

APPLICATION

Study field "Health Care" for assessment

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| Study field | <i>Health Care</i> |
| Title of the higher education institution | <i>Latvijas Sporta pedagoģijas akadēmija</i> |
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Self-evaluation report

Study field "Health Care"

Latvian Academy of Sport Education

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1. Information on the Higher Education Institution/College

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

The Latvian Academy of Sport Education (hereinafter - LASE) is an academic and professional state higher education and science institution, which was founded on September 6, 1921, and which operates in accordance with the Law on Higher Education Institutions, LASE Constitution, Law on Scientific Activity and other regulatory enactments regulating its operation. LASE was established in 1921 and has historically been the only higher education and science institution in Latvia with the main focus on studies and research in the field of science "Health and Sport Science" and its sub-branches related to sports, sport education and health care in sport. LASE is a higher education institution of applied sciences[1], the only higher education institution in the field of sport in the country that guarantees the unity of studies and scientific research work in sport science and health care in sport based on the "National Development Plan of Latvia for 2021-2027[2]", "Sustainable Development Strategy of Latvia until 2030[3]", "National Industrial Policy Guidelines 2021-2027[4]", "Science, Technology Development and Innovation Guidelines 2021-2017"[5], "Education Development Guidelines for 2021-2027 "Future Skills for Future Society""[6], "Digital Transformation Guidelines for 2021-2027[7]", „Sports Policy Guidelines 2021-2027"[8] and "Public Health Policy Guidelines 2021-2027[9]" to provide students with academic and scientific degrees and professional qualifications, and to promote innovation in sport science and health care in sport. LASE is a scientific institution registered in the Register of Scientific Institutions on May 9, 2006, with No. 172075[10]. LASE activity reports are reflected in the annual self-assessment reports which are publicly available on the Academy's homepage lspa.lv.

The Latvian Academy of Sport Education continues the implementation of the strategic goals set in the "LASE Development Strategy for 2015-2020[1]" (according to the LASE Senate decision, it was extended until 2023). In comparison to the previous strategic planning period, more attention has been paid in this period to providing quality educational opportunities in the training of sports specialists and health care specialists in sport in order to develop and realize their potential throughout their lives and to build their ability to change and to responsibly manage the constant societal and economic changes, as well as to promote excellence in scientific research and enhance the social and economic values of research.

LASE vision: an internationally recognized and one of the leading sport higher education institutions in the Baltics, educating sport and health care specialists in sport, strengthening the academic, scientific, and financial potential of LASE.

LASE mission:

- To ensure internationally recognized quality studies, develop innovative research in sport science and health care in sport, integrating it into the study process, which would ensure the training of competitive sports specialists, promoting the growth of Latvian society and the state, developing, and supporting the technological progress of the national economy.
- To ensure the contribution of LASE as an educational, scientific and sport higher education institution of national and international significance to the sustainable development of the field of sport and health care in sport.

The main goal of LASE activity is to provide students with the opportunity to obtain higher academic and higher professional education and training, to develop sport science and research in

health care in sport, to develop culture in order to preserve the intellectual and physical potential necessary to the Republic of Latvia (LR), promoting and ensuring harmonious development of the nation.

Strategic directions of LASE development:

1. Development of the study process and the study environment.
2. Scientific activity and innovation.
3. International and national cooperation.
4. Development of the sport environment for students.
5. Optimization of the Academy's structure and infrastructure.

In accordance with the main goal of activity set in the LASE strategy, LASE implements two accredited study directions - "Health Care" and "Education, Pedagogy and Sport". Two study programmes are implemented in the study direction "Health Care": Professional Bachelor's study programme "Physiotherapy" (42722) and Professional Master's study programme "Health Care Specialist in Sport" (47722). Five study programmes are implemented in the study direction "Education, Pedagogy and Sport": 1st Level Professional higher education programme "Education and Sport Specialist" (41813), academic Bachelor's study programme "Pedagogy" (43142), Professional Bachelor's study programme "Sports Science" (42813), Professional Master's study programme "Sports Science" (47813) and Doctoral study programme "Sports Science" (51813).

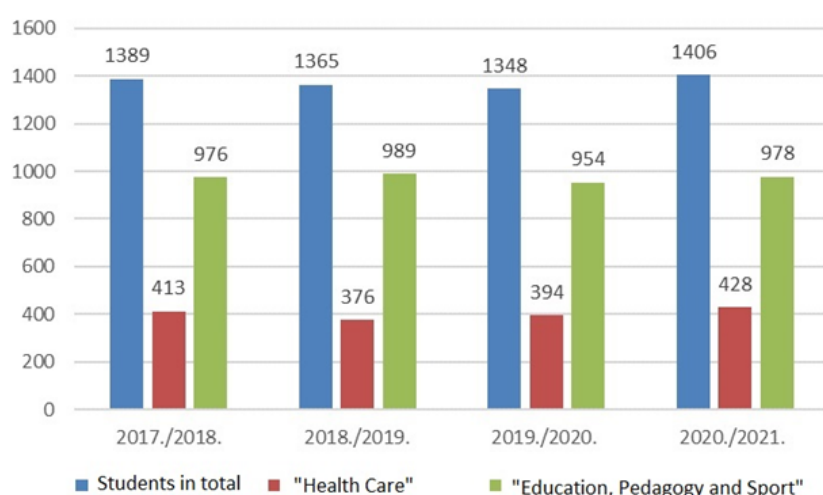


Figure 1. Dynamics of the Number of Students at LASE during the Assessment Period (2017/2018 – 2020/2021)

Dynamics of the number of students at LASE during the assessment period (from 2017/2018 to 2020/2021 academic year) is characterized by the chronological average number of students – 1377 students, the coefficient of variation is 1.71%, which indicates the homogeneity of the number of students in the reporting period (see Figure 1), while the growth rate of the number of students has increased by 1.05%. The chronological average number of students in the study direction "Health Care" – 402 students, the coefficient of variation is 5.17%, which also indicates the homogeneity of the number of students in the reporting period, while the growth rate of the number of students has increased by 3.29%.

The goal of the LASE study process is closely related to the main goal of LASE activity. The goal of the LASE study process is to provide students with internationally recognized, modern, high-quality studies, to develop innovative research in sport science and health care in sport, integrating it into a modern study process, which would promote the training of competent and competitive sport and health care specialists in the field of sport for the Latvian and international labour market. In

accordance with the set goal, one of the main tasks is to provide students with the opportunity to obtain 1st and 2nd Level Professional higher education in the field of sport and health care, as well as academic higher education (Bachelor's, Master's, and Doctoral degrees), training competent professionals in the field of sport, health care and sport science.

[1] Order No. 655 of the Cabinet of Ministers of September 17, 2021, "On the Types of State Higher Education Institutions". <https://likumi.lv/ta/id/326218>

[2] Saeima Statement of July 2, 2020, "On the National Development Plan of Latvia for 2021-2027 (NAP2027)". <https://likumi.lv/ta/id/315879>

[3] https://pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf

[4] Order No. 93 of the Cabinet of Ministers of February 16, 2021, "On the National Industrial Policy Guidelines for 2021-2027". <https://likumi.lv/ta/id/321037>

[5] Order No. 246 of the Cabinet of Ministers of April 14, 2021, "On the Science, Technology Development and Innovation Guidelines 2021-2027". <https://likumi.lv/ta/id/322468>

[6] Order No. 436 of the Cabinet of Ministers of June 22, 2021, "On the Education Development Guidelines 2021-2027". <https://likumi.lv/ta/id/324332>

[7] Order No. 490 of the Cabinet of Ministers of July 7, 2021, "On the Digital Transformation Guidelines 2021-2027". <https://likumi.lv/ta/id/324715>

[8] <http://tap.mk.gov.lv/lv/mk/tap/?pid=40501607>

[9] <http://tap.mk.gov.lv/lv/mk/tap/?pid=40498718>

[10] https://sciencelatvia.lv/#/pub/scientific_institution/list

[11] https://www.lspa.lv/eng/files/2015/LASE_Strategy_2015_2020.pdf

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

The competence of the Latvian Academy of Sport Education is determined by the Constitution of the Latvian Academy of Sport Education [12] (Only in Latvian) approved at the LASE Constituent Assembly, which also determines the organizational and management structure of LASE (see Appendix 1.1.). The representative, management and main decision-making institutions of LASE as a derived public person are: the Council, the Constituent Assembly, the Senate, the Rector, the Academic Arbitration Court. The main internal normative acts and regulations of LASE are shown in (Appendix 1.2.). The Council is the collegial highest decision-making body of the Academy, which is responsible for the sustainable development of the Academy, its strategic and financial supervision, as well as ensures the operation of the Academy in accordance with the goals set in the development strategy of the Academy. The Constituent Assembly is the highest collegial institution of representation, management and decision-making authorized by the Academy. The Constituent Assembly: adopts and amends the Constitution of the Academy; elects and removes the Rector; hears the Rector's report; elects the Senate of the Academy and removes its members, elects the Academic Arbitration Court, and removes its members, approves the Regulations of the Academic

Arbitration Court. The Constituent Assembly has the right to accept for review and decision also other conceptual issues of the operation and development of the Academy. The members of the Constituent Assembly are elected for three years by secret ballot from the academic staff, students, and general staff of the Academy. The proportion of representatives of the academic staff in the Constituent Assembly may not be less than 60 per cent and the proportion of students may not be less than 20 per cent. A member of the Constituent Assembly may be removed by the general meeting of the representatives of its staff group, who elected the member to the Constituent Assembly. The Constituent Assembly elects the Chair, Deputy Chair and Secretary. The Constituent Assembly is convened by the Rector or the Senate at least once every three years. The operation of the Constituent Assembly is regulated by the Regulations approved by the Constituent Assembly.

Collegial management and decision-making institution of the Academy's staff, which approves the procedures and regulations that regulate all areas of the Academy's activity. The competence and activity of the Senate is regulated by the regulations approved by the Constituent Assembly. Senators are elected by the Constituent Assembly for three years. Representatives of the academic staff make up 75 per cent of the Senate. The proportion of students may not be less than 20 per cent. Representatives of the academic and general staff are elected to the Senate only by representatives of the relevant category of staff. Student representatives in the Senate are elected by the Student Council. Senate meetings are chaired by the Chair of the Senate. The Rector and Vice-Rectors participate in the Senate meetings as members of the Senate with the right to vote. The Senate: elects academic staff, except professors and associate professors; decides on issues of study, scientific, sport, economic and financial activity; determines the study content and the requirements for examinations; forms independent commissions and councils, which develop proposals and issue opinions of draft decisions of the Senate; establishes the Convent of Advisors, the operation of which is regulated by a regulation approved by the Senate; establishes, reorganizes and liquidates the structural units, branches, institutions and associations of the Academy; hears the reports of the Academic Arbitration Court.

The Rector is the highest official of the Academy, who implements the general administrative management of the Academy and represents the Academy without special authorization, in compliance with regulatory enactments. The Rector is elected by the Constituent Assembly for five years, not more than twice in a row. Current elections of the Rector are held by the Academy at least one month before the end of the Rector's term of office. Until the newly elected Rector is approved by the Cabinet of Ministers, the duties of the Rector shall be performed by the previous Rector. The Rector has the following responsibilities: is responsible for the compliance of the activity of the Academy with this Law and other regulatory enactments, as well as with the Constitution of the Academy; is responsible for the quality of the education obtained and the scientific research and creative work carried out at the Academy; ensures lawful, economic and purposeful use of the state budget funds allocated to the Academy, as well as the property of the Academy; is personally responsible for the financial activities of the Academy; promotes and is responsible for the development of the staff of the Academy and ensures the academic freedom of the academic staff and students; is responsible for the implementation of the strategy of the Academy and prepares the budget of the Academy; establishes an advisory council (the Rector Board); determines the competence of the vice-rectors, observing the procedure for holding the position of vice-rector specified in the Regulations of the Senate; performs other duties of the Rector specified in regulatory enactments and the Constitution of the Academy.

The Academic Arbitration Court is elected by the Constituent Assembly by secret ballot for three years. The Academic Arbitration Court consists of three to five representatives of the academic staff. It may not include representatives of the administrative staff of the Academy. The proportion of students in the Academic Arbitration Court must be not less than 20 per cent of the composition

of the Arbitration Court, they are elected by the Student Council. Decisions of the Academic Arbitration Court are enforced by the administration. The members of the Academic Arbitration Court report their activities to the Constituent Assembly and may be relieved of their position on the initiative of the employer only with its consent. The Academic Arbitration Court deals with: submissions of students and academic staff regarding restrictions or violations of the academic freedoms and rights specified in the Constitution of the Academy; disputes between the officials of the Academy, as well as management institutions of the structural units, which are in a subordination relationship; submissions regarding contestation of an administrative act or actual activity and makes relevant decisions regarding them, as well as performs other tasks provided for in the Constitution.

The administrative acts issued by the Academy or its actual activity may be challenged by the staff of the higher education institution in the Academic Arbitration Court of the higher education institution. Decisions of the Academic Arbitration Court may be appealed in court in accordance with the procedures specified in the Administrative Procedure Law. Persons who are not staff members of the Academy may challenge the administrative acts issued by the Academy or its actual activity by submitting an application to the Rector of the Academy. The decision made by the Rector may be appealed in court in accordance with the procedures specified in the Administrative Procedure Law. If the disputed administrative act has been issued or the actual action has been performed by the Rector of the Academy, then persons who are not staff of the Academy may contest the relevant administrative acts or actual actions at the Ministry of Education and Science. The decision taken by the Ministry may be appealed in court in accordance with the procedures specified in the Administrative Procedure Law. The structure of the Academy, in accordance with the Constitution of the higher education institution, is determined by the Senate. The Senate establishes, reorganizes, and liquidates structural units, institutions and companies. The tasks, functions and rights of the structural units of the Academy are determined by the regulations of the structural unit, which are approved by the Senate. The structural units of the Academy do not have the status of a legal person. The Academy has the following structural units for the performance of education, science, sport and economic activities: the Study Council; the Sports Council; the Department of Studies; the Institute / Section; the Department / Professor Group; the Laboratory; the Commission of the Academic Staff; the Commission of Study Programmes; the Admissions Committee; the Promotion Council; the Council of Professors of Sports Science.

[1] https://lspa.lv/files/2022/Satversme_apstiprin%C4%81ta_23_24_25.05.pdf

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

In the spring of 2020, LASE repeatedly acquired the status of an excellent organization in ensuring a quality management system. LASE started to work on the improvement of the management system in 2016, in accordance with the requirements of the “Investors in Excellence[1]” standard. The British quality standard “Investors in Excellence” provides for re-certification of the management system every two years in order to regularly determine the improvement of the organization and to ensure the reliability of the certificate. The quality standard is based on the EFQM Excellence model (European Foundation for Quality Management Excellence model), which is recognized worldwide as one of the leading models of excellent management. By prioritizing and

taking action to achieve it, “Investors in Excellence” help to continuously improve achievements, balance the setting and achievement of positively measurable goals through effective and efficient management, resource management and achievement-oriented activities in accordance with the following key elements of the “Investors in Excellence” standard: leadership, resource management, provision of services, achievements.

The quality policy of LASE has been developed on the basis of the “LASE Development Strategy 2015-2020[2]”, the quality policy of higher education is determined by the “Policy of the Study Quality Management System of the Latvian Academy of Sport Education[3]” adopted at the LASE Senate meeting on November 7, 2019. The Policy of the Study Quality Management System of the Latvian Academy of Sport Education is a component of the LASE quality management system, which together with other policies and the set of processes ensures coordinated planning and implementation of LASE activity (see Fig. 2).

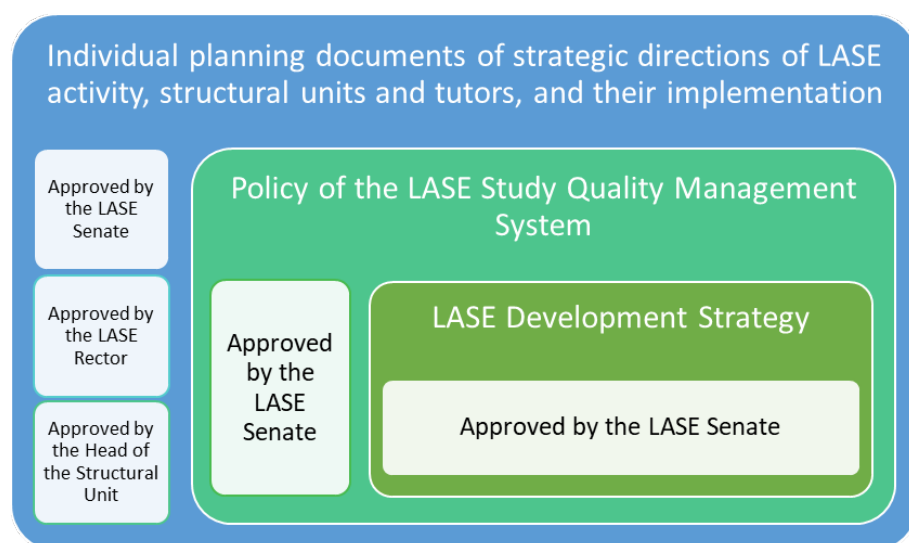


Figure 2. Implementation of LASE Quality Policy

Guideline of the LASE internal quality assurance policy – internal quality assurance is considered as the management of a continuous improvement process. The main strategic direction of internal quality assurance – ensuring excellence and sustainability, continuous improvement and control, facilitating the implementation of the LASE mission, defining the principles according to which it is possible to ensure a high quality of LASE activity (https://lspa.lv/files/2022/LSPA_KVALIT%C4%80TES_ROKASGR%C4%80MATA_03112022.pdf (only in Latvian)). The basic concept of the strategy: confidence and enthusiasm of the management and employees at all levels; active organization and implementation of the study process; evolving professional development of the staff; business-like, purposeful, equality-based management; effectiveness, increase of value in society. In order to promote further development of the Latvian Academy of Sport Education, a comprehensive quality management is implemented, which includes: the quality of education, the efficiency of management, and the processes of the society of the Academy.

