasks and achieve practical training goals, but to be motivated to acquire more knowledge and continue education in the field of optometry.

The aims of the practical training envisage the use of the knowledge, skills and abilities acquired in the study courses. Client counseling takes place in the presence and responsibility of the traineeship supervisor, therefore the practical training is implemented only in the form of contact hours. Both the educational institution and the optical institution, the organizer and supervisor of the institution's practical training, are responsible for the course of the practical training.

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

The analysis is not applicable. The first matriculation took place on January 26, 2021. At the time of accreditation, students will study in the first study semester of the program.

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

The analysis is not applicable. The first matriculation took place on January 26, 2021. At the time of accreditation, students will study in the first study semester of the program.

Extract from the license report on the interest and importance of employers in the development of the program.

Employers, industry representatives, academic staff of other universities, students, LU RMC employees participated in the development of the study program. As a result, the study program has been developed in accordance with regulatory enactments, industry and scientific development trends, taking into account the situation in Latvia in the industry, providing an opportunity to obtain a qualification in leading professionals, as well as providing students with excellent opportunities to practice in leading Latvian optical institutions.

During the development of the study program, a survey of potential employers was conducted on the further career paths of the graduates of the first level professional higher education study program "Dispensing". About 2/3 of the respondents indicated that their workplaces need well-educated specialists. Employers indicated that the content and structure of the study program meet the requirements of the labor market and graduates will be competitive.

It is planned to further actively involve all involved parties in the improvement of the study program: by providing an opinion in anonymous surveys, advising the head and implementers of the study program, providing practical trainings and evaluating students' achievements.

Equally important is the internal and external evaluation and monitoring of the program: the opinion of the parties involved in the study process allows to maintain quality internally, while external stakeholders create preconditions for the study program development and study content implementation in accordance with external regulations, industry issues, problem and future perspectives.

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

The analysis is not applicable. The first matriculation took place on January 26, 2021. At the time of accreditation, students will study in the first study semester of the program.

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

3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

All structural units of the LU RMC are involved in the implementation of the study program (see Table III.3.3.1).

LU RMC is provided with an information base, purchased books, subscribed magazines, databases, an e-learning environment developed, incl. for the implementation of the study program "Dispensing Optician". The College has a Library Collection Commission. The LU RMC library is available both on weekdays and Saturdays. The library is suitable for individual work - both study and research.

The library fully provides the students with study literature and periodicals in Latvian, English and Russian. The library has a collection of more than 14,000 items. Most of the collection is medical literature, literature in psychology, pedagogy, social care, etc. is also widely represented, reference books, dictionaries and various encyclopedias.

Periodicals in Latvian and English are subscribed: "Doctus", "Latvijas Ārsts", "Materia Medica", "Ārsts.lv", "iTiesības", "Jurista Vārds", "Journal of Advanced Nursing", "European Journal of Emergency Medicine", "American Journal of Physical Medicine & Rehabilitation", as well as a free publication "Medicus Bonus".

The library is included in the unified state library information system and performs library processes in the automated information system SKOLAS ALISE, thus the information sources in the library collection are available in the [electronic catalog](#). Teachers and students can search for the necessary information in the electronic catalog, in the electronic catalog of national libraries. Sources of information by various criteria, such as author, title, etc., can be selected and simple and advanced searches can be used.

Students and faculty have access to subscribed database EBSCO and open access databases, for example, PubMed and other reference databases (encyclopedias, dictionaries), e-journals, e-books, internet guides and other electronic resources.

Students and teachers are regularly informed about the news through the e-environment, introduced to the latest technologies. Library staff promotes the development of information retrieval and use skills, supports and promotes the study process in general, compiles, systematizes, comprise catalogs, bibliographies and preserves electronic publications and other documents, as well as ensures public access to and use of the information contained therein.