The quality of education consists of three areas: the study process, research, and creativity and innovation. Creativity and innovation are characterized by the development of new study processes, programmes, technologies and methods, as well as the increase of the existing value and efficiency, ensuring its sustainability. The policy and strategy of the internal quality assurance system of the Latvian Academy of Sport Education (LASE) is mainly based on: the Standards and Guidelines for Quality Assurance in the European Higher Education Area adopted in 2005 in the Bologna Process; the standards and guidelines proposed by the European National Quality Assurance Association (ENQA) at Bergen Communiqué in 2005; the Recommendation of the

European Parliament and of the Council of February 15, 2006; the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015); the Handbook for Internal Quality Management in Competence-Based Higher Education 2016 IIQM-HE.

The structure of education quality is characterized by:

- Approval, supervision, control, improvement of study programmes and the degrees and qualifications to be awarded. LASE procedures for development of study programmes and their approval. Compliance of the programme with the set goals, including the expected study results. The qualification is related to the appropriate level of higher education in the national qualification framework and is also related to the appropriate level of the qualification framework of the European Higher Education Area. Procedures for admissions, recognition of qualifications and study completion in accordance with the goals, when students are mobile both within the higher education system and between education systems. Continuous review of programmes and periodic evaluation to ensure that the set goals are being met and that they meet the needs of students and society. The review ensures continuous improvement of programmes. Informing all parties involved about the measures taken.
- Measures for the control and assessment of students' knowledge, evaluation criteria, their application and improvement. The programmes are implemented in such a way as to encourage students to actively participate in the development of the study process, the evaluation of students' progress corresponds to this approach.
- Ensuring the quality of tutors' competence: in research, creativity and innovation, other measures to improve tutors' qualifications. Procedures for the recruitment of tutors and staff development are fair and open.
- Study provision and support (assistance) for students. Adequate funding to ensure learning and teaching activities and to guarantee an adequate and easily accessible range of learning resources and student support.
- LASE information system. LASE collects, analyses and uses the necessary information for effective programme management and other activities.
- Informing the society about the activities of LASE. Regularly published, clear, precise, objective, up-to-date and easily accessible information about the activities of LASE, including the offered study programmes.

LASE quality management system has established procedures (see Fig. 3, Table 1), which determine the development, licensing and accreditation of study programmes, which also facilitates the development of both new study directions and new study programmes. There are also procedures that determine the preparation and approval of both study courses and study plan schedules, as well as the preparation of class lists and management of changes. LASE quality management system has established procedures that regulate the study process - admission, study progress, practice, study exchange opportunities with ERASMUS+, final and state examinations.



Fig. 3. Parties Involved in the Development and Improvement of the LASE Quality Assurance System and Their Role

Procedures have been established for the assessment of tutors, a survey of students, graduates and employers. Procedures have been established to provide support for the provision of the study process – personnel management, financial management, IT, library and economic resource management, document management, project management, information flow and public information management, as well as science and research management processes.

The following parties are involved in the development and improvement of the LASE quality assurance system: external partners, LASE Convent of Advisors, LASE administration, structural units, tutors and students. The role of the parties involved in the development and improvement of the LASE quality system is shown in Figure 3. At the level of strategic management, LASE resources and opportunities are analysed, and a development strategy is developed and, if necessary, improved. At the level of general quality management, the compliance of study programmes and services with the requirements of the market and employers, regulatory enactments and tendencies of their changes is assessed, the identified issues and shortcomings are eliminated, quality development plan is developed and its implementation, control and improvement is ensured. At the level of quality management of the study process, study quality requirements and satisfaction is researched, quality management of the study process, including monitoring, control, improvement, and resource management is implemented.

Representatives nominated by the LASE Student Council are actively involved in the development of regulations of the LASE internal quality assurance system, as well as the control and improvement of their implementation. The representatives nominated by the LASE Student Council are involved in the activities of the LASE Constituent Assembly, LASE Senate, LASE Study Council, Scholarship Awarding Commission, Study Direction Councils, etc. institutions.

[1] <https://www.investorsinexcellence.com/> , <https://www.latviaexcellence.lv/novertesana>

[2] https://www.lspa.lv/eng/files/2015/LASE_Strategy_2015_2020.pdf

[3] https://lspa.lv/files/2019/Studiju_kvalitates_parvaldibas_sistemas_POLITIKA_2019.pdf (Only in Latvian)

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

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| 1. | The higher education institution/ college has established a policy and procedures for assuring the quality of higher education. | A quality management system has been developed and implemented that meets the requirements of the EFQM excellence model (European Foundation for Quality Management Excellence model) standard. Within its framework, a policy in the field of quality is established, for example, "Policy of the Study Quality Management System of the Latvian Academy of Sport Education " and the structure of quality management processes. More information in Part I, Subsection 1.3. |
| 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>The procedure for the development of study programmes, internal approval, making changes and periodic inspections of programmes has been specified in the "Regulations on the Development and Approval of Study Programmes ", approved at the LASE Senate meeting on June 18, 2009 (https://lspa.lv/files/intranet/documents/nolikumi/admin_strukt/Studiju_programmu_apstiprinasana_2009.pdf (Only in Latvian)), "Procedure of Development, Updating and Use of Study Course Descriptions at LASE ", approved at the LASE Senate meeting on November 5, 2015 (https://lspa.lv/files/documents/2015/Studiju_kursu_aprakstu_izstrade_2015.pdf (Only in Latvian)).</p> <p>Management of the development and implementation of collective study programmes is ensured by the Study Direction Councils. "Regulations on the Procedure of Study Direction Management at LASE" , approved by the LASE Senate on November 3, 2016 (https://lspa.lv/files/2016/Studiju_virzienu_vadiba_2016.pdf (Only in Latvian)). Students, graduates, employers, external experts are involved in the development of study programmes, annual evaluation and improvement of programmes, working in the Study Direction Councils, the Study Council, the Senate, participating in surveys. Students, graduates, employers are involved in the development of study programmes and the improvement of study directions within the programme self-assessment process.</p> <p>Periodic review of the programme takes place during the annual self-assessment. The course, deadlines and responsible persons of the annual self-assessment are approved by an order.</p> <p>More information in Part II, Subsection 2.2., https://lspa.lv/files/2019/Studiju_kvalitates_parvaldibas_sistemas_POLITIKA_2019.pdf (Only in Latvian)</p> |

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| 3. | <p>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> | <p>Tutors inform students about the evaluation criteria and methods of the study results in the first classes of each study course. Evaluation methods and criteria of the study results are included in the description of the study course, as it is determined by the "Procedure for the Development, Updating and Use of Study Course Descriptions at LASE", approved at the LASE Senate meeting on November 5, 2015 (https://lspa.lv/files/documents/2015/Studiju_kursu_aprakstu_izstrade_2015.pdf (Only in Latvian)). The evaluation conditions and procedures of study results are also specified in the "Regulations on the Basic Principles and Procedures for the Evaluation of the Acquisition of LASE Study Programmes", approved at the LASE Senate meeting on October 2, 2014 (https://lspa.lv/files/2017/Vertšanas_pamatprincipi_2014_2016_2017.pdf (Only in Latvian)), as well as in the "Regulations on the Procedure for Organizing Students' Independent Work", approved at the LASE Senate meeting on April 12, 2012 (https://lspa.lv/files/senate/decisions/2017/06/Patstavigie_darbi_2017.pdf (Only in Latvian)).</p> <p>The study programmes include a practice in order to strengthen and develop the knowledge and skills previously acquired in the study programmes in work with patients of different age groups. Commissions have been established for the evaluation of study papers, practice reports and final examinations, representatives of employers are also invited to participate, who are informed about the basic principles of evaluation, it is determined by the "Regulations on the Professional Qualification Practice of the Professional Bachelor's Higher Education Programme "Physiotherapy"(42722)"(Annex 1.6_2.(Only in Latvian)), "Regulations on the Practice of the Study Specialization Direction of an Adapted Physical Activity Specialist in Rehabilitation of the Professional Master's Higher Education Programme „Health Care Specialist in Sport” (47722)" (Annex 1.6_3.(Only in Latvian)) and "Regulations on the Practice of the Study Specialization Directors of a Sport Physiotherapist of the Professional Master's Higher Education Programme „Health Care Specialist in Sport” (47722)"(Annex 1.6_4.(Only in Latvian)).</p> <p>The degrees and professional qualifications to be obtained as a result of acquiring the study programme are regulated by external regulatory enactments and, in accordance with them, LASE internal regulatory enactments, the conditions specified therein allow to verify the achievement of the intended study results, for example, "Regulations on Final and State Examinations of Studies" (Annex 1.6_6.(Only in Latvian)), approved at the LASE Senate meeting on February 3, 2011, "Regulations on Final Examinations in the Professional Bachelor's Higher Education Programme "Physiotherapy" (42722) " (Annex 1.6_5.(Only in Latvian)) and "Regulations on Final Examinations in the Professional Master's Higher Education Programmes „Health Care Specialist in Sport” (47722) " (https://lspa.lv/files/2022/Ma%C4%A3istra_gr%C4%81da_pie%C5%A1%C4%B7ir%C5%A1ana_2017_2019_06.10.2022.%20(1).pdf (Only in Latvian)). These regulations describe the procedure for organizing the final examinations, define the responsibilities, activities and deadlines for students and involved parties, and the evaluation procedures. The evaluation criteria and methods of final examinations are also included in the methodological materials for the development of the final examination papers.</p> <p>Study results achieved in previous education or professional experience are recognized in accordance with the "Regulations on the Recognition of Competencies Acquired in Professional Experience or Study Results Achieved in Previous Education at LASE" (https://lspa.lv/files/2019/lepriksejas_izgl_un_pieredzes_atzinasana_2019.pdf (Only in Latvian)). The evaluation of study results and the recognition of the study results obtained during the "ERASMUS+" programme has also been described, it is regulated by the "Regulations on the Student Scholarship Competition of the ERASMUS Mobility " (https://lspa.lv/files/2017/Erasmus_stipendijas_2017.pdf (Only in Latvian)).</p> <p>The "LASE Student Information System - LASE IS Security and Data Protection Regulations" (https://lspa.lv/files/2020/IS.lspa.lv_noteikumi_2017_2020.pdf (Only in Latvian)) of the LASE information system reflect all information about the students' study process, their study plan for the entire study period, and evaluations of study results, which allows the student to control the fulfilment of the study plan and the achievement of the study results provided for in the study programme.</p> <p>More information in Part II, Subsections 1.6., 3.3.</p> |
| 4. | <p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p> | <p>Internal procedures and mechanisms have been established at LASE for ensuring the qualification and work quality of the staff,</p> <p>"Regulations on LASE Academic Staff Positions " (https://lspa.lv/files/intranet/documents/nolikumi/akad_pers/Amatu_nolikums_2014.pdf (Only in Latvian)),</p> <p>"Regulations on the Elections of LASE Academic Staff " (https://lspa.lv/files/2020/Akademiska_personala_vešanas_02.04.2020..docx (Only in Latvian)), "Regulations of the Council of Professors of LASE Health and Sport Science Sectors" (https://lspa.lv/files/2021/Profesoru_padomes_nolikums_04.11.2021.docx (Only in Latvian)) have been approved and are implemented. LASE has established procedures and criteria for periodic evaluation of the academic staff.</p> |

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| 5. | <p>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> | <p>LASE ensures that information on students' progress is collected and analysed, it is compiled and available in the LASE information system "LASE Student Information System - LASE IS Security and Data Protection Regulations"</p> <p>(https://lspa.lv/files/2020/IS.lspa.lv_noteikumi_2017_2020.pdf (Only in Latvian)). Information on students' progress is collected and analysed in the Department of Studies, the results of the analysis are regularly reviewed at the meetings of the Rectorate, the LASE Study Council and the LASE Senate. Information on graduates' employment is collected and analysed every year.</p> <p>Information on students' satisfaction with the study programme is collected during surveying and analysed at the structural unit and LASE management level as determined by the "Regulations on Student Surveys for the Assessment of the Study Process "</p> <p>(https://lspa.lv/files/documents/Studentu_aptaujas_2012.pdf (Only in Latvian)).</p> <p>During the annual evaluation, the work efficiency of the academic staff is assessed at the level of structural units. Criteria include pedagogical competence, indicators of scientific and methodological work, student feedback, activity in LASE organizational processes.</p> <p>The study aids used in the implementation of the study programmes are described and evaluated during the self-evaluation of the study programmes.</p> <p>The LASE Development Strategy defines the main performance indicators of LASE. Every year, the work results of LASE and its structural units are evaluated according to the main performance indicators.</p> <p>More information in Part II, Subsections 1.6., 2.1., 2.4., 3.1., 3.2., 3.5.</p> |
| 6. | <p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p> | <p>Every year the LASE Senate approves self-evaluation reports of study directions and makes decisions on the compliance of the study programmes and study directions with the conditions of state accreditation.</p> <p>The development of study directions is determined by the "LASE Study Programme Development and Consolidation Plan 2018-2024" (Annex 1.6_1.), in accordance with the LASE Development Strategy.</p> <p>More information in Part II, Subsections 1.4., 1.2. and Appendix 6. See Annex 1.6_1.</p> |

2.1. Management of the Study Field

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

The development strategy of the “Health Care” study direction at the Latvian Academy of Sport Education complies with the leading-motives included in the Sustainable Development Strategy of Latvia until 2030 /LATVIJA 2030, 2013/, the National Development Plan /NAP2020, 2014/, the Public Health Policy Guidelines for 2014-2020, the LASE Development Programme for 2015-2020 /LSPA, 2015/, the LASE Development Strategy for 2015-2020 /LSPA, 2016/, the Standard of the European Region of the World Confederation for Physical Therapy /ER-WCPT/, the Standard of the International Sports Physical Therapy /IFSPT, 2005/, the European Network of Physiotherapy in Higher Education (ENPHE), the European Standards in Adapted Physical Activity /2010/, and the Latvian Physiotherapist Professional Standard /LV, 2021/.

The goals of the “Health Care” study direction are:

1. To ensure professional studies in the fields of sports science and health care that meet the needs of the national economy, culture, social and national defence and security, and that are harmonized in the theoretical foundations of sports and health care sciences, and that meet the professional standards, and are applicable in practice.
2. To develop innovative research in the field of sports science and health care and to integrate it into the study process, which would ensure competitive physiotherapy specialists in physiotherapy in the Latvian and international labour market, strengthening cooperation with employers, creating flexible, competence-based studies in sports science and health care that meet the requirements of the labour market.
3. To provide internationally recognized high-quality studies, to develop innovative research in sports science and health care in sports, integrating it into the study process, which would ensure the training of competitive sports specialists, promoting the growth of Latvian society and the state, developing and supporting the technological progress of the national economy.
4. To ensure the contribution of LASE as a higher education institution specializing in science and sports of national and international significance to the sustainable development of the sports industry and health care in sports by developing the provision of sports physiotherapy services for persons of all ages with different physical abilities in Latvia (SPA, 2005^[1]).
5. To evolve the LASE interdisciplinary approach of health and sports science in rehabilitation through the development of physical activities for people with functional disorders. Adapted physical activities include sports education, sports, recreation and rehabilitation for people of all ages with disabilities, as well as other benefits for them (EUFAPA, 2006^[2]).
6. To base the Development Strategy of the LASE “Health Care” study direction on the guidelines of the Standard of the World Confederation for Physical Therapy, focusing the development of the direction on the policy system and opportunities to work as partners in the European Higher Education Area, supporting the goals of the World Health Organization until 2020 - to become active partners in Latvia's priority areas, where physiotherapists play a key role in promoting lifelong health (ER-WCPT,2013^[3]).

The “Health Care” study direction is closely related to the main goals and tasks of the higher education institution defined in the LASE Constitution: the main goal of LASE operation is to provide students with the opportunity to obtain higher academic and higher professional education and training, to develop sports science and research in health care in sports, to develop culture in order

to preserve the intellectual and physical potential necessary for the Republic of Latvia (LR), promoting and ensuring harmonious development of the nation (*LSPA Apr., 2016^[4]*).

In order to achieve the goal of LASE, specific tasks have been set:

1. to create an opportunity for students to obtain 1st and 2nd level professional higher education in the field of sports and health care, as well as academic higher education (Bachelor's, Master's and Doctoral degrees), preparing competent professionals in the field of sports, health care and sports science;
2. in cooperation with employers, to develop flexible, competence-based study programmes that meet the requirements of the labour market and the needs of future professions, and that are mutually recognized in Latvian and foreign higher education institutions, providing students with an optimal study environment in accordance with the level of scientific development and Latvian cultural traditions, expanding inclusion in the competitive labour market and creating opportunities for coordinating studies, work, high performance sports and family life;
3. to improve co-operation with local governments and communication with the public in the development of the study environment, ensuring the training of specialists necessary for the needs of the population;
4. to ensure the choice of study and research work in accordance with the interests and abilities of the individual, taking care of the training of young sports scientists, thus providing an opportunity to integrate into the world's academic processes, as well as to offer to the public the acquired scientific and professional knowledge, methods and research results, promoting the integration of the latest scientific achievements in the study process;
5. to promote the process of internationalization of LASE studies and to improve its coordination;
6. to provide more opportunities for students to acquire additional skills abroad during their studies, promoting cross-border cooperation and the participation of the best students in mobility programmes, thus improving the quality of education;
7. to transition to the ECTS credit point system, ensuring that the amount of students' independent work corresponds to the ECTS requirements and improving students' communication skills;
8. to determine the study results to be achieved in each study programme and to modify the structure of the programmes so as to ensure the achievement of study results;
9. to develop new cross-sectoral or international programmes of excellence;
10. to create joint degree programmes with foreign higher education institutions by launching a campaign to attract applicants abroad;
11. to promote the preparation and conduct of study courses in English or other widely used languages;
12. to motivate LASE staff for excellence in studies and research;
13. to promote the development of a support system for the improvement of Latvian and foreign language competencies of students and academic staff;
14. to promote further education studies by expanding cooperation with other higher education institutions, scientific research institutions and educational institutions by participating in further education activities;
15. to promote the development of sports science, health care and sports education, high performance sports, folk sports and adapted sports in accordance with the interests of the population;
16. to promote the synergy of the research and study process within the framework of health care study programmes by implementing the development and implementation of technologies in the health care sector;

17. to promote the attraction of human resources in science and the competitiveness of researchers, increasing the FLE indicator in health care at LASE;
18. to strengthen the identity of LASE in Latvia, as well as in the European Higher Education Area dimension and in the world, cooperating and promoting the exchange of students and academic staff between Latvian and foreign higher education institutions. (*LSPA APr.*, 2015^[5]).