The e-learning environment Moodle is widely used in the study process of LU RMC. In it, students can get acquainted with the descriptions of study courses, obtain study materials. Moodle environment is used for communication, organization and assessment of tests.

IT equipment is available in classrooms and laboratories: interactive whiteboards, multi-projectors and computers. LU RMC has a permanent internet connection and free wifi.

The financial sources of the study program “Dispensing Optician” are formed from student payments. Undoubtedly, the resources at the disposal of LU RMC and partners, which are used in the study process, play an important role in ensuring the sustainability and stability of the study program. LU FMOF teaching staff is involved in the study program and laboratory equipment is used.

The calculation of the study program has been performed per one student in 2019 (see Table III.3.2), based on the financial results of the previous activities of the college and the available resources.

Source of obtaining financial resources: student self-financing - 1200 EUR / year

Required minimum number of students per year: 20

Amount of required funding: 24,000 EUR

Table III.3. 2.

Calculation of study program costs per student

No.	Normative	Calculation
N1	salary per study place per year	EUR 799.56
N2	mandatory state social insurance contributions of the employer	EUR 192.61
N3	travel and subsistence expenses	EUR 2.85
N4	payment for services	EUR 74.93
N5	materials, energy resources, water and inventory	EUR 52.82
N6	purchase of books and magazines	EUR 17.64
N7	equipment purchase and modernization costs	EUR 59.59
T_b - costs of one study place per year (N1+N2+N3+N4+N5+N6+N7)		EUR 1200.0

In order to ensure the implementation of the study program, the material and technical base of LU RMC is purposefully developed, the provision of which is determined by the aims, content and structure of the program. The College manages the property owned by the University of Latvia at Hipokrāta Street 1, which has 7 auditoriums for the study process and 11 laboratories. The existing infrastructure, both in terms of quantity and quality, corresponds to the successful implementation of the program.

Laboratories are arranged according to the specifics of study courses. Laboratory equipment for the

organization of practical work is provided with everything necessary - for the implementation of general, professional and specialty courses. During the study process, various mannequins are used - skeleton, individual body parts, bones, joints, etc., mannequins - multifunctional, auscultation, emergency medical care (for children and adults), as well as equipment for hand hygiene, arterial blood pressure, glucose level, etc. for determining indicators, spirometers, stethoscopes and other necessary for the implementation of the study field "Health Care".

To obtain the qualification of an Dispensing Optician, the college has a separate laboratory with appropriate equipment. The specialized laboratory is arranged in accordance with the requirements of professional study courses. Laboratory equipment includes spectacle adjustment tools (rods, tweezers, scissors, pliers), optical lens bending radius and thickness gauges, manual dioptometer, digital dioptometer, air dryer, pupilometer, lens test for lens centering and diameter glazing, spectacle frame test, metal, full frame, strings with strings and screwdrivers, sunglasses, frames of various shapes and colors on spectacle stands, demo optical lenses and contact lenses, filters, ultraviolet (UV) light activator in photochromic lens diagnostics and UV detector, light intensity detector (luxometer)), eye mulch, wipes, hand and surface disinfectants. Laboratory equipment is provided for the organization of practical work in the following study courses: Occupational and physical optics, Geometrical optics, visual optics, introduction to optometry, contact lenses and partially - Optical Appliances and Spectacle Assembly , ophthalmic and optical instruments.

The organization of the laboratory work of the study course "Optical Appliances and Spectacle Assembly", "Ophthalmic and Optical Instruments" and "Contact Lenses" will be provided in the Optometry Laboratories of the University of Latvia, Faculty of Physics, Mathematics and Optometry (UL FMOF) agreed in a mutual co-operation agreement, which provides for the conditions of lease of premises, use of machinery and equipment and their implementation.