Since 1999, Latvia has joined the Bologna Process, which establishes common principles for the structure of the higher education system and the awarding of diplomas in more than 40 member states of the programme. Both the Bologna process and the labour market require the improvement of existing and the creation of new study programmes. According to this process, it is necessary to create separate study programmes, the duration of which is 3.5-4 years (a Bachelor's degree with a qualification) with a flexible transition to the second cycle of education - a Master's degree with a qualification with duration 1-1.5 years. Students will obtain a Bachelor and Master's degree and two qualifications in 5-5.5 years (Bologna Declaration, 1999, §10^[6]).

One of the priorities is the optimization of communication between the academic staff and students, which is implemented to achieve the goals and objectives of the higher education programme in accordance with the plan of the higher education programme. As well as to promote the quality of scientific research, development of methodological works and self-education of the academic staff. One of the preconditions for ensuring the quality of studies is greater availability of diverse information and study materials for students (*LSPA APr.*, 2016^[7]). The development plan of the study direction "Health Care" is closely related to the LASE Development Strategy:

- To introduce processes aimed at increasing the pedagogical knowledge, skills and competencies of the academic staff involved in the direction, using the best experience of Latvia and other countries and attracting professionals of the respective field;
- Development of new interdisciplinary study programmes and modules;
- Preparation and involvement of young academic staff in academic work;
- Further attraction of foreign students;
- Development of inter-university programmes;
- Implementation of separate courses and modules in a foreign language in order to develop the export of education to other countries;
- Organization of new practice places for the implementation of direction programmes.

Interconnection of study programmes is ensured. Upon completion of the Professional Bachelor's study programme "Physiotherapy", it is possible to continue studies in the Professional Master's study programme "Health Care Specialist in Sport". There are two specializations available - "Sport Physiotherapist" and "Adapted Physical Activity Specialist in Rehabilitation". The student has the opportunity to choose one of the offered specialization directions.

[1] Sports Physiotherapy Competencies and Standards /2005/
<https://spatestifspt.files.wordpress.com/2014/03/sptcompetenciesstandards-final-draft.pdf>

[2] Statutes of the European Federation of Adapted Physical Activity, www.eufapa.eu

[3] European Union Policy Guidelines /RC62 5, 2020/

[4] LASE Development Strategy for 2015-2020

http://lspa.lv/index.php?option=com_content&view=article&id=47&Itemid=54

[5] LASE Development Strategy for 2015-2020

http://lspa.lv/index.php?option=com_content&view=article&id=47&Itemid=54

[6] The European Space for Higher Education, the joint declaration of the Ministers of Education of Europe was adopted in Bologna on June 19, 1999,
http://www.aic.lv/bologna/Bologna/maindoc/bol_dec_LV.pdf

[7] - LASE Development Strategy for 2015-2020,
http://lspa.lv/index.php?option=com_content&view=article&id=47&Itemid=54

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

The SWOT analysis reflects the analysis of strengths and weaknesses, opportunities and threats in the reporting period 2017/2018 until the academic year 2020/2021 in the LASE study direction "Health Care".

Strengths

- Opportunities to continue studies in the Master's programme "Health Care Specialist in Sport" (code 47722) after graduating the Professional Bachelor's study programme "Physiotherapy" (code 42722), thus ensuring sustainability in the LASE study direction "Health Care".
- Compliance of the content of the "Health Care" direction and the academic staff with the scientific content and development tendencies in the field of modern health care physiotherapy, in which the requirements of the regulatory enactments regulating the professional qualifications of the study programmes involved in the field are integrated – guidelines of the Physiotherapist Professional Standard /2021/, guidelines of the Standard of the World Confederation for Physical Therapy /WCPT, 2013/, European Network of Physiotherapy in Higher Education (ENPHE), guidelines of the International Federation of Sports Physical Therapy /IFSPT/ and the guidelines of the European Standards of Adapted Physical Activity / EUFAPA, 2006^[1]/.
- Labour market-oriented and dynamic training in the study programmes implemented in the "Health Care" direction, emphasizing the requirements of professional qualification employers and the requirements included in the standards of Professional Associations in the Professional Bachelor's study programme "Physiotherapy" and the Professional Master's study programme "Health Care Specialist in Sport", including and implementing new study courses and modules relevant to the labour market.
- Increasing number of students.
- The principles of democracy have been observed in the management of the LASE study direction "Health Care", which have been observed in the regulatory enactments of LASE, which determine the mutual relations between the administrative staff, ^{[2],[3]} academic staff^{[4],[5]} and students^{[6],[7],[8],[9] [10]}.
- Provision of individual approach and feedback to students, establishing the LASE Study Direction Council in Health Care (2016), which includes student representatives from each

academic year. Sessions are organized to analyse issues in the choice of different teaching methods, to analyse individual topics and problems during lectures, practical work and seminars. Intensive and regular electronic communication takes place by e-mail, e-mails are created for all LASE students during their studies in the form Name.Surname@lspa.lv.

- Successful cooperation with all LASE departments and structural units, implementation of study programmes included in "Health Care" at LASE is ensured by all LASE departments.
- In the "Health Care" direction of LASE, opportunities are provided to conduct scientific and practical research together with the academic staff and students of Latvian and foreign HEIs^[11].
- LASE successfully cooperates with local HEIs of similar profile in the study direction "Health Care" - Riga Stradins University / RSU / Faculty of Rehabilitation, Daugavpils University / DU /, University of Latvia / LU / Faculty of Medicine, Riga Medical College / RMK /.
- In the LASE study direction "Health Care" the study methods are modern, e-studies and course management system / CMS - Moodle environment / are available, CMS infrastructure and system programme has been created.^[12]
- The evaluation standards and requirements set for students of the LASE "Health Care" study direction are clear and available in the study course descriptions.^[13]
- The research work of the academic staff of the LASE "Health Care" study direction is related to the study courses of the tutors.
- In the LASE "Health Care" study direction, the connection between the study programmes and study courses with scientific research work is ensured, the teaching staff participates in scientific research grants and research programmes in the field of health care physiotherapy and in the field of adapted physical activities. Within the framework of health care, LASE is functionally consolidating with the Latvian Olympic Committee (LOC), the Latvian Paralympic Committee, the Latvian Olympic Unit (LOU), the Latvian Sports Federation Council (LSFC), Olympic centres and sports federations in the field of sports science and health care in sports and in the field of adapted physical activity, as well as in research in co-operation with other higher education institutions and research centres in Latvia, Europe, especially the Baltics, Scandinavia and the world^[14].
- Foreign students are matriculated in the study process of LASE "Health Care" study direction.^[15]
- Foreign guest lecturers are involved in the implementation of study programmes in the LASE "Health Care" study direction.^[16]
- An internal quality assurance system has been implemented in the LASE "Health Care" study direction and it complies with the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) developed by ENQA.^[17]
- Physiotherapy and Sports Medicine Research Laboratory, LASE Kinesiology Research Laboratory and other LASE research laboratories, as well as material and technical base of the Department of Health Care and other LSPA departments are used for the provision of the study process, performance of scientific research, development of project and course papers and Bachelor's and Master's Thesis in the LASE "Health Care" study direction.^[18]
- Utilization of the potential of LASE research laboratories and centres for conducting research for the needs of students, lecturers and commercial structures.
- The collection of the LASE Library is created in accordance with the directions of LASE "Health Care" study and scientific work, as well as the requirements of study programmes of the "Health Care" direction. Library resources in the "Health Care" direction in accordance with the requirements of the regulatory enactments regulating the professional qualifications of the study programmes included in the direction - Physiotherapist Professional Standard /2021/^[19] and the guidelines of the standard of the World Confederation for Physical Therapy

/WCTP,2013/^[20], the International Standard of Sports Physical Therapy /IFSPT/^[21] and the European Standards for Adapted Physical Activity /2010/^[22]

- High interest in health care specialists in sport from professional sports organizations (e.g., sports federations, sports clubs, etc.). During the studies, students are provided with practice opportunities in the sports system (e.g., sports schools, sports clubs). Issues regarding the financing of studies are being considered with federations and sports clubs.
- Practice opportunities are provided for all students during their studies.
- Connecting the Qualification Practice of the study programmes included in the LASE “Health Care” study direction to the regions of Latvia, thus promoting job opportunities for young specialists.^[23]
- High opinion of students and employers, professional organizations, etc. on the compliance of the quality of the study programmes included in the LASE “Health Care” study direction with the goals set by the study programme.
- Involvement of LASE “Health Care” study direction students in improving the quality of studies, providing feedback at the LASE Study Direction Council in Health Care established in 2016, which includes student representatives from each academic year. In the 2017/2018 academic year, various issues related to the organization and quality of study processes are addressed in the weekly meetings of the LASE Department of Physiotherapy. A system has been established in accordance with the goals of the LASE “Health Care” study direction for the organization and management of the Qualification Practice in Physiotherapy and practice of the Professional Master’s higher education programme „Health Care Specialist in Sport” with the professional qualification „Sport Physiotherapist”^[24] and “Adapted Physical Activity Specialist in Rehabilitation”^[25]. Practice tasks are clearly defined, instructions are available and their implementation is controlled.^[26] The provision of studies corresponds to the possibilities of modern technologies, as well as computers, multimedia and the internet are used. The scientific environment is available - scientific equipment, computers, audio/video means, material and technical equipment of the premises and sources of scientific literature in databases.
- material and technical provision available in the LSPA “Health Care” study direction complies with the requirements of the regulatory enactments regulating the professional qualifications of the study programmes involved in the “Health Care” direction - the Physiotherapist Professional Standard /2021/ and the guidelines of the science section of the standard of the World Confederation for Physical Therapy /WCTP, 2013/, the International Standard of Sports Physical Therapy /IFSPT/ and the European Standards for Adapted Physical Activity /2010/.

The Health Care in Sport Research Centre has been operating since September 4, 2020. Within its competence, the research centre carries out scientific activities, promotes sports and health care research in Latvia, as well as helps people active in sports and people with movement disorders to improve their physical abilities, to increase various physical indicators and to improve health. Students have access to the Health Care in Sport Centre for research and study work. 1.2 million euros were invested in the establishment of the Health Care in Sport Research Centre, attracting funding from the European Regional Development Fund (ERDF), the state budget and LASE. Project title “Modernized LASE STEM Study Programmes in Health Care” No. 8.1.1.0/17/I/013. https://www.lspa.lv/index.php?option=com_content&view=article&id=4379&Itemid=600

- Regular qualification improvement of the academic staff takes places in the LASE “Health Care” study direction.
- Regular planning and implementation of the academic staff development policy takes place in the LASE “Health Care” study direction, incl. according to the needs of the region.
- LASE cooperates with the Association of Professional Physiotherapists (LPA) and the European

Network of Physiotherapy in Higher Education (ENPHE) in the implementation of the “Health Care” study direction.

- Participation of students and lecturers of the “Health Care” direction in the ERASMUS+ mobility programme in partner higher education institutions, with which cooperation agreements have been concluded. ^[27]
- Development direction - towards satisfying the needs of the real labour market and realization of the national economic position.
- Positive international reputation, with LASE teaching staff involved in the activities and management of international professional organizations.
- Adaptation of the study process to the remote study period due to the state of emergency caused by Covid 19.

Opportunities

- To regularly promote the professional development of the academic staff involved in the LASE “Health Care” study direction.
- Planning and implementation of the development policy of the academic staff involved in the LASE “Health Care” study direction in accordance with the needs of the region.
- To expand cooperation with Latvian and foreign HEIs on the implementation of study programmes or separate modules in the LASE “Health Care” study direction.
- To promote opportunities for professional qualification practice abroad of the study programmes implemented in the LASE “Health Care” study direction.
- To ensure the implementation of separate study programmes or their modules in foreign languages in the LASE “Health Care” study direction.
- To expand the Academy’s position in attracting foreign students to the LASE “Health Care” study direction, as it is in other European higher education institutions.
- To increase the number of full-time academic staff positions in the LASE “Health Care” study direction with the qualification of a physiotherapist or rehabilitator.
- To involve more academic and administrative staff, students, social and cooperation partners in the improvement of the quality management system in the LASE “Health Care” study direction.
- To link the topics of scientific research works of the academic staff with the topicalities and interests of the regions, as well as with the content of the study programmes of the LASE “Health Care” study direction and development plans.
- To specially allocate courses in the content of study programmes of the LASE “Health Care” study direction, which would be offered and used for acquisition by students of other Latvian HEI study programmes.
- To plan and create a joint study programme or a separate study module with other HEIs in the “Health Care” direction.
- To continue to implement study courses in English in scientific vocabulary in health care.
- To improve the continuing education processes by concluding cooperation agreements between the LASE Department of Continuing Education and the Latvian Association of Physiotherapists.
- To plan and develop the first level professional higher education study programme in health care.
- To plan and develop Doctoral studies in health care.
- The growth of Latvia envisages a sharp increase in the training of highly qualified specialists, emphasizing the development of competencies, research and innovation in higher education.
- Modernization of higher education, development of research potential and introduction of the principle of lifelong learning are envisaged in order to ensure the achievement of the goals set in the EU strategy “Europe 2020”.

- The EU strategy envisages the modernization of the material and technical base of higher education institutions and the increase of the efficiency of the use of resources, ensuring equal access to higher education, and improving the quality of studies and research.
- The state policy promotes the internationalization and international competitiveness of higher education.

Weaknesses

- Difficulties in attracting new academic staff in the LASE “Health Care” study direction with the qualification of a doctor, physiotherapist or rehabilitation doctor.
- Weak competitiveness of the level of remuneration of health care system professionals with an impact on the motivation of the professionals involved in the field.
- Insufficient state funding in the health care sector.
- Insufficient use of student and faculty exchange opportunities with other Latvian and foreign higher education institutions in the implementation of separate study modules and practice in the LASE “Health Care” study direction.
- Limited availability of scientific research equipment for the implementation of study courses and scientific research work in the LASE “Health Care” study direction.
- LASE Library has limited resources available with scientific periodicals in health care in physiotherapy in the state language.
- Limited financial instruments available for infrastructure renewal.
- High academic and organizational workload of new tutors (assistants, lecturers), not allocating enough time for professional development and research activities.
- Insufficient state funding for science in higher education.

Threats

- Lack of health care and well-being of the population - as a long-term and practically implemented priority in Latvia with a negative impact on state funding for high-quality education in these sectors.
- Differences in the level of wages in the Latvian and European health care and education systems in the conditions of an open labour market.
- Decrease in research activity compared to the European average - in the conditions of insufficient funding, as a result - lack of material incentives for young specialists to participate in research.
- Insufficient amount of state funding allocated to research in health care and sports science, especially in the field of sports education, which threatens ability to ensure the optimal level of physical health of the new generation.
- There is a change in the orientation of society's values, which is largely indicated by the opinion of the public that research in sports science and health care in the field of sports is not considered to be a guarantor of health and human personality development.

The “Health Care” study direction is integrated into the structure of LASE and there are opportunities for its development and threat prevention:

- Independently improving the development strategy of the study programmes of the “Health Care” study direction, taking into account the changes in the labour market and the most important development trends of rehabilitation in Latvia, the European Union and the world.
- Improvement of study courses and content of health care study programmes, development and introduction of new study courses and their implementation in the “Health Care” direction.

- Improving cooperation projects and agreements with various Latvian and foreign educational and research institutions, local governments and private institutions in the field of health care.
- Developing co-operation with foreign higher education institutions in the field of student and faculty exchange programmes, developing joint research projects and involving students in their implementation, continuing to conclude co-operation agreements.
- Improvement of the material base with modern equipment, technologies, information means, paying special attention to the availability of the latest scientific and periodical publications in health care.
- Increasing the scientific and methodological qualification of the academic staff, attraction of qualified guest lecturers in the implementation of separate study courses in health care.
- Preparation and publication of methodological and study literature in the state language in the “Health Care” study direction.
- Implementation and analysis of regular surveys of health care students and employers to evaluate the study process.
- To organize separate continuing education study courses in sports physiotherapy, developing a continuing education and lifelong learning programme in health care.
- Attracting funding for the development of research projects and the performance of contract work in health care in physiotherapy.

The National Development Plan of Latvia for 2014-2020 envisages that a healthy and able-bodied person is the basis for sustainable development of Latvia. One of its priorities is “Human Securability”. Human securability can be strengthened by promoting a healthy lifestyle as a basis for quality of life and a long lifetime. The action direction “Healthy and Fit for Work” identifies a lack of physical activity as one of the main health risks in the European region, with significant health care and social costs, and its prevention requires an increase in people’s contribution to lengthening their own active lives and well-being.

The implementation of the development plan of the LASE “Health Care” study direction, in accordance with the goals and tasks set in the LASE Development Strategy^[28] regarding the development of the study process and study environment, creating new interdisciplinary or international excellence programmes in the “Health Care” study direction in cooperation with the industry, envisages:

- To further develop and improve the Bachelor’s and Master’s study programmes in the “Health Care” study direction.
- In co-operation with Latvian and Baltic HEIs, to develop an international Doctoral study programme in Health Care in Physiotherapy and Adapted Physical Education.
- To develop new first level higher education professional study programmes in health care.
- To establish a department for professional development and qualification development of health care specialists.

Evaluation of the development plan of the “Health Care” study direction for the next six years and the process of developing the development plan:

Modern competence education is focused on the development of the basic competencies and transversal competencies necessary for human capacity, ensuring quality education at all levels and in all types of education. The precondition for the successful implementation of modern competence education is the training of health care specialists and opportunities for professional development in a conceptually new quality. The main goal is to provide students with the opportunity to obtain higher academic and higher professional education and training, to develop research in health care in sports, to develop culture in order to preserve the intellectual and

physical potential necessary for the Republic of Latvia (LR), promoting and ensuring the harmonious development of the nation.