Cooperation is facilitated by the involvement of LU FMOF lecturers in the implementation of the study program. The LU FMOF spectacle technology laboratory has a lens grinder, a frame-shaped lens template maker, a lens centerer and other devices for the production of optical spectacles. In the spectacle technology laboratory it is planned to work for 40 hours, in groups of 10-12 people. A laboratory with optometry technologies (autorefractometer, phoropter, retinoscope, keratometry, biomicroscope and tonometry) will be used in the implementation of practical work "Ophthalmic and optical instruments" and "Contact lenses", which will be implemented in 16 hours in laboratories in groups of 10-12 people, as well in practical work, within the whole course.

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

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

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

Due to the small number of matriculated students on January 26, 2021, the Study Plan was changed in order to save material resources of LU RMC (see Annex III.3.9). The study courses Microbiology (4 CP) and Ophthalmic and Optical Instruments (4 CP) from the second semester of the 1st academic year were appointed in the first semester of the 1st academic year. In turn, general subjects Basics of Communication Psychology and Basics of Sociology (2 CP), Legal and Ethical Aspects of Professional Activities (2 CP), Environmental Protection (1 CP), Civil Defense (1 CP) and one subject from optional courses in the amount of 2 CP: Style, Design and Aesthetics in Health Care, (2 CP) or English (2 CP) or Stress management (2 CP) - a total of 8 credits were removed from the first semester of the first academic year to the second.

In this regard, agreements of intent with faculty assoc. professor T. Tračevska and Professor G. Krūmiņš lost their relevance and had to attract other teaching staff, such as K. Detkova and T. Pladers. K. Detkova was invited to implement the Microbiology course, because the lecturer has not only a professional master's degree in Optometry, but also a bachelor's degree in biology. The management of both of these areas will significantly increase the outline of current issues for Dispensing Optician qualification students. T. Pladere, as an assistant to Professor G. Krūmiņa, has led the course Introduction to Optometry in the LU FMOF Bachelor's study program in Optometry and Vision Science, as well as as a research assistant forms a safe scientific research base.

Lecturer rejected the implementation of the course Geometrical Optics at LU RMC due to the workload of both LU FMOF and LU CFI. The implementation of the course content was entrusted to a lecturer with a professional master's degree in optometry, 10 years of experience as an optometrist in the optics network OC Vision and good feedback from LU FMOF Optometry and Vision Science students, for whom the lecturer implements the courses Contact Lenses and Age and Vision.

Changes in the composition of the teaching staff will not affect the quality of studies, but will expand the link between theoretical knowledge and especially practical skills to ensure the quality of competencies in the field.

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

In order to ensure the quality of education in the implementation of the professional specialization study courses of the program, specialists with a doctoral degree and practical experience corresponding to the study course are attracted. See the list of teaching staff involved in the study program as of September 1, 2021 (Annex- Teaching staff)

In accordance with Section 39 of the Law on Higher Education Institutions, the staff involved in the implementation of the study program has been elected in professional study subjects, taking into

account the practical work experience in health care and the selection criteria defined by the college. The selection and election of teaching staff takes place in accordance with the regulations.

The qualification of the teaching staff ensures the achievement of the results of the study program. Professional and specialty study courses are provided by industry specialists with extensive work experience. The teaching staff works in the field of optometry in Latvia from the start, promotes the introduction of ophthalmic, optometric and optical technologies and innovations in optics and optometrist practice. Prepares specialists for bachelor's level studies, specializes in spectacle technology and visual physiology, trains to practically make optical correction devices in LU FMOF Optometry and Vision Science Department, deals with scientific activities, specializes in physical and optical issues, works in LU FMOF Optometry and Vision Science Department, actively involves in scientific activity and are practicing optometrists with many years of work experience. Some lecturers work in the Latvian Association of Optometrists and Opticians and are members of the Association's Qualification Council.

The qualification of the teaching staff of general study courses, mandatory elective courses and elective study courses complies with the requirements of regulatory enactments and the specifics of the study courses. Faculty members have many years of practical experience in the relevant field: psychology and communication, jurisprudence, business, research and methodology, civil protection and environmental protection, nutrition, chemistry and biology, anatomy, linguistics. The majority of the teaching staff also carries out active research, methodological and organizational activities, participates in international activities and mobility.

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals may be additionally specified (if applicable).

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

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

Academic staff is involved in scientific and / or applied research based on the fulfillment of the quality requirements for academic staff adopted by the College Council, the management of students' research qualification papers and the presentation of results at local or international conferences, and the involvement of lecturers in ERASMUS+ mobility programs.

The involvement of the academic staff in scientific research and / or artistic innovation at both the national and international level is confirmed by the presented list of publications from 2015-2020. See Annex - Publications.

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

The analysis is not applicable. The first matriculation took place on January 26, 2021 - 6 students. At the time of accreditation, students will study in the second study semester of the program.

The study process is implemented by 18 teaching staff. As of September 6, 2021, 9 students have been matriculated. Thus, the ratio of the number of students and teaching staff within the study program is 0.83 students / teaching staff.

As the analysis of the cooperation of the teaching staff within the framework of the program is not applied, however, the cooperation of the teaching staff is implemented on the basis of the instructions of the LU RMC:

LU RMC implements a well-thought-out personnel policy. Employees work in advisory and decision-making bodies, implement good practices, support colleagues and students.

The professional competence of the academic staff and lecturers corresponds to the specifics and content of the study courses. The main mechanism for ensuring appropriate competence is the selection of teaching staff on the basis of documents certifying education and further education, using certificates issued by professional associations as proof of professional competence.

The staff motivation and support system is in place, the protection of staff interests is ensured, incl. a competition of internal projects is organized, great support is provided in scientific research and methodological activities, thus promoting the individual career development of the teaching staff, personal data protection is taken care of. By ensuring the quality of staff work, participation in projects, further education, professional development and experience exchange activities is supported, and information on examples of good practice is disseminated.

Employees perform their duties in accordance with job descriptions and internal regulations.

Employee job satisfaction is analyzed. Every year, the work of employees and its results are evaluated, analyzing the quality of the performance of direct duties, strengths and weaknesses, growth needs. As a result of the evaluation, decisions are made on the necessary training, granting of a financial award, clarification of the job description. In general, evaluation improves both the results of individual work of teachers and the performance of the institution as a whole.

LU RMC has a clear and logical job structure and hierarchical structure. Because of close mutual cooperation, it is possible to successfully implement the process approach, make decisions and ensure their implementation quickly and with less administrative resources, successfully manage the flow of information, respond quickly to challenges.

LU RMC attracts outstanding lecturers in all study programs - industry professionals and scientists.

Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	Statistical data on students enrolled in the study programme Dispensing Optician.docx	Statistikas dati par studējošiem studiju programmā.docx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	ANNEX III 3.6.docx	III. 3.6. pielikums Studiju programmas "Optometrista asistents" atbilstība valsts izglītības standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)	ANNEX III 3.7.docx	III. 3.7. pielikums Studiju programmas "Optometrista asistents" atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	CoM 264 un 141; Professional standards.docx	MK 264 un 141; Profesijas standarts.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	ANNEX III 3.8.docx	III. 3.8. pielikums. Studiju programmas "Optometrista asistents" studiju kursu kartējums.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	ANNEX III 3.9.docx	III. 3.9. pielikums Studiju programmas "Optometrista asistents" studiju plāns.docx
Descriptions of the study courses/ modules	ANNEX III 3.10.docx	III. 3.10. pielikums Studiju kursu apraksti.docx
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma Massage and hydrotherapy.pdf	Diploma pielikums.docx
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Certification on continuing studies.docx	Apliecinājums par studiju turpināšanu un vienošanās ar LU.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	original documentation in Latvian.docx	Apliecinājums.docx
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	Certification on the knowledge of the state language.docx	OA_CV.zip
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement	original documentation in Latvian.docx	Studiju līguma paraugs.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		