Respectively, the goal of the implementation of the “Health Care” study direction is to ensure all levels of health care education necessary for the state of Latvia and relevant in the international environment. In order to achieve this goal, specific tasks are fulfilled: training of specialists in the following programmes is implemented: Bachelor's and Master's programmes. In order to ensure even closer international cooperation in research and study work in the study programmes, as well as the international competitiveness of young specialists in the field of sport and health care in sports, an international inter-university joint Doctoral study programme “Health Care Science” or a Doctoral school “Health Care in Physiotherapy and Adapted Physical Education” will be created. Within the framework of the current long-term cooperation, LASE has initiated the establishment of a joint international Doctoral programme in health care, in which one of the potential cooperation partners will be the Józef Piłsudski University of Physical Education in Warsaw, Poland.

In turn, in order to develop new first-level higher education professional study programmes in Health care in sport, it is taken into account that in all EU Member States priority should be given to training specialists who work in the fields of education, recreation and sport, including in inclusive conditions, as competent specialists (e.g., teachers, trainers, physiotherapists, specialists in adapted physical activity) is one of the key elements of inclusion (European Sports Charter; European Charter on Sport for All; European Charter on Sport for All: Disabled Persons; <https://www.izm.gov.lv/lv/media/1255/download>). Therapeutic physical recreation is used in medical, educational and recreational services to help people with illnesses, disabilities and other conditions to improve their health, functional abilities, to increase their independence and their quality of life. Therapeutic physical recreation services can help the aging population maintain their independence in later life. There are currently no specialists in this field in Latvia, but the number of people with disabilities is growing not only in Latvia, but also throughout Europe.

The development plan of the LASE strategic development direction “Development of the study process and study environment”^[1] also included the development plan of the study direction “Health Care”. As a result of the current reform in higher education, the model of internal management of higher education institutions and the procedure for electing rectors have changed, and a new typology of higher education institutions has been introduced. Therefore, the development of a new LASE Development Strategy, and the development of a study direction development plan for the next six years is very topical. Appendix 2.1.2_1 provides information on the planned development of LASE study direction development plan for the next six years. The work on the study direction development plan for the next six years will be carried out in accordance with the approved state policy documents in the related fields, with an in-depth analysis of the situation in and the demand of the labour market and the industry, researching innovations in study directions related to health care in Europe and worldwide. After that, the working version of the study direction development plan will be developed and discussed, and it will be forwarded for consideration in the Study Council and the Senate.

[1] LASE Development Strategy for 2015-2020
https://lspa.lv/eng/files/2015/LASE_Strategy_2015_2020.pdf

[1] Statutes of the European Federation of Adapted Physical Activity, www.eufapa.eu

[2] Regulations on the Positions of Structural Units,
http://www.lspa.eu/files/senate/decisions/2013/decembris/Vaditaju_amatu_nolikums_labots.pdf
(Only in Latvian)

[3] Decision on the Structure of LASE – on the Establishment of Departments and Units,

http://www.lspa.eu/files/senate/decisions/2012/08.12/Nodalu_izveide_Senats_06.12.2012.pdf (Only in Latvian)

[4] Regulations on the Elections of the LASE Academic Staff, http://www.lspa.eu/files/senate/decisions/2013/decembris/Akad_personala_vešanas_2013.pdf (Only in Latvian)

[5] On the Study Process in 2014/2015 Academic Year, http://www.lspa.eu/files/senate/decisions/2014/Maijs/Studijuprocess2014_pieGraf_fin.pdf (Only in Latvian)

[6] Regulations on the Procedure for Commencing Studies at Later Study Stages at LASE. http://www.lspa.eu/files/documents/Studiju_uzsaksana_velakos_posmos.doc (Only in Latvian)

[7] Regulations on the Procedure for Termination and Resumption of Studies at LASE, http://www.lspa.eu/files/senate/decisions/2013/marts/Stud_partrauksana_LSPA.pdf (Only in Latvian)

[8] Regulations on the Recognition of Study Results Achieved in Previous Education or Professional Experience, http://www.lspa.eu/files/documents/Pieredzes_atzinasana_2013.pdf (Only in Latvian)

[9] Regulations of the LASE Student Council, http://www.lspa.eu/files/senate/decisions/2014/Junijs/Studentu_pasparvaldes_nolikums_2014.pdf (Only in Latvian)

[10] Regulations of the LASE Ethics Commission and LASE Staff Code of Ethics.

[11] Interinstitutional agreements in the ERASMUS+ programme 2014-2020, http://www.lspa.eu/index.php?option=com_content&view=article&id=757&Itemid=317

[12] MVS, <http://kvs.lspa.lv/login/index.php>

[13] Regulations on the Basic Principles and Procedures for the Evaluation of LASE Study Programme Acquisition http://www.lspa.eu/files/senate/decisions/2014/Oktobri/Vertesanas_pamatprincipi_2014.pdf (Only in Latvian)

[14] LASE Science and Research Development Strategy for 2015-2020 https://www.lspa.eu/eng/files/2015/LASE_Strategy_2015_2020.pdf

[15] Student Mobility, http://www.lspa.eu/index.php?option=com_content&view=article&id=1654%3Aarzemju-studenti-lspa-20122013akg&catid=237%3Ainformacija&Itemid=136

[16] Invited Teaching Staff, http://www.lspa.eu/?option=com_content&view=article&id=1661%253Aarzemju-mcbspki-un-personals-lspa-20122013akg&catid=237%253Ainformacija&Itemid=136

[17] Education Quality Assurance System at the Latvian Academy of Sport Education, 2012

[18] Research laboratories, http://www.lspa.eu/index.php?option=com_content&view=category&layout=blog&id=181&Itemid=306

[19] Physiotherapist Professional Standard <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-187.pdf> (Only in Latvian)

[20] WCPT, <http://www.wcpt.org/policy/ps-research>

- [21] IFSP, <http://ifspt.org/wp-content/uploads/2012/04/SPTCompetenciesStandards-final-draft.pdf>
- [22] Kudláček, M. Morgulec-Adamowicz, N. Verellen, J. Eds. (2010) European Standards in Adapted Physical Activity. Palacky University, Olomouc (<http://eusapa.upol.cz/>)
- [23] Regulations on the Practice in the Professional Bachelor's Study Programme "Physiotherapy" (427722),
http://www.lspa.eu/files/intranet/documents/nolikumi/students/Prakse_FIZIOTERAPIJA_2014.doc
 (Only in Latvian)
- [24] Regulations on the Practice of the Study Specialization Direction "Sport Physiotherapist" of the Professional Master's Higher Education Programme "Health Care Specialist in Sport" (47722).
- [25] Regulations on the Practice of the Study Specialization Direction "Adapted Physical Activity Specialist in Rehabilitation" of the Professional Master's Higher Education Programme "Health Care Specialist in Sport" (47722).
- ³³Regulations on the Practice in the Professional Bachelor's Study Programme "Physiotherapy" (42722)
https://www.lspa.lv/index.php?option=com_content&view=category&layout=blog&id=195&Itemid=267
- [27] Interinstitutional agreements in the /ERASMUS+/ PROGRAMME 2014-2020.
http://www.lspa.eu/index.php?option=com_content&view=article&id=757&Itemid=317
- [28] LASE Development Strategy for 2015-2020
https://www.lspa.eu/eng/files/2015/LASE_Strategy_2015_2020.pdf

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

The study process is organized in accordance with the Constitution of the Republic of Latvia, the Constitution of the Latvian Academy of Sport Education, the Law on Higher Education Institutions of the Republic of Latvia and normative documents in force in the Republic of Latvia, as well as in accordance with the LASE Senate documents regulating studies.

"Regulations on the Management of a Study Direction at LASE", approved by the LASE Senate on November 3, 2016. It is stipulated that the Study Direction Council is established at LASE, which is managed by the Head of the study direction in order to ensure the quality implementation of the study direction. The Head of the study direction is approved by the LASE Senate upon the proposal of the Study Council. The implementation of the study programmes is ensured by: the Study Direction Council, the Director of the study programme, qualification supervisors, specialization supervisors, profiling departments and divisions, the academic staff of the study programme, the staff of the departments/divisions/laboratories and support staff. The Study Direction Council is established upon the proposal of the LASE Study Council and it is approved by the LASE Senate. The Study Direction Council consists of at least 5 members, including

the directors of the study direction programmes, the leading academic staff, the representatives of the student councils as observers and the representatives of the employers who do not have an employment relationship with LASE. Experts, including members of the Promotion Council of the relevant field of science, specialists in the field of practical activity, etc., may be involved in the work of the Study Direction Council. The work of the Study Direction Council is managed by the Head of the study direction, who can also be the director of one of the study programmes in the corresponding study direction. The director of a study programme is nominated by the Study Direction Council, and approved by the Study Council and the LASE Senate.

In the 2017/2018-2020/2021 ac. y., the study process of the Professional higher education programme "Physiotherapy" and the Professional Master's study programme "Health Care Specialist in Sport" was organized and managed by the Department of Physiotherapy and the Department of Sports Medicine, Physiotherapy, Therapeutic Gymnastics and Massage (hereinafter – the Department of Sports Medicine) of the Latvian Academy of Sport Education together with the Department of Studies.

In the 2017/2018-2020/2021 ac. years, the study work in the Professional programme "Physiotherapy" was planned and organized in accordance with the work plans and study schedules of the LASE Department of Studies, the Department of Physiotherapy and the Department of Sports Medicine. The study plan is developed for each study course and corresponds to the goals and tasks of the study programme.

In 2016, the management and administration structure of the Health Care Direction was reorganized, while on September 1, 2021, the Health Care Division was established (see Appendix 2.1.3_1). The Appendix "Organizational Structure of the LASE Study Direction "Health Care"" also included the 1st level programme, the development of which has been planned in the "Development and Consolidation Plan of the Latvian Academy of Sport Education for 2018-2024" (Appendix 1.6_1).

Professor Aija Kļaviņa, Certified Physiotherapist, Head of the Health Care Direction and the Head of the Qualification of the Professional Master's study programme "Health Care Specialist in Sport" Adapted Physical Activity Specialist in Rehabilitation – has been working from 2016/2017 to 2020/2021. From January 2022, Head of the Health Care Direction and Assistant Professor in the Health Care Division - Dr.paed., Assistant Professor, Certified and Qualified-to-Teach Physiotherapist Alīna Kurmeļeva.

From 2021/2022 – Acting Head of the Health Care Division – Mg.paed. Pārsla Krūmiņa;

From 2017/2018 to 2018/2019 study year – Programme Director of the Professional higher education programme „Physiotherapy” – Dr. paed., Assistant Professor, Certified Physiotherapist Zinta Galeja, from 2019/2020 study year till now - Mg. Sc. Certified, Qualified-to-Teach Physiotherapist Kristīne Plūme;

2017/2018-2018/2019 study year – Qualification Supervisor of the Professional higher education programme „Physiotherapy” – Mg. Sc. Certified Physiotherapist Kristīne Plūme;

Programme Director of the Professional Master's study programme "Health Care Specialist in Sport" and Head of the "Sport Physiotherapist" specialization – Mg.sc. Mārtiņš Čampa;

Assistant to the education work specialist of the Bachelor's programme – Baiba Ločmele;

Education specialist of the Master's programme – Dita Smeile.

The main competencies of the Head of the study direction are: to plan, manage, organize and control the work of the Study Direction Council; to plan and manage the operational strategy in the LASE study direction and to ensure its implementation; to propose draft documents regulating the

study process of the LASE study direction in accordance with Latvian state and international standards, and to prepare them for discussion at the LASE Study Council and the LASE Senate; to analyse the development tendencies of the LASE study direction in Latvia and to evaluate the development tendencies in similar study programmes of European higher education institutions; to ensure the preparation of self-assessment reports on the programmes to be implemented in the relevant study direction and their submission to the Study Council for acceptance; to prepare an annual report on the activities performed for the improvement of the study direction; to approve the annual report of the study direction in the Council of the respective study direction and in the Study Council by October 31 of each year; to ensure and control the quality of the study plan schedules, programmes, course descriptions, the activities of the academic staff, as well as the informative methodological provision of the study process; to implement strategic control of the study direction; to develop proposals for the management of LASE on the improvement of the study process; to ensure the development and preparation of study programmes for licensing and accreditation, and self-evaluation of the study direction.

The Head of the study direction cooperates with: directors of study programmes, qualification supervisors, professional associations in Latvia and abroad, higher education institutions in Latvia and abroad, as well as other institutions related to the field, and LASE administration.

The competence of the Director of a study programme is: in cooperation with the Study Direction Council, to develop and prepare a study programme for licensing, accreditation, to perform self-evaluation of the programme; to be responsible for the compliance of the study programme with the level of development of the industry and the requirements of the labour market; to be responsible for the quality of the study programme implementation and to implement the strategic control of the programme; to ensure the preparation of annual self-assessment reports for accredited and licensed study programmes; if necessary, in co-operation with the LASE Study Direction Council or the Study Programme Commission, to organize surveys of students, graduates and employers, to analyse the results of the surveys and to organize the elimination of the revealed shortcomings; to organize and be responsible for the development of study course descriptions in the study programme; to organize the development of information about the study programme (annotations, descriptions, booklets, etc.) and to advertise the study programme together with the Department of Studies; to follow the course of studies in the programme; to prepare reports on the implementation of the study programme, to submit information upon request to the Head of the department, the Department of Studies, the Internal Quality Assurance Centre, the Vice-Rector of Studies. The director of the study programme cooperates with: the academic staff of the department and other structural units, involving them in the development, implementation, self-evaluation of the study programme, integration of scientific and study work and organization of the study process; LASE Sports Branch Library on the issues of assemblage of scientific and educational literature; Accounting in the calculation of the costs of the study programme.

The academic staff of the study direction programme and the profiling department and the division are responsible for the quality and evaluation of the study course: develop the study course, prepare its description, implement and evaluate the study course; recommend study literature; take care of the maintenance and renewal of the material base of the programme; the change of the academic staff in the provision of the study course in exceptional cases is coordinated with the Vice-Rector of Studies. Those responsible for the specialization of the study programme organize and are responsible for the development of study course descriptions in the specialization, follow the study process, evaluate and analyse students' achievements and prepare reports on the performance of the study programme specialization, submit information to the programme director, Department of Studies, Internal Quality Assurance Centre, as well as reports

to the Study Direction Council. The duties of the educational methodologist of the study programme (if it is not in the job description) are performed by the auxiliary staff of the profiling department or division, appointed by the Head of the department or the Head of the division. The main responsibilities of the educational methodologist of a study programme are: to arrange the documents related to the study programme and to be responsible for them; to inform students about the course of the study process.

Such a structure of study direction and study programme management processes is effective, because the main role in the structure is played by collegial institutions - the Study Council and the Senate, which evaluate the work efficiency of study programme directors and heads of study directions. The administrative and technical staff of LASE within the study direction provides support in all management processes of the study direction.

https://lspa.lv/files/2016/Studiju_virzienu_vadiba_2016.pdf (Only in Latvian)

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

Matriculation in the Professional Bachelor's higher education programme "Physiotherapy" takes place in accordance with the LASE Admission Rules approved by the LASE Senate. According to the competition, LASE admits citizens of the Republic of Latvia and persons who have been issued a passport of non-citizens of the Republic of Latvia, as well as persons who have been issued permanent residence permits and have obtained secondary education abroad. Foreigners submit a secondary education document to the Academic Information Centre and equate the educational document with a general secondary education certificate issued in Latvia. Foreigners are admitted in accordance with Section 83 of the Law on Higher Education Institutions, LASE Admission Rules, the Education Law and other regulatory documents of the Republic of Latvia.
https://www.lspa.lv/eng/index.php?option=com_content&view=section&layout=blog&id=22&Itemid=2

Applicants who have a successful evaluation in the document on secondary education participate in the competition.

Persons who have acquired secondary education abroad apply for a CE in Latvian in the higher education institutions of the Republic of Latvia published on the website of the National Centre for Education (the National Centre for Education publishes a list of higher education institutions where it is possible to take the CE on the website of the centre visc.gov.lv by February 1 of the academic year. The applicant must submit a written application to the specified higher education institution by April 10 of the academic year, indicating the examinations the applicant wishes to take).

If the centralized examination in a foreign language has been replaced by an examination of an international testing institution, the document issued by this institution, in which the evaluation of the examination is recorded, is a part of the general secondary education certificate, which has no expiry date. The evaluations in the subjects presented in the general secondary education certificate, including the evaluation of the examination of an international testing institution, if the

centralized examination in a foreign language has been replaced by the examination of an international testing institution, serve as the selection criteria for the competition.

Applicants are admitted to the speciality in accordance with the competition according to the results of the centralized examination in Latvian and a foreign language (or the centralized examination in a foreign language is replaced by the results of an examination of an international testing institution) in secondary education institutions (evaluation in a secondary education certificate). Additional points are awarded for the centralized examination in biology. Centralized examination certificates required for admission: CE certificate in Latvian and CE certificate in a foreign language. The candidate is awarded additional points if a certificate on CE in Biology is submitted.

If an evaluation for the year in any of the subjects listed in the secondary education certificate is lower than 4, then the candidate is not admitted to the LASE Professional Bachelor's higher education programme „Physiotherapy”.

Additional requirement: assessment of the applicant's health state (a health certificate issued by a general practitioner (form-027/u)). The Admissions Committee makes a decision on the results of the competition, indicating to the applicant whether the applicant has passed the competition and become a candidate or has not passed the competition in the study programme. The study programme consists of up to three study groups.

The applicant has the right to submit a motivated appeal to the Admissions Committee against the decision of the Admissions Committee within three workdays after the announcement of the results. The submitted appeal shall be reviewed within a week.

Matriculation (enrolment) to the programme takes place only after the personal file has been drawn up in accordance with Section 46, Paragraph 7 of the Law on Higher Education Institutions. The applicant receives information about the documents to be submitted for the drawing up of a student file and about the registration for studies (place, time) when filling in the application.

Recognition of study courses at LASE is determined by Section 15, Paragraph 1, and Section 84 of the Law on Higher Education Institutions, and Sub-paragraph 9 of Paragraph 27 of the LASE Constitution. Study results achieved in previous education or professional experience are recognized in accordance with the “Regulations on the Recognition of Competencies Acquired in Professional Experience or Study Results Achieved in Previous Education at LASE” ^[1]. In turn, the evaluation of study results in the recognition of study results obtained during the “ERASMUS+” programme is regulated by the “Regulations on the ERASMUS Mobility Student Scholarship Competition” ^[2].

LASE study programmes may recognize study courses successfully completed in accredited, licensed or state-recognized Latvian or foreign higher education institutions:

- study courses, except for the final examinations of the study programme;
- continuing education programme courses, if credit points have been credited for the acquisition of the course (in the Latvian higher education credit point or ECTS system).

LASE fully recognizes study courses acquired in study programmes specified in intergovernmental or inter-university agreements (for example, ERASMUS+) or international educational programmes, and the acquisition of which has been previously agreed in writing by the student with the director of the study programme. Previously acquired study courses may be recognized at the same or lower study level. The study courses acquired in the first level professional higher education study programmes may be recognized in other undergraduate (Bachelor or second level professional higher education) programmes. The recognized study

courses are included in the academic obligations fulfilled by the student:

- replacing the study courses of the compulsory (A) part or the limited optional (B) part of the study programme; general education study courses or branch theoretical basic courses and information technology courses or branch professional specialization courses; parts of courses in the latest achievements in the theory and practice of the field of study, parts of study courses in research work, creative work, project work and management sciences, parts of study courses in pedagogy and psychology;
- including the limited optional (B) part or the free optional (C) part of the study programme; part of the professional specialization or optional part of the field.

The evaluation of the study courses acquired at LASE is also recognized if it is in the 10-grade system. Recognition of study courses is performed by the director of the study programme. In case of uncertainties, the decision on the recognition of study courses is made by the appropriate Methodological Commission of Studies (Study Programme Commission). For candidates who start their studies at a later stage of studies, the recognition procedure is performed before matriculation. Study courses are not recognized if the content or scope of these courses or the knowledge and skills acquired do not meet the requirements of the programme. One study course of a LASE study programme can be replaced with several acquired study courses and vice versa - several study courses of LASE can be replaced with one acquired study course. When replacing a LASE study course with one or more courses, the total amount of these courses must be equal to or greater than the amount of the LASE study course. For example, previously acquired study courses may be recognized at the same or lower level of study. The study courses acquired in the first level professional higher education study programmes may be recognized in other undergraduate (Bachelor or second level professional higher education) programmes. (Regulations on the Recognition of Study Courses at LASE) For example, when starting his/her studies, a student submits the necessary documents for the recognition of study courses. In the previously acquired study programme at the LU Riga Medical College, the "Anatomy" study course has been acquired in the amount of 3.0 credit points and it corresponds to both the amount of credit points and the acquired topics according to the course description of the "Anatomy" study course of the LASE Physiotherapy Bachelor's study programme in the amount of 3.0 credit points, and this study course is recognized for the specific student.

<https://www.uznemsana.lspa.lv/index.php/bakalaurs-fizioterapija> (Only in Latvian)

<https://www.uznemsana.lspa.lv/index.php/magistrantura-veselibas-aprupe> (Only in Latvian)

[1] https://lspa.lv/files/2019/leprieksejas_izgl._un_pieredzes_atzisana_2019.pdf (Only in Latvian)

[2] https://lspa.lv/files/2017/Erasmus_stipendijas_2017.pdf (Only in Latvian)

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

The system of assessment of students' achievements and study results is specified in external regulatory enactments: the Law on Higher Education Institutions and the Education Law, as well as in several internal regulatory enactments, for example:

- Regulations on LASE Study Procedure”,
- Remote Study Procedure”
- Procedure for Development, Updating and Application of Study Course Descriptions at LASE”,
- Regulations on the Basic Principles and Procedures for the Evaluation of LASE Study Programme Acquisition”,
- Regulations on the Procedure for Organizing Students’ Independent Work”,
- Regulations on Final and State Examinations”,
- Regulations on Final Examinations in the Professional Bachelor’s Higher Education Programme “Physiotherapy” (42722)”
- Regulations on Final Examinations in the Professional Master’s Higher Education Programmes “Health Care Specialist in Sport” (47722)”.
- Regulations on the Professional Qualification Practice of the Professional Bachelor’s Higher Education Programme “Physiotherapy” (42722)”;
- Regulations on the Practice of the Study Specialization Direction “Adapted Physical Activity Specialist in Rehabilitation” of the Professional Master’s Higher Education Programme “Health Care Specialist in Sport” (47722)”;
- Regulations on the Practice of the Study Specialization Direction “Sport Physiotherapist” of the Professional Master’s Higher Education Programme “Health Care Specialist in Sport” (47722)”.

Various assessment methods are used to evaluate study results. The main criteria for the selection of assessment methods - to ensure an objective assessment of the achieved study results (knowledge, skills, competencies).

The achievement evaluation standards and requirements for students of the LASE “Health Care” study direction are available in the study course descriptions. Furthermore, in the first lecture of the study course, the tutor informs the students about the evaluation criteria and conditions of the study course, as well as the binding procedures.

Methods and criteria for study result evaluation are included in the study course description, as it is determined by the “Procedure for Development, Updating and Application of Study Course Descriptions at LASE”, approved at the LASE Senate meeting on November 5, 2015. The conditions and procedures for study result evaluation are also set in the “Regulations on the Basic Principles and Procedures for the Evaluation of LASE Study Programme Acquisition”, approved at the LASE Senate meeting on October 1, 2014, as well as in the “Regulations on the Procedure for Organizing Students’ Independent Work”, approved at the LASE Senate meeting on April 12, 2012.

When evaluating the study results of academic education and second level professional higher education, the following basic principles are observed: - the principle of openness of assessment - in accordance with the set goals and tasks of the programmes, as well as the goals and tasks of the study courses, a set of requirements for the assessment of the study result achievement has been determined; - the principle of mandatory assessment - it is necessary to obtain a successful assessment for the acquisition of all the content of the programme; - the principle of the possibility of reviewing the evaluation - LASE determines the procedure for reviewing the obtained evaluation; - the principle of diversity of the types of examinations used in the assessment - different types of examinations are used in the assessment of the programme acquisition.

The degree of achievement of study results is evaluated on a 10-grade scale. It is also

possible to assess the degree of achievement of study results with the evaluation "passed/failed" within the examinations specified in the study course, which are not the final examinations of the study course. Evaluations of study results on a 10-grade scale are as follows: outstanding (10) – knowledge, skills and competence exceed the requirements of the programme, study module or study course, indicates the ability to conduct independent research and a deep understanding of issues; excellent (9) – knowledge, skills and competence fully comply with the requirements of the programme, study module or study course, acquired skills to use the acquired knowledge independently; very good (8) – the requirements of the programme, study module or study course have been fully fulfilled; however, in some issues there is not a deep enough understanding to use the knowledge in solving more complex issues independently; good (7) – in general, the requirements for the acquisition of the programme, study module or study course have been met; however, sometimes the inability to use the acquired knowledge independently can be identified; almost good (6) – the requirements for the acquisition of the programme, study module or study course have been met; however, at the same time insufficiently deep understanding of the issue and inability to use the acquired knowledge can be identified; satisfactory (5) – in general, the programme, study module or study course has been acquired; however, insufficient knowledge of some issues and inability to use the acquired knowledge can be identified; almost satisfactory (4) – in general, the programme, study module or study course has been acquired; however, insufficient understanding of some basic concepts is observed, there are significant difficulties in the practical use of the acquired knowledge; weak (3) – knowledge is superficial and incomplete, the student is not able to use it in specific situations; very weak (2) – there is superficial knowledge only about certain issues, most of the programme, study module or study course has not been acquired; very, very weak (1) – no understanding of the basic issues of the subject, almost no knowledge of the study course, study module or programme.

When evaluating study results in a programme, study module or study course on a 10-grade scale, LASE may also provide additional criteria for determining a specific assessment on a 10-grade scale. Grades ranging from "outstanding" (10) to "almost satisfactory" (4) and "passed" are considered successful. The programmes are concluded with state examinations, which include the development and defence of a Bachelor's or Master's Thesis (diploma thesis/diploma project) and which are evaluated by the State Examination Commission. State examinations are taking place, as well as state examination commissions are formed in accordance with separate regulations.

The content of study courses is designed so that it does not overlap with other study courses and continuity in the acquisition of knowledge is ensured.

When developing or updating the description of study courses, teaching staff must consider the aims of the study programmes and the study results to be achieved. When defining the description of the study course and the study results to be achieved by the students, the study course must ensure that they promote the achievement of the results of the study programme. Teaching staff cooperate in the development of study results, content, description of independent work and evaluation of results.

The director of the study programme checks the compliance of the results of the study courses to be achieved with the study results of the study programme by performing a mapping (see Appendix 3.2.1_3., and 4.2.1_1.). When preparing the description of the study courses and formulating the results to be achieved in the course, the tutor focuses both on achieving the goal of the course and on ensuring the results of the programme.

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

Academic integrity is the performance of academic work by observing the highest ethical and professional standards, which include objectivity, truthfulness, responsibility, mutual respect and trust, moral and ethical principles, integrity, including the prevention of plagiarism, truthful reporting and accuracy in study papers, academic and scientific publications, as well as in communication and publicity events that create the image of the academic environment, exclude deception, fraud and promote the quality and prestige of education and science in Latvia. LASE has developed and approved Regulations on Academic Integrity (see annex 2.1.6_1). The Regulations on Academic Integrity (hereinafter - the Regulations) stipulate the strengthening of the academic culture and integrity in the academic environment of the Latvian Academy of Sport Education, promote a common understanding of academic integrity, explain the concept of academic integrity and actions related to it, list the most common breaches of the principles of academic integrity in the academic environment, the implementation of key procedures for dealing with breaches of academic integrity, the rights of the parties involved and the responsibilities of LASE staff to prevent academic dishonesty in order to promote fair academic conduct and to enhance reputation, values and competitiveness of LASE.

Academically dishonest and unauthorized actions are considered as manifestations of dishonesty in research and study work (plagiarism, fabrication, falsification, copying, etc.), as well as deception and retaliation against the work of LASE staff, deliberate provision of false information, damage to LASE Library books, unauthorized use or damage to academic and other resources (incl. research resources, video equipment, computer programmes, e-resources, sports resources and any other property of LASE). LASE staff is obliged to provide information on violations of academic integrity to the Head of the structural unit, the Head of the Department of Studies, the Vice-Rector or the Rector. Students follow the principles of academic honesty and ethics set by LASE.

The following activities are considered a violation of academic integrity: offering any material or other benefit for the performance or non-performance of an activity in the academic interests of a student or another person. Copying and use of unauthorized aids in the study process. Submission of papers containing plagiarism or self-plagiarism. Participation in the violation of academic integrity, incl. transferring the results of one's own individual work to another person, taking an examination in place of another student, signing in place of another student on the attendance sheet or other documents. Submission of the results of collective work in one's own name, if it has been defined as collective work, formal participation in group work without contributing to the task. Transferring the identification means of one's LASE e-learning environment profile to another person. Giving false information about oneself and one's work, incl. forgery of documents. Unauthorized acquisition of examination questions or examination tasks. Obstruction or delay of the academic work of tutors or students. Disrespect and/or dissemination of false/unverified/confidential information about tutors, colleagues, LASE, its administration and general staff (including on social networks and mass media, etc.). Using one's position outside LASE or personal circumstances to influence colleagues and tutors with the aim of gaining a favourable attitude and unequal conditions in relation to other students in the study process. Deliberate activity that delays or hinders the study process and academic work. The tutor may make a verbal reprimand or report in writing to the student about the violation of academic integrity in accordance with the procedure for reviewing the violation of the student academic integrity.

Violations of the principles of academic integrity may vary in severity and nature - with greater or lesser damage to academic work and reputation, and committed knowingly or unknowingly. In order to facilitate the assessment of violations, violations of academic integrity in academic work can be divided into: poor academic writing practices (e.g., unintentional/negligent academic violation); plagiarism; very serious plagiarism and gross academic misconduct.

Depending on the seriousness of the violations, it is also possible to vary the sanctions applied to students so that they are aimed at improving the quality of studies, proportionate and disciplinary. Plagiarism is not only the assignment of another author's work or a part of it as one's own, but also the modification of this work, the collage (compilation) of several works and similar activities, appropriating another person's intellectual work. Improper use of another's work can be both a copyright infringement and misleading the reader, for example, by failing to distinguish the author's contribution from that of the author of the literature used. Plagiarism can be the result of deliberate dishonesty, negligence or ignorance. Plagiarism is considered a serious offense. A person engaging in plagiarism will appropriate the status of another author, the creator of the work. Although the real author is not deprived of his/her right to his/her work, the problem is that the perpetrator claims the same status as the author - but there is a significant difference between them and their creative practices. Plagiarism can take two forms: language and information. Both forms are a serious violation: the first will misappropriate the words chosen by the author without permission, the second - the author's ideas and information. Language plagiarism manifests itself, for example, in cases where the author of the work indicates where the idea to which it refers is taken from, but this idea is not narrated in his/her own words, and the reference is not presented as a quote. Plagiarism can take many forms, such as not using quotes when quoting a source; by imitating a narration, when in fact the quote is copied; without indicating the source used; taking over an idea without reference. Plagiarism can be both negligent and deliberate gaining of benefits through other people's work without proper reference to it. Plagiarism has various forms of expression, which are found both in texts that do not contain references to the original work and in texts that do contain references. At least 70% of the content of the final paper must be the author's original work, except for the description of the research methodology. The LASE student information system - LSPA IS (<http://is.lspa.lv>) includes an anti-plagiarism tool.

Academic staff (employees of LASE elected to academic positions) and general staff observe the principles of academic integrity and ethics.

If during the study course the tutor has found that the student has used or uses unauthorized aids or plagiarism in a test, independent work or intermediate examination, the assessment of which is taken into account in the final examination, as well as in the final examination of the course, the tutor may, in accordance with LASE regulations on examinations and establishing the violation and assessing its severity, make a verbal reprimand or reduce the evaluation in the examination, or make the student re-take the task of a test, independent work, intermediate examination (on another topic or to perform another task). It is also possible to suspend from the examination. In accordance with the procedure established by the LASE, to report the violation to the Head of the department and to propose not to admit the student to the final examination of the study course and to request to re-acquire the study course or its part or to annule the evaluation for course acquisition if the violation is established before the beginning of the next term. It is possible to warn the student about ex-matriculation or to suggest to the Head of the Department of Studies to ex-matriculate the student. If suspicion of plagiarism has arisen during the investigation of the coincidences of the text in the LASE computerized plagiarism control system (in the LASE student information system - LSPA IS (<http://is.lspa.lv>), further investigation of the student's work is organized in accordance with the Investigation Procedure of the Electronic Versions of Final Papers.

If it is established that the student is using or has used unauthorized aids, the student shall be suspended from the examination and a disciplinary sanction shall be decided. If unauthorized aids are used in the examination, the student is suspended from the examination, his/her performance in the examination is assessed with grade 1 (very, very weak) and the conditions for settling academic debts come into force in accordance with LASE internal regulations. If signs of plagiarism are found during the evaluation of students' written works (homework, essays, study papers, reports, final papers, etc.), the tutor shall indicate in the report which parts of the written work coincide with another author's work, indicating the source (and/or internet resource) with which the student's written work coincides and the extent to which they coincide. After receiving the report on the violation of academic integrity, the Head of the Department of Studies evaluates this report within three working days, inviting experts if necessary, and makes a decision. The Head of the Department of Studies may uphold the decision made by the tutor, as well as amend or supplement it. All violations of academic integrity and decisions made after their detection are registered in the student's personal file.

Students are informed about the principles of academic integrity within the framework of the study course "Introduction to the Speciality. Basics of Health Care and Organization", as well as during consultations on the preparation of study papers, projects, practice reports, and final theses. The teaching staff are informed about the principles of academic integrity in general meetings of LASE staff, as well as when starting work at the Academy.

LASE uses anti-plagiarism tools when checking final theses and scientific articles of students submitted for publication in LASE scientific publications. The study project papers are checked if the teaching staff suspects possible plagiarism.

2.2. Efficiency of the Internal Quality Assurance System

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

The policy and strategy of the internal quality assurance system of the Latvian Academy of Sport Education is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area adopted in the Bologna Process in 2005, the standards and guidelines proposed by the European National Quality Assurance Association (ENQA) in the Bergen Communiqué in 2005, and recommendations of the European Parliament and the Council of February 15, 2006.

The internal quality control and management of the "Health Care" study direction is based on the model of the European Foundation for Quality Management (EFQM) and the principles and criteria of the Deming cycle Plan- Do- Check- Act: the management and strategy of the "Health Care" study direction, human (academic personnel, student) management, resource management, study and research management, student satisfaction, employer satisfaction, impact on society. Based on the evaluation of observations, documents and surveys, it can be concluded that the evaluation of the different criteria corresponds mainly to the system-oriented (Stage 3) and chain-oriented (Stage 4) stage. In some cases, the highest indicators (Stage 5 - Total Quality Management) are partially achieved. The organization of health care studies and the evaluation of knowledge are reflected in

the quality assurance and evaluation system.

Basic condition of the LASE internal quality assurance policy - internal quality assurance is considered as management of the continuous improvement process. To promote the further development of the Latvian Academy of Sport Education, comprehensive quality management has been implemented, which includes: the quality of education, the efficiency of management in the society of the academy, the quality of education consists of 3 areas: study process, research, creativity and innovation.

Creativity and innovation are characterized by the development of new study processes, programmes, technologies and methods, as well as the increase of the existing value and efficiency, ensuring its sustainability.

The main strategic direction of LASE Internal quality assurance - ensuring excellence and sustainability, continuous improvement and control. The basic concept of the strategy: confidence and enthusiasm of all levels of management and employees, active organization and implementation of the study process, developing improvement of the staff qualification, business-like, purposeful, equality-based management, efficiency, increase of value in society.

Quality management was provided at 2 levels: LASE and the Department of Physiotherapy. General supervision of studies in the field of health care is performed by the LASE Department of Studies. In ensuring quality management, the following are distinguished: evaluation of the quality of tutors and evaluation of study subject programmes. The quality evaluation system has three goals: the strategic goal of LASE, the overall goal of the "Health Care" direction and the goals of the study programme and study courses in health care. Both goals and tasks are related to the possibilities of academic potential and material base, emphasizing future perspectives in accordance with the demand of the labour market in health care.

The continuous improvement, development and efficiency of the study direction and the corresponding study programmes are ensured by: research of the requirements of external regulatory standards and regulatory enactments in the field of activity, monitoring of changes, conformity assessment; development, implementation and periodic updating of internal leading documents; planning and performance of internal quality control; control of study direction and study programme development, implementation and evaluation processes; identification, recording and analysis of non-conformities found during inspections; analysis of complaints and suggestions from students and other interested parties; implementation of improvements and evaluation of their effectiveness; research of student, graduate, employer and LASE staff satisfaction, analysis of survey data; preparation and presentation of reports on the efficiency of study directions.

In the "Health Care" direction, feedback is regularly provided from employers, students and graduates on the quality of study programmes in the "Health Care" direction. The quality of studies is assessed according to the results of the student survey, the assessment of evaluations in tests and exams, the assessment of colleagues, methodological work. The survey is conducted after concluding the full course of the study subject. The results of the student survey are discussed at the meetings of the Department of Physiotherapy, as well as at the LASE Study Council.

One of the collections of documents describing quality management is the individual package of LASE teaching staff. Documents in it are selected based on 10 criteria: scientific biography; during the last 5 years: published works, presentations at conferences, participation in exhibitions, scientific work, supervised Bachelor's, Master's and Doctoral Thesis developed and defended under the guidance of the tutor, results of the student survey on the tutor's work; administrative duties at LASE and outside it in other types of scientific, educational, journalistic, creative activities.

The LASE target programme states that self-assessment is an ongoing process, but a

summary meeting is held at least once a year. It takes place with the participation of employers, graduates, tutors, and students. In the interim period, consultations and discussions are taking place with the parties interested in the programme quality of the “Health Care” study direction. Improvements in the programme are made in accordance with the recommendations provided by both students and employers, as well as the directors of “Health Care” study programmes together with qualification supervisors, analysing the situation in potential workplaces.

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

The procedure for development of study programmes, internal approval, introducing changes and periodic inspection of programmes is specified in the “Regulations on Development and Approval of Study Programmes”, approved at the LASE Senate meeting on June 18, 2009, “Procedure for Development, Updating and Application of Study Course Descriptions at LASE”, approved at the LASE Senate meeting on November 5, 2015.

Management of the development and implementation of collective study programmes is ensured by the Study Direction Council’s. “Regulations on the Management of a Study Direction at LASE”, approved by the LASE Senate on November 3, 2016. Students, graduates, employers, external experts are involved in the development of study programmes, annual evaluation and improvement of programmes, working in the Study Direction Councils, the Study Council, the Senate, participating in surveys.

New study programmes are being developed based on the LASE Development Strategy and the “LASE Study Programme Development and Consolidation Plan for 2018-2024”. The necessity, usefulness and compliance of their development with the Development Strategy are evaluated by several structural units and collegial institutions of LASE, including the Study Council, the Rectorate and the Senate.

The development, approval and implementation of a study programme includes several stages: the stage of programme development application, which includes the substantiation of the topicality of the study programme, annotation, and the employment forecast of the graduates; elaboration of the content of the study programme, including the planning of the study programme, descriptions of the study courses, and independent expertise; preparation of licensing documents, expertise, approval by the Senate; submission of licensing documents to an agency included in the European Quality Assurance Register for Higher Education, visit of experts and receipt of a license; advertising activities, announcement of admission and admission of students; preparation and placement of study materials in the e-learning environment in the LASE CMS system, in accordance with internal regulatory enactments; accreditation of the study programme and/or study direction at an agency included in the European Quality Assurance Register for Higher Education.

The analysis of the content of the study programme takes place every study year, taking into account the recommendations of the tutors and the directors of the programme to improve the respective study courses. Also, when discussing with students, the opinion of students is taken into account to ensure and improve the quality of the study process. The analysis of the study content

takes place at the Health Care Division in the presence of tutors, the director of the programme, the Head of the Health Care Direction, the Head of the Department of Physiotherapy, and education work specialists. Students, graduates, employers are involved in the development of study programmes and improvement of study directions within the programme self-evaluation process.

The implementation of the study programme and its quality monitoring is ensured by the director of the study programme, evaluating the study process, study results, analysing the results of student surveys, changes in labour market trends and current events in the field and in the world. The director of the study programme analyses and summarizes the results of the of student, graduate and employer surveys and organizes the elimination of the revealed shortcomings and further improvement of the study programme.

Periodic review of the programme takes place during the annual self-assessment. The course, deadlines and responsible persons of the annual self-assessment shall be approved by an order. Thus, the new Physiotherapist Professional Standard was approved on October 13, 2021, the Bachelor's programme in Physiotherapy is being reviewed and the study courses are being improved, to ensure the compliance of the study results to be achieved with the knowledge, skills and competencies specified in the professional standard. In Appendix 2.2.4._1, the data on the student, graduate and employer surveys show that the studies in the implemented programmes generally comply with the requirements of the labour market. Analysing the data on the surveys, the main conclusions are that students are satisfied with the content of the study courses. At the beginning of the study course, the teaching staff introduces the students to the content of the study course and informs about the evaluation criteria. The work of the tutors has been praised. The study courses are taught in a structured way and appreciate the cooperation-aimed communication. Students have noted the partial availability of teaching materials in the e-environment as a shortcoming. In order to eliminate the indicated shortcoming, a survey will be created for tutors on supplementing teaching materials and placing them in the e-environment. The analysis of information and data confirms that after graduation, graduates start working in the health care system. Working in the profession, some continue their studies for a Master's degree and work in parallel. The analysis of the employer survey shows that the strategy, structure and implementation of the health care study programme meet the requirements of employers, and graduates are competitive in the labour markets both in Latvia and in Europe.

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

The procedure for submitting and reviewing student complaints and proposals is specified in the "Regulations on LASE Document Management". Students can submit suggestions and complaints about the study process and other issues. The student can submit the Application (submission) electronically or in person at the LASE Office, where it is registered. If the Application is submitted in writing, it must indicate: - the name, surname and student ID number of the applicant; - the e-mail address to which the applicant wishes to receive a reply; - nature of the case and specific facts (time, parties involved, etc., if any). Upon receipt of a written Application, an employee of the LASE

Office identifies the respondent according to the topic, registers the Application, scans it and sends it electronically to the responsible structural unit for providing response. Upon receipt of an electronic Application, the responsible employee checks whether the content corresponds to the selected topic and whether the Application has reached the correct recipient. If necessary, it is forwarded to the appropriate recipient. Responses to students' suggestions and complaints are provided within ten working days of receiving the Application. The term for reviewing the Application may be extended if required by objective necessity, but not longer than one month from the moment of receipt of the Application. The Head of the responsible structural unit controls the observance of the Application review deadline once a year after the end of the study year, compiles the Application statistics and submits it to the LASE management and the Quality Management Department. The Quality Management Department analyses the Application statistics and evaluates the progress of the Application review process based on the process evaluation provided by the applicants. Most often, student complaints (appeals) are received about the evaluations in state examinations. The Rector of LASE by order establishes the Appeal Committee, which consists of at least 3 (three) people (the Chair of the Committee and at least two members). The Appeal Committee examines the complaint within 10 working days and provides its opinion. A detailed decision of the Appeal Committee is sent to the student. Student complaints have also been received regarding the content, scope and evaluation of a study course. In case of student complaints, the tutor of the study course provides an explanation of the situation. Meetings are organized for students with the Programme Director, involved tutors, and if necessary, the Head of the Department of Studies and the Vice-Rector of Studies are also involved. Constructive student proposals are introduced into the study process, for example, the amount of contact hours is increased.

The conditions, procedures and appeal procedure of study result evaluation are also specified in the "Regulations on the Basic Principles and Procedures for the Acquisition Assessment of LASE Study Programmes^[1]". The Director of the study programme is responsible for the development of the requirements and assessment criteria for the state examinations of professional studies. They are reviewed by the Study Council and approved by the Vice-Rector of Studies. The student has the right to submit an appeal to the Rector regarding the final examination procedure or the evaluation within one working day from the moment of evaluation announcement. The Rector of LASE establishes an Appeal Committee with an order, consisting of at least 3 (three) persons (Chair of the Committee and at least two members). The Appeal Committee examines the appeal and gives its assessment within seven working days. The Committee consists of: the Head of the Internal Quality Assurance System Management Centre - the Chair of the Committee, the Head of the Department of Studies - a member of the Committee, the Head of the department - a member of the Committee, the Head of the study direction - a member of the Committee, the programme director - a member of the Committee. In order to avoid conflicts of interest, persons who have participated in the evaluation of the particular state examination (members of the State Examination Commission, the supervisor and the reviewer) may not participate in the review of the relevant appeal as members of the Committee. If the Chair of the relevant Committee does not have the right to participate in the review of a particular case, the Rector of LASE approves another member of the Appeal Committee as the Chair from the ranks of the members of the Appeal Committee. The appellant and the Chair or the Co-Chair of the State Examination Commission, as well as a representative of the Student Council may be invited to the meeting of the Committee, if necessary. The Committee may, if necessary, invite experts to review the appeal.

If the Students' Council or students, in conversation with the Study Programme Director, submit proposals for improving the study process, the recipient of the proposal turns to the Rector. Proposals are reviewed at the administration meeting, evaluating the feasibility of their

implementation, the amount of resources needed, etc. The submitter of the proposal is informed about the decision in writing to the e-mail address indicated in the application.

[1] https://lspa.lv/files/2017/Vertesanas_pamatprincipi_2014_2016_2017.pdf (Only in Latvian)

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

In order to ensure continuous review and improvement of study programmes of the study direction, to identify the strengths and weaknesses of the study process, the following data collection and analysis mechanism has been established: data collection and analysis of information on student profile, student grades, dropout and its reasons, which is considered at the meetings of academic and collegial institutions and included in the self-assessment reports; distribution of survey questionnaires and analysis of results on students' and graduates' satisfaction with the implementation of the study programme (content, quality of tutors' work, objectivity of the assessment system, availability of information, career opportunities), which is considered at meetings of academic and collegial institutions and included in self-evaluation reports; collection and analysis of graduate employment data, which is reviewed at meetings of academic and collegial institutions and included in self-assessment reports; evaluation of classes conducted by tutors and analysis of evaluation results, which is considered at the meetings of academic and collegial institutions; analysis of the work efficiency of the academic staff (evaluated in connection with the election to the position, according to the results of surveys, at the end of each academic year evaluates the achievements in scientific research and other criteria of pedagogical activity); accounting of available study material and technical provision and analysis of its costs; analysis of the main performance indicators of LASE, is reviewed by the LASE Senate.

According to the results of the performed data analysis, the necessary improvements for the implementation of the study programmes and the organization of the study process are determined. In the "Health Care" direction, feedback is regularly provided with employers, supervisors of professional practice, students and graduates on the quality of study programmes in the "Health Care" direction. The quality of studies is assessed according to the results obtained from the student survey. The results of the survey, for example, the survey is conducted after listening to the full course of the study subject, are summarized every study year, the obtained results are analysed and reviewed at the department meetings, and the LASE Study Council.

Improvements in the programme are made in accordance with the recommendations provided by students, employers and graduates, as well as the directors of "Health Care" study programmes together with the qualification supervisors, analysing the situation in potential workplaces (Appendix 2_2_4).

Every term, the Department of Studies provides information to the Study Council about the existing students, the expelled students and the reasons why the student has terminated their studies. At the beginning of each academic year, the Department of Studies compiles data on the number of students. This report summarizes data on LASE students, as well as the enrolled students and students who have been awarded degrees and qualifications, academic staff, funding and its use.

LASE regularly collects information on:

- student admission results (once a year);
- student progress (once per term);
- reasons for dropping out (once per term);
- student and teaching staff mobility indicators (once a year);
- employment of graduates (graduates of the last year – once a year, other graduates – once every three years);
- quantitative and qualitative results of student scientific and creative activities (once a year).

The above-mentioned information is analysed during the analysis on the achievement of strategic goals and action plan implementation, as well as the annual self-assessment. Some examples are as follows:

- as a result of the analysis on the reasons for dropping out, it was concluded that students terminate their studies due to work or financial reasons;
- based on the results of the quality assessment of the study process, LASE improves or includes study process organization, material and technical provision, information provision, etc. into the development plan.

https://lspa.lv/files/2017/Vertesanas_pamatprincipi_2014_2016_2017.pdf (Only in Latvian)

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

LASE provides complete information about the study programmes and the organization of the study process to the students. For example, the LASE website has a section "For Students" (available https://lspa.lv/eng/index.php?option=com_content&view=section&layout=blog&id=22&Itemid=2 , which includes the information necessary for studies:

- Student informative system.
- Access to the course management system.
- Current events.
- Lecture schedules.
- Tutor consultation times.
- Exam schedules.
- Study and student loans.
- Volunteer work.
- Study schedules.
- Submissions to the Ethics Committee.
- Annotations of study courses.
- Evaluation in study courses.

The website contains information on the content of the study course, the requirements for the acquisition of the study course and the evaluation criteria

LASE ensures the availability of information about the processes and procedures, as well as current events at the higher education institution for all staff. For example, the necessary LASE strategic documents, regulations for staff and students are placed and available on the intranet.

The Head of the study direction is responsible for the information published on the LASE website about the "Health Care" study direction. The directors of the programme are responsible for the information published about the programmes: the Professional Bachelor's study programme "Physiotherapy" and the Professional Master's study programme "Health Care Specialist in Sport" in both Latvian and English.

LASE has developed a procedure for updating the state education information system. Procedure for Updating the LASE State Education Information System of LASE (hereinafter - the Procedure) determines the procedure for updating and controlling the updated information in the LASE State Education Information System (hereinafter - SEIS) in the Register of Educational Institutions, the Register of Students and Graduates, the Register of Academic Staff. The Procedure has been developed in accordance with the Cabinet of Ministers Regulations No. 276 of June 25, 2019, "Regulations on the State Education Information System" (hereinafter - SEIS Regulations), the requirements of the Personal Data Processing Law, the General Data Protection Regulation and other regulatory enactments, the "Privacy Policy of the Latvian Academy of Sport Education" (June 20, 2019). The observance of the procedure applies to all LASE employees who are involved in the provision of LASE operational functions and communication with the personal data of LASE staff and students. The LASE responsible employees update the SEIS system, taking into account the material documentation of the SEIS user, for example, the SEIS system user manuals. In SEIS update, personal data processing is performed at LASE premises in Brīvības gatve 333, Riga, LV-1006.

LASE ensures the use and protection of personal data in accordance with the purpose of data processing to ensure the operation of LASE in the updating of SEIS. The Rector of LASE evaluates and assigns the responsible employees, taking into account who is required to handle personal data on the SEIS website, and receives a written confirmation (signature) of getting acquainted with the data security conditions, i.e. that they can only be accessed by a designated employee if his/her job responsibilities are related to processing or use of the specified data, and that the data should be used only to the extent and in the form necessary for the work, and not revealed to others.

The information specified in the Register of Educational Institutions is updated by the assistant of the Rector of LASE. The information specified in the Register of Academic Staff is updated by the personnel management specialist. The information specified in the Register of Students and Graduates is updated by the responsible employees of the Department of Studies in cooperation with the employees of the IT and Technical Support Centre. The Head of the Department of Studies proposes to the Rector to appoint the responsible employees of the Department of Studies to work in the Register of Students and Graduates. The responsible employees of the LASE Department of Studies, based on the documents submitted by the person and the information in the student's personal file, within 10 working days after the occurrence of the relevant information or its changes enter and update the information in the system mentioned in the Sub-paragraph 12.1.3., 12.1.9., 12.1.10., 12.2.1., 12.2.3., 12.2.4., 12.2.5., 12.2.6., 12.2.7., 12.2.7.1., 12.2.8., 12.2.9., 12.3., 12.6. and 12.7. of SEIS Regulations regarding the persons to whom a personal identification code has been assigned. The responsible employees of the LASE Department of Studies, based on the documents submitted by the person and the information in the student's personal file, enter and update the information in the system mentioned in the Subparagraph 12.4. and 12.5. of the Cabinet of Ministers Regulations No. 276 of June 25, 2019, "Regulations of the State Education Information System", as well as perform the activities referred

to in Paragraphs 39, 40 and 49 of these Regulations in relation to persons to whom a personal identification code has not been assigned. The Head of the Department of Studies controls the updated information in the Register of Students and Graduates.

2.3. Resources and Provision of the Study Field

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

The budget of the higher education institution is mainly formed by the State budget grant for studies and tuition fees. Revenue from the implementation of all programmes of the study direction are jointly used to finance the costs of the entire academic, scientific, and administrative process of the Academy. According to the approved budget, the costs are broken down by their main types. The tuition fee paid by students is the main source of funding for the study process in the “Health Care” study direction, which makes up 97% of the income in this study direction.

Funding for the Professional Bachelor’s study programme “Physiotherapy” (42722) and the Professional Master’s study programme “Health Care Specialist in Sport” (47722) implemented in “Health Care” is provided at the expense of students’ natural and legal person funds in accordance with the LASE Admission Regulations and the LASE Senate decision. Tuition fees are set in such a way as to ensure high-quality studies so that students would consider tuition fees to be appropriate for the quality of studies and be able to pay for studies.

The main funding costs are salaries and other staff expenses, which account for up to 79% of total costs. Study costs mainly consist of the remuneration of LASE tutors, remuneration of guest lecturers, payments for the organization and management of the study process, payments for services, purchase of study equipment and literature, and operating expenses.

Funding for science consists of the Academy’s resources and external funding (incl., project funding), its share in the total budget of the study direction on average accounts for 12%. Funding for fundamental and applied research projects is 3%, performance funding allocated by the State is 0.6%, while the rest of the funding for science is made up of LASE resources and resources from other EU funds. Funding for science is used to create new innovative knowledge and develop technologies, promoting the qualification and scientific activity of the academic staff, as well as involving students in scientific activities and promoting students’ scientific competence. This, in turn, promotes the continuous qualitative development of the study direction and the corresponding study programmes.

Financial resources are sufficient for the implementation of study programmes and their use is regularly monitored.

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes.

Specify whether the required provision is available to the higher education institution/ college, available to the students, and the teaching staff.

The material and technical base of LASE and its availability corresponds to the specifics of the study direction. The study provision at LASE corresponds to the possibilities of modern technologies, all LASE auditoriums are equipped with computers, multimedia, and free access internet is provided. Specialized auditoriums can also be used in the study process. Two well-equipped research structural units are available to students and tutors in the implementation of study programme: Sport Science Research Laboratory of the Latvian Academy of Sport Education and the Health Care in Sport Research Centre of the Latvian Academy of Sport Education. The structural units are available for the provision of the study process and for the performance of scientific research work within the study process. An integral part of the study process is scientific research activity. Scientific environment is available – scientific equipment, computers, audio/video equipment, material and technical equipment of the premises, and scientific databases.

LASE Library is freely available to students and lecturers. The Sports Branch Library of the Latvian Academy of Sport Education (LASE) is a structural unit of the Academy that serves to ensure the study process and scientific activities of LASE, as well as the availability of collections, databases and information systems for specialists of Latvian health care, sports and education, and every user of the Library. LASE Sports Branch Library is an accredited library (Decision of the Latvian Library Council of November 27, 2019).

LASE sports facilities are also available for the provision of the study process: in the “A” study building (a sports game hall; two exercise halls; a gym); in the “B” study building (a sports game hall; two fighting halls; a physiotherapy hall; a functional fitness hall; a track and field arena, and a stadium).

The following is used in the study process: specialized auditoriums, rooms equipped with physiotherapy equipment, physiotherapy equipment for practical physiotherapy classes and special devices (e.g., human functional models, examination couches, workability and functional diagnostic equipment, aids for physical property testing and massage, small equipment for the development and training of foot and leg muscles, aids for the training of hand and wrist muscles, physiotherapy balls, mats, body correction rollers, etc.), as well as the scientific equipment and inventory of the LASE Scientific Research Laboratory and the Department of Sports Medicine, Physiotherapy, Massage and Adapted Physical Education. Adapted sports equipment (e.g., sports wheelchair, functional wheelchair, Boccia game, goalball equipment, adapted football equipment, etc.) is used to ensure the study process of the Professional Master’s study programme “Health Care Specialist in Sport” with the qualification “Adapted Physical Activity Specialist in Rehabilitation”. The study process is implemented in cooperation with social partners, for example, the Latvian Disabled Children and Youth Sport Federation, the Latvian Paralympic Committee, and other sports organization for people with disabilities, whose activities regularly involve students.

LASE Health Care in Sports Research Centre and Sport Science Research Laboratory is used for the provision of the study process of the Professional higher education study programme “Physiotherapy” and Professional Master’s higher education study programme “Health Care Specialist in Sport”, as well as for the performance of scientific research and the development of projects, Bachelor’s Thesis and term papers. These are scientific and academic structural units that, within the scope of their competence, carry out scientific activities in health care in sport and other sport science research directions. The Research Centre Laboratory has been operating since September 4, 2020. The Laboratory was created with the help of resources from the European

Union funds. On November 10, 2017, Professor Jānis Žīdens, Rector of LASE, signed an agreement with the Central Finance and Contracting Agency (CFLA), which envisages the modernization of LASE STEM study programmes with resources from the European Union funds (project No. 8.1.1.0/17/I/013). The total funding is 1.2 million euros, of which EUR 500000.00 were allocated for the purchase of hardware and equipment.

Research directions: Public health promotion. Trauma and rehabilitation in sport. Kinesiology, biomechanics of movements and physical properties. Functional abilities of the body for people of different ages, health conditions and physical fitness. Physical activity for people with functional disabilities. Pedagogy, recreation, sports psychology and management. Children and youth sports, folk sports and high performance sports.

Using modern testing devices, exercise machines, rehabilitation and sports medicine equipment, LASE specialists carry out research aimed at improving a person's physical well-being and improving the body's abilities. The effects of different loads on the human body, the importance of changes in the amount of oxygen for the optimal functioning of the body's ability to work, as well as many other interdisciplinary scientific studies are also researched. By synchronizing the operation of 6 infrared high-speed cameras with a sensor-sensitive floor and wireless electromyography, it will be possible to perform a three-dimensional biomechanical analysis of human movements at the new centre, which will assess the person's posture, the condition of the arches of the foot, analyse gait, as well as the asymmetry of human balance and weight distribution.

For the assessment of performance and functional diagnostics, the following was purchased: a cardiopulmonary device that assesses the functioning of the cardiovascular and respiratory tract at rest and under conditions of increasing load; stationary lactate and glucose analyser for biochemical analysis of blood; jogging, cycling and hand ergometer. Furthermore, the cycling ergometer has a pedal force measurement function that allows to determine the parameters of the applied force and the size of the foot asymmetry. On the other hand, testing on an extra-wide treadmill can be done not only while running, but also when driving a wheelchair, a bicycle, roller skis, and roller skates. The slope of the treadmill can be changed to simulate moving up and down a mountain. The Research Centre also has the latest generation diagnostic device - an isokinetic dynamometer, for testing the strength of arm and leg muscles in various working modes, for their training and rehabilitation. In turn, a general body cryo-cabin with cold therapy at -160° C is available to speed up the recovery process of athletes and to study post-traumatic rehabilitation.

Material and technical base of the Health Care in Sport Research Centre (inventory):

"Technobody prokin 252", a dynamic balance system,
"Optojump next", an infrared subsurface measuring device,
"Witty", a time recording device,
"Vienna", a test system,
"Polar team pro", group heartrate measurement,
"Vyntus CPX", gas analysis + cardiogram,
"EKF biosen", a lactate and glucose analyser,
"Lode Excalibur sport" + an application on a computer,
"T"Lode", a hand ergometer,
"Lode rehab", a cycling ergometer,

“Physiomed Con-Trex”, an isokinetic exercise machine,
“BTS SMART DX” , infrared high speed cameras,
“BTS FREE-EMG”, an electromyograph (16 channels),
“BTS P-6000”, force platforms,
“BTS G -walk(G-sensor), a gait sensor.

Usage intensity of LASE premises - 9.8 m² per student, but the usage intensity of equipment should be promoted, promoting investment concentration, more intensive use of premises, reducing fragmentation in the objects to be modernized.

Material and technical provision is at the disposal of LASE, it is available to students and tutors.

The provision of studies is modern, 36 computers, multimedia and the internet are used, access to scientific databases is provided. The study and scientific research process at LASE is provided with the latest generation of scientific research equipment.

Information on the equipment of the Health Care in Sport Research Centre is available https://www.lspa.lv/eng/index.php?option=com_content&view=category&layout=blog&id=35&Itemid=72

In order to fully ensure the study process, the necessary cooperation with employers is implemented. These are medical institutions that are involved in providing the basis for study courses and practice outside of LASE. For many years, LASE practice bases have been hospitals of various levels, rehabilitation and health centres, and other institutions in Riga and regions - a total of more than 40 agreements have been concluded. For example, Pauls Stradiņš University Clinical Hospital, where students use the clinical and material base of the medical institution. SIA “Rehabilitācijas centrs “Krimulda”, SIA “Talsu veselības centrs”, SIA “Salaspils veselības centrs”, where students use the clinical and material base of medical treatment - rehabilitation, physiotherapy and physical therapy room and halls, as well as a salt room, hydrotherapy room (Sharko shower, bath), sling equipment and Schroth method equipment, and other equipment. Employers' agreements on the provision of study courses and student practice in this study direction are attached in Appendix 2. Studies will take place in a modern and comfortable environment, where students and tutors have access to the latest technologies, as well as comfortable study facilities and independent workplaces.

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

The collection of the LASE Library is created in accordance with the LASE “Health Care” study direction and scientific work directions, the requirements of study programmes in the “Health Care” direction. Library resources in the “Health Care” direction comply with the requirements of the regulatory enactments regulating the professional qualifications of the study programmes included in the direction. The collection of the Library is supplemented in accordance with the status of the library, the functions, tasks and goals set in the library regulations, as well as taking into account the collection profile.

The Development Strategy of the Sports Branch Library of the Latvian Academy of Sport Education for 2017-2021[1] stipulates that the Library’s collection is created in accordance with the study and scientific work directions of LASE, the requirements of study programmes, by cooperating and coordinating resources in cooperation with the Council of the LASE Sports Branch Library, tutors and researchers. The Council of the LASE Sports Branch Library ensures that the Library’s funds meet the needs of LASE study programmes and scientific research work. The Council of the LASE Sports Branch Library consists of LASE administration, the Head of the Library, and representatives of departments and divisions – tutors. The representative of each structural unit recognized the need for up-to-date information of the specific structural unit for the needs of studies and research work, and makes recommendations to the Head of the Library. Meanwhile students can submit recommendations for the purchase of information resources by writing an application to the Head of the Library. Applications are reviewed in accordance with the principles of assembly of the Library’s collection. The decision on subscribing to specific databases is made taking into account the statistics of the use of free trial databases and the statistics of subscribed databases over a period of several years, the opinion of tutors, the opinion of Vice-Rectors, and the financial possibilities of LASE.

The Library’s collection currently contains 226 449 copies and consists mainly of educational literature in various fields of science, including health care. The collection of the LASE Library is created in accordance with the study and scientific work directions of LASE, as well as the requirements of the study programmes of the study direction. About 23% of collection units of all information resources of the Library are in the field of health care. The resources of the LASE Library are meant and available for students and tutors of the study programmes of the “Health Care” study direction, after renovation the premises of the Library are suitable for independent study and research work. Most of the literature is in English. The facilities of the Library are divided. The Library subscription is separated from the reading-room. The reading-room collection is open access. The reading-room has 13 computerized workplaces with access to scientific databases.

The latest textbooks in Latvian, as well as in English and Russian are available in the library for branch and professional specialization study subjects. About 2,500 users visit the library (per year). All users of the Library have the opportunity to receive consultations from the staff of the Library by phone, in person or electronically.

In order to improve the implementation of the “Health Care” Professional Bachelor's study programme "Physiotherapy" and the Professional Master's study programme "Health Care Specialist in Sport", an internet service has been provided to students, access to wireless internet WIFI, as well as access to several databases:

- THOMSON REUTERS – Web of Science;
- SCOPUS – bibliographic database;
- [SCIENCE DIRECT](#) – World's largest electronic collection of science, technology and medicine;
- [PROQUEST EBRARY](#) - Ebook Central ([an information search assistant](#))

The Library provides high-quality and up-to-date information resources for the academic and scientific activities of LASE, as well as supports scientific research activities by providing it with the necessary information. The Library's collection currently contains 226,449 copies and consists mainly of study literature in various fields of science - medicine, physiotherapy, physiology, sports medicine, psychology, and other fields related to health care, as well as informational literature and fiction, periodicals in Latvian, Russian, English and German. The teaching aids and lecture materials prepared by the tutors of the Academy, as well as students' Bachelor's, Master's and Doctoral Thesis are available in the reading-room of the Library. From 2020, Bachelor's and Master's Thesis are stored in digital form. Bachelor's and Master's Thesis are available in the reading-room if the author of the Thesis and the year of defence are known. The reading-room offers everyone the opportunity to use the health care and sports literature fund. Since 2000, the Library's fund catalogue has been operating within the framework of the bibliographic information system ALISE.

The LASE Library, based on the decision of the General Meeting of the Association of Latvian Academic Libraries (LATABA) of October 3, 2003, has been admitted to the Association of Latvian Academic Libraries and operates in accordance with the Statutes of the Association. A significant part of the collection consists of tutors' monographs, methodological and lecture materials published by LASE. Thus, two databases are created in the electronic catalogue - a book database, and an analytics database.

The teaching aids and lecture materials prepared by the tutors of the Academy, as well as students' Bachelor's, Master's and Doctoral Thesis are available in the reading-room of the Library, as well as it is possible to use the dissertation author's summary fund (starting from 1949) and sports literature fund (starting from 1955). There are also freely available databases and books, as well as joint catalogues of other higher education institution and special libraries, including foreign ones. Publications that are not in the LASE Library and reading-room fund can be requested from SBA (interlibrary subscription) or SSBA (international interlibrary subscription) and received from any library in Latvia or abroad. It is possible to request the edition itself, a copy of it or copies of individual pages. The received printed work can be used for one month in the reading-room of the Library.

Library subscription (workdays):

9.30 - 12.00

12:00 - 12:30 (break)

12:30-15:30

READING_ROOM (workdays)

Monday: 9.30 - 19:00

Tuesday: 9.30 - 19:00

Wednesday: 9.30 - 19:00

Thursday: 9.30 - 18:00

Friday: 9.30 - 16:30

In order to prepare for the examinations, students of health care study programmes use the infrastructure of the LASE Library (total fund - 226,449 units, total area of the Library premises (m²), including reader service facilities 162 m², storage 42.83 m², other premises 67 m². Number of readers in the Library - 39.

LASE Library and reading room offer the following services:

Handing out literature. Consultations in search of printed editions. Provision of bibliographic and factual information. Compilation of the Library's monthly new acquisition index. Selecting information and creating lists according to order. Organization of thematic exhibitions (according to order). Use of computers, local and wireless internet. Ability to work with databases that the Library has subscribed to. Black and white printing and copying (price list approved by LASE Senate). Training for library and reading room fund users. Computers with alternative means of communication are available in the Library and the reading-room (digital magnifier - for visually impaired people). Use of interlibrary subscription (SBA) and international interlibrary subscription (SSBA). Editions that are not in the LASE Sports Branch Library and reading-room fund can be requested from the SBA (interlibrary subscription) or SSBA (international interlibrary subscription) and received from any library in Latvia or abroad. Additional information on the use of SBA and SSBA can be obtained from the LSPA Sports Branch Library.

https://lspa.eu/eng/index.php?option=com_content&view=article&id=97&Itemid=109

LASE provides opportunities for renewal and improvement of the methodological base, information on the progress of the improvement of the informative and methodological base is collected every study year and its further improvement is planned in accordance with the current trends in the development of the field and the development of the study programme. LASE supports tutors in publishing new study literature and developing teaching aids.

[1] https://www.lspa.lv/files/senate/decisions/2017/05/BibliotekasStrategija_2017.pdf (Only in Latvian)

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

The following information and communication technology solutions are used in the LASE study process: Latvian Academy of Sport Education course management system (CMS)[1] (Moodle platform), Latvian Academy of Sports Pedagogy information system[2] and MS Teams. E-learning environment or the Latvian Academy of Sport Education course management system (hereinafter - LASE CMS) (Moodle platform) is used as a tool for organizing the study process in each study course. In the LASE CMS system, the teaching staff publish a description of the study course, the course acquisition plan, course acquisition requirements, descriptions of independent work tasks, examination questions, study course study materials and additional materials. In the Moodle environment, the main research directions of study papers, practice tasks, topics of the final papers and other information necessary for studies are available. In the LASE CMS system, study materials are provided, as well as independent work, examinations and tests can be submitted, as well as students' communication with the tutor, etc. activities can take place. The LASE CMS system is available around the clock, regardless of the student's location, as long as the internet is available there.

The possibilities of updating and improving the informative and methodological base are related to the planned attraction of additional funding to ensure an appropriate and easily accessible range of diverse (including digital) learning resources in the LASE course management system and to introduce new technological solutions in evaluation and create new technological solutions to increase the efficiency of information management in study programmes.

In the distance learning process, classes (lectures, seminars, colloquia, practical work, laboratory work, examinations, as well as virtual mobility events) and consultations are conducted using the Microsoft Teams platform or Skype (if Microsoft Teams is not available), using the auditorium indicated in the list of classes and consultations. The use of other platforms is permitted in agreement with the programme director and communicated to students. LASE communication with tutors and students takes place using the e-mail address assigned by LASE with the domain name @lspa.lv. The organization of distance learning independent work takes place in the LASE course management system (CMS), where electronic study materials, electronic tests or study course evaluation requirements are published.

The quality of tutors' work is assessed by analysing the results of the student survey, the quality of e-study courses in Moodle and scientific and creative activities, methodological work, improvement of professional competence (once a year).

The Latvian Academy of Sport Education information system indicates the student's personal information (contact information, information on contracts, finances), the study plan for the entire study period with the obtained evaluations of study papers and the final evaluation of the study courses. In this system, the student can see their evaluations of study papers and the final evaluations of the study courses.

[1] <https://lspa.lv/kvs.lspa.lv/login/index.php?lang=en>

[2] <https://www.is.lspa.lv/student.php> (Only in Latvian)

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

The "LASE Human Resource Development Plan for 2018-2024" approved at the LASE Senate meeting of March 1, 2018, meeting protocol No. 7, and updated on January 14, 2021, emphasizes the attraction, development and renewal of the teaching staff. The "LASE Human Resource Development Plan for 2018-2024" is annually evaluated and its priorities are updated for the next year. LASE employs both elected teaching staff and guest teaching staff. LASE has established internal procedures and mechanisms for the recruitment and/or employment of teaching staff "Regulations for LASE Academic Staff Positions (See Appendix)" and "Regulations for LASE Academic Staff Elections^[1]", "Regulations for the LASE Council of Professors of the Health and Sport Science Branch^[2]". LASE has established procedures and criteria for periodic evaluation of academic staff. The process of attracting and evaluating tutors is transparent, efficient and is one of the preconditions for the high quality of the study process.

An open competition is announced to attract teaching staff: for elected academic positions and information is published in the official publisher "Latvijas Vēstnesis", as well as information on the announced competition is published in other media resources, such as the LASE website and EURAXESS. Election to an academic position takes place on the basis of the requirements of regulatory enactments and in accordance with the Regulations on Election to Academic Positions. The selection of the academic staff is based on the regulations of the LASE academic staff positions. LASE academic staff has all the rights and obligations specified in the Law on Institutions of Higher Education of the Republic of Latvia, Labour Law of the Republic of Latvia, Education Law of the

Republic of Latvia, Law on Vocational Education of the Republic of Latvia, LASE Constitution, LASE Rules of Procedure, LASE Staff Code of Ethics, these Regulations and other regulatory enactments. The election procedure and detailed criteria are set out in the above-mentioned regulations. Any teaching staff who meets the set requirements has the right to apply for the announced position.

Regardless of the status of the tutor at the Academy, the evaluation of candidates is based on the following criteria:

- an application;
- a career description (*Curriculum Vitae*) in a *Europass* format;
- a conclusion of the academic staff of the department on the applicant's suitability for the position; list of publications relevant to the field of science in the last 6 (six) years (*APA style*);
- a report on the work during the previous election period;
- a questionnaire on scientific and pedagogical qualifications and organizational competence;
- all supporting documents (copies of publications, certificates, attestations, notices of publications accepted for publishing, programmes, approvals, etc.) on compliance with the criteria set for the position in accordance with the information given in the questionnaire.
- Conducting an open class.

The candidature of the candidate for the position is discussed at the meeting of the relevant structural unit, evaluating the candidate's study, scientific and methodological work, improvement of professional competence, awareness of sport, organizational work and ethics, loyalty and organizational values. The ethics, loyalty and awareness of the organisation's values of the candidature of the candidate are evaluated according to certain criteria. Only the academic staff of the department votes for the evaluation. The conclusion of the department is attached to the documents to be submitted to the competition, regardless of the evaluation.

Persons who do not work at LASE, in addition to the above-mentioned documents, submit copies of scientific degrees, titles, copies of educational documents and other documents upon request. The structural unit may give a positive conclusion and recommend to the Rector to elect or appoint the mentioned person to the vacant position for one year.

In order to assess the applicant's compliance with the LASE Academic Staff Regulations, the submitted materials are reviewed by the Academic Staff Commission, which submits its decision to the Senate, which is of a recommendatory nature.

LASE fulfils the requirement of the Law on Higher Education Institutions regarding the number of foreign guest tutors, in the last two years the number of foreign guest tutors in the study direction is 5. Guest Professor Kristjan Port from the University of Tartu, Guest Professor Michelle Anne Grenier from the University of New Hampshire, and Vilma Dudoniene from Lithuania were involved in the implementation of the study process. Through Erasmus+ teaching mobility, for the implementation of separate study course during the 2018-2019 study year, as well as during the 2019-2020 study year, several teaching staff from the Academic College at Wingate were involved: Dr. Saghi Banai, Dr. Roi Mor, Prof. Ben Zaken Sigal, Dr. Moshe Ayalon, Dr. Nili Steinberg, Dr. Sharon Tsuk, Dr. Yael Penrick.

At the beginning of the work, the tutor is introduced to the organization of the study process, work safety and fire safety instruction is given, the tutor's e-mail is created, information about the work and opportunities to provide support is provided. Additional information on the organization of the study process, scientific and creative activities, internal regulations are available to the tutor in the e-environment (intranet).

https://lspa.lv/files/intranet/documents/nolikumi/akad_pers/Amatu_nolikums_2014.pdf (Only in

Latvian)

[1] https://lspa.lv/files/2020/Akademiska_personala_velesanas_02.04.2020..docx

[2] https://lspa.lv/files/2021/Profesoru_padomes_nolikums_04.11.2021.docx (Only in Latvian)

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

LASE has established a unified procedure for ensuring the qualification and quality of work of the academic staff in accordance with the Cabinet of Ministers Regulations No. 569 "Regulations on the Education and Professional Qualification of Teachers and the Procedure for Improving the Professional Competence of Teachers", where it is stipulated that the academic staff of higher education institutions acquire professional development programmes on innovations in the higher education system, didactics of higher education institutions or educational work management in the amount of 160 academic hours (including at least 60 contact hours) by the end of the election term. Professional development may include appropriate international mobility, as well as participation in conferences and seminars, as evidenced by documents submitted by academic staff (Appendix 2.4.4_3 and Appendix 2.4.4_4). These above-mentioned requirements are included in the "Regulations on LASE Academic Staff Elections^[1]" and "Regulations of the LASE Council of Professors of the Health and Sport Science Branch.

LASE plans to systematically improve the qualification of the teaching staff, it has been set in the "LASE Human Resource Development Plan for 2018-2024", but each study year the continuing education process is specified, for example, the "LASE Professional Development and Lifelong Learning Centre Action Plan for 2022" and the "LASE Tutor Continuing Education Seminar, Interdepartmental Experience Exchange Plan for 2021/2022" is approved and implemented. Professional development includes appropriate international mobility. LASE was awarded the ERASMUS Charter for Higher Education 2014-2020 (ECHE). LASE continues to operate within the framework of the ERASMUS Charter for Higher Education 2021-2027. Participation in ERASMUS + education and sports programmes is part of the Academy's strategy to modernize and internationalize study programmes of all cycles. Improving the quality of mobility of students and academic and general staff, participation in international higher education projects is a support for the internationalization of a united European education area.

LASE provides, with the support of the ESF, the increase of foreign language competence of tutors, leadership and internship with a merchant for up to 200 hours. LASE promotes the scientific activity of tutors – financially supporting participation in conferences and seminars, publication of scientific research papers in internationally cited editions and data (Appendixes 2.4.4_3 and 2.4.4_4). Publication of monographs, teaching and methodological literature, organizing and conducting seminars and courses outside the study process in the professional field (for employers, the public), as well as the participation of tutors in professional organizations, for example, ENPHE (*European Network of Physiotherapy in Higher Education*).

LASE systematically promotes the participation of tutors in continuing education activities (Appendixes 2.4.4_3 and 2.4.4_4). LASE cooperates with other higher education institutions, as well as with scientific research institutions and other educational institutions in Latvia. LASE co-operates with higher education institutions of other countries, and promotes this co-operation, ensuring the exchange of students and academic staff between Latvian and foreign higher education institutions.

The provision of qualification of the academic staff is implemented mainly in two directions: raising the pedagogical qualification and raising the professional qualification. During the election period, all tutors have the opportunity to participate in qualification improvement events organized by LASE and to acquire a continuing education programme in the amount of at least 60 contact hours. For example, raising the pedagogical qualification of tutors is also implemented by participating in Latvian and International scientific conferences and experience exchange events in other incl. foreign higher education institutions. The provision of professional qualification is also planned in the individual scientific activity plan for the year of each tutor, and its control is performed at the end of each study year as an individual report of the tutor in the structural unit and an interim report after the autumn semester. Tutors report on the implementation of their qualification improvement plan at departmental meetings.

All academic staff of the Department of Health Care is provided with participation in the LASE ESF project No. 8.2.2.0/18/A/023 "Strengthening of the academic staff of the Latvian Academy of Sport Education in the field of "Health Care"" in professional development activities: improvement of English competence, and leadership and cooperation with the industry competence, as well as internship support measures at a merchant. As the aim of the project is to strengthen the academic staff in the field of "Health Care" at LASE, the "Health Care" study direction involved foreign academic staff as LASE teaching staff: in 2019 - Professor Kristjan Port from Tallinn University, and in 2020 - Guest Professor Michelle Anne Grenier from the United States of America. During the reporting period, Alīna Kurmeļeva, a tutor involved in this project, obtained a Doctoral scientific degree in the sub-field of sports pedagogy in the field of health and sports science.

Tutors increase their professional qualifications in scientific conferences, seminars, etc. events of professional association, for example, in the Latvian Association of Physiotherapists, as well as lecturers conduct separate professional qualification seminars in the Latvian Association of Physiotherapists, Department of Sports Physiotherapy, for instance, Lect. Agris Liepa and Prof. Viesturs Lāriņš actively participate in the seminars and other events of the Latvian Sports Medicine Association. Participation of tutors in raising their professional and pedagogical qualification, it is confirmed by the certificates issued by these associations, which are submitted to the Department of Health Care together with the individual annual report.

Tutors participate in seminars organized by the LASE Lifelong Learning Centre, for example, lectures are conducted and practical classes are led by Guest Lecturer Normunds Vārpa, Assoc. Prof. Zane Pavāre, and Lect. Agris Liepa. The teaching staff is motivated to participate in pedagogical qualification courses, for example, in the development of English competence within the framework of the ESF project No. 8.2.2.0/18/A/023 "Strengthening of the academic staff of the Latvian Academy of Sport Education in the field of "Health Care"", as English skills are required for work with foreign students in the Erasmus and the Master's programme. Tutors are interested and actively participate in information technology acquisition seminars, because during the last 2 years remote studies have been organized for students due to the epidemiological situation in the country related to the spread of COVID 19 infection. Tutors are motivated to work in different e-environments on Skype, MS Teams and Zoom platform, etc. Students very positively evaluate the tutors' ability to organize classes in the field of modern IT technologies. The materials are placed in the CMS system, where information about the study course and lecture materials are available and

knowledge control takes place in the study courses in the CMS system. Students are aware of the additional possibilities of IT technology, so the tests of theoretical knowledge are organized in remote contact individually with students, but it takes a lot of time. Most of the teaching staff is motivated to participate in the organized LASE events, because in this way they are provided with qualification improvement. This, in turn, promotes the quality of the content of the study course to be taught and its implementation.

The evaluation of the quality of the academic staff is performed with the help of regular student surveys and the evaluations of the students are also taken into account in the annual evaluation of the work quality of the teaching staff. The results of the surveys, together with the performance indicators of the planned individual work, are used to improve the LASE continuing education, management, basic activity and internal communication processes.

[1] https://lspa.lv/files/2020/Akademiska_personala_velesanas_02.04.2020..docx (Only in Latvian)

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

The qualification of the academic staff involved in the implementation of the study direction is in accordance with the specifics of the study programmes of the study direction and the conditions of implementation, as well as the requirements of regulatory enactments. The academic staff are professionals in their field of science, as well as have proven their competence in research of the field (Appendix 2.3.7_5.).

The teaching staff of LASE is highly educated, trained and mostly with professional work experience, including in the field of health care. Tutors regularly improve their qualifications in the work of professional associations, such as the Latvian Association of Physiotherapists, the Sports Medicine Association, the Latvian Association of Diet and Nutrition Specialists, and the Association of Cardiologists. Tutors of the Academy regularly participate in seminars for pedagogical qualification and mastery conducted by tutors of higher education institutions. Theoretical and practical courses and clinical practice of the "Health Care" study direction are provided by teaching staff whose scientific and professional qualifications comply with the requirements of the Law on Higher Education Institutions.

Overall, the theoretical and practical courses and clinical practice of the Professional Bachelor's programme "Physiotherapy" (42722) from 2017/2018 to 2021/2022 academic years were provided by teaching staff (see Table 2), whose scientific and professional qualifications comply with the requirements of the Law on Higher Education Institutions.

Table 2

Teaching Staff in the Professional Bachelor's Study Programme „Physiotherapy” (42722) for the 2017/2018 – 2021/2022 academic year

LASE Academic Staff

Guest Tutors

| Position | Total in Main Work | Position | Guest Tutors |
|----------------------|--------------------|----------------------------|--------------|
| Professors | 8 | Guest Professors | 15 |
| Associate Professors | 5 | Guest Associate Professors | 6 |
| Assistant Professors | 5 | Guest Assistant Professors | 12 |
| Lecturers | 1 | Guest Lecturers | 22 |
| Assistants | 1 | Guest Assistants | 8 |
| Leading Researchers | 1 | | |
| Researchers | 1 | | |
| TOTAL | 22 | | 63 |

In the main work, 22 tutors work in the implementation of the study process of the study programme “Physiotherapy”, of which 8 are professors, 5 - associate professors, 5 - assistant professors, 1 - lecturers, and 1 - assistant, 1 - leading researcher, and 1 - researcher (Appendix 2.3.7._1). 63 guest tutors are involved in the provision of separate study courses: 15 guest professors, 6 associate professors, 12 guest assistant professors, 22 guest lecturers and 8 guest assistants. The practice for students was managed by 59 supervisors of professional qualification practices. Supervisors of professional qualification practices are also involved in the management of study courses.

Theoretical and practical courses and clinical practice in the Professional Master's study programme “Health Care Specialist in Sport” (47722) were provided by 45 teaching staff: (see Table 3), whose scientific and professional qualifications comply with the requirements of the Law on Higher Education Institutions.

Table 3

Teaching Staff in the Professional Master’s Study Programme „Health Care Specialist in Sport”

| LASE Academic Staff | | Guest Tutors | |
|---------------------|--------------------|-----------------|--------------|
| Position | Total in Main Work | Position | Guest Tutors |
| Professor | 6 | Guest Professor | 7 |

| | | | |
|----------------------|-----------|----------------------|-----------|
| Associate Professors | 3 | Associate Professors | 3 |
| Assistant Professor | 1 | Assistant Professor | 2 |
| Lecturer | 1 | Lecturer | 16 |
| Assistant | 1 | Assistant | 2 |
| Researchers | 2 | Leading Researchers | 1 |
| Total | 14 | | 31 |

In the main work, 14 tutors work in the implementation of the study process of the study programme “Health Care Specialist in Sport”, of which: 6 - professors, 3 - assistant professors, 1 - lecturer, and 1 - assistant, 2 - researchers (Appendix 2.3.7_2). 31 guest tutors, 7 guest professors, including 3 from foreign higher education institutions of a similar profile, 3 guest associate professors, 2 assistant professors, 16 guest lecturers and 2 guest assistants, 1 leading researcher are involved in the provision of separate study courses and practices.

Professionals in their specialty with practical work experience in the respective field are also involved in the implementation of the study programmes of the study direction, for example, Guest Professor A.Dzirniece who works at the Medical Society “ĀRS” as a paediatrician. Associate Professor D.Stirāne works at NVC “Vaivari”. Physiotherapist M.Osovskis, Member of the Board of the Latvian Certification Commission for Physiotherapists.

Several foreign tutors have been invited as guest tutors in the study direction, such as Guest Professor Kristjan Port from the University of Tartu and Guest Professor Michelle Anne Grenier from the University of New Hampshire.

The academic, administrative and research workload of the teaching staff is determined by the “Procedure for Recording the Working Time of the Academic Staff at LASE[1]”. The established procedure envisages that the workload of professors and associate professors envisages a higher share of work in science, conducting research, less participation in the process of study management and provision, while tutors, lecturers and assistants are more involved in pedagogical work. It stipulates that, for example, the workload of professors consists of: 28% lectures, conducting classes, 9% other study work, 16% scientific work and methodological work, 22% organizational work and professional development. In turn, the workload of assistants and lecturers consists of: 34% lectures, conducting classes, 3% other study work, 12% scientific work and methodological work, 22% organizational work and professional development. The workload of professors has a higher share of scientific and methodological work, as well as the supervision of Doctoral Thesis as required by the Law on Higher Education Institutions. A professor carries out modern scientific research work and provides high-quality studies in the relevant sub-branch of science. Furthermore, LASE Constitution stipulates that the main tasks of assistants and lecturers are to provide and manage study work, as well as to perform research work.

The professional qualification of the academic staff fully corresponds to the implementation of the study programmes of the study direction, the competence of the academic staff is confirmed by:

- qualification of the academic staff, its compliance with the requirements specified in

regulatory enactments;

- scientific work, topicality of scientific work and cooperation with scientific institutions in Latvia and abroad, participation in research networks and organizations;
- professional competence, as evidenced by professional and academic work experience; prepared Master's and Doctoral students; developed teaching aids, scientific publications; participation in projects and their management, participation in the development of study programmes or their management, co-operation with Latvian and foreign higher education institutions; work with foreign students; development of study courses, etc. criteria.

Appendix 2.3.7_3. and 2.3.7_4. Biographies of the teaching staff involved in the study direction (Curriculum Vitae in a Europass format). Appendix 2.3.7_1. and 2.3.7_2. Teaching staff involved in the implementation of the study direction, indicating their degree/qualification, election status at the higher education institution/college, study programmes and study courses in the implementation of which they participate.

[1] https://www.lspa.lv/files/senate/decisions/2019/01/Akad_personala_darba_uzskaite_2019.pdf
(Only in Latvian)

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

In the study process, LASE provides students with the following support:

LASE IT and Technical Support Centre provides support in technical matters. Centralized support for the study process and information structure has been established - a helpdesk (it_helpdesk@lspa.lv), which accepts applications, processes them and gives instructions to staff.

Issues related to the study process are supported by the Department of Studies and the study process service specialists of the structural units, also providing feedback in communication with students. The working hours of the Department of Studies on working days are 8.15-17.00.

"Health Care" study courses provide access to the CMS system, where materials of lectures conducted by tutors are available. Also, descriptions of practical work. In addition, lecture materials are sent to the common e-mails of the course. This can be explained by the fact that students come from different rural areas with different IT technologies.

Weekly individual consultations on separate study course topics are organized. IT technologies are used for an individual approach to tutors. Tutors try to answer students' unclear questions within 1-2 days. In addition, materials on lectures of study courses are available in the Library, in the form of textbooks, as well as individual sections can be copied and sent electronically to students upon individual order. Individual consultations are also organized remotely based on the epidemiological situation in the country regarding the spread of COVID 19 infection.

In order to facilitate the acquisition of study courses and work in sessions, the requirements of the study course and study material are sent to part-time students in a timely manner. Also, the evaluation criteria in practical classes, seminars, colloquia, tests are additionally explained.

During the qualification practice, students not only acquire practical work skills in working

with patients, but also get acquainted with the work team, leading specialists and possible workplace after graduating from the Academy. Employers are interested in getting the best young professionals who are offered targeted scholarships to attract students to their next workplace.

Due to the epidemiological situation in the country, students are provided with psychological assistance at the Academy in the form of consultations with psychology tutors. For the second year in a row, the LASE Student Council is organizing a week-long seminar, a talk, publication and motivational event with the aim of actualizing mental health problems in the study environment, providing support and coming together to increase strength. There were also online lectures with industry experts. Each student was given the opportunity to participate in educational seminars on burnout and motivation, as well as the opportunity to participate in talk evenings with well-known people.

Students with special needs are provided with individual acquisition of the study course and assistant services during classes. Individual consultations with special needs take place in person and remotely with the help of an assistant. Acquisition of study courses is facilitated not only by the individual responsiveness of the tutors, but also by the practical assistance of the study group members. Students with special needs are provided with access to study buildings and auditoriums. At the Latvian Academy of Sport Education and its structural units: The Health Care in Sport Research Centre and the Sport Science Research Laboratory, have access for people with special needs to ensure access to education for every student..

Location:

The main building. Building A. Brīvības gatve 333, Riga.

- Entrance from the yard
- A lift is available in the building
- It is possible to enter the sports game hall
- A changing room, shower room and facilities are specially equipped for people with reduced mobility.
- It is possible to enter the building with a guide dog.

Health Care in Sport Research Centre: Brīvības gatve 333, Riga.

- Entrance from the yard
- A special lift is available in the building
- Specially equipped facilities and showers for people with reduced mobility.
- It is possible to enter the building with a guide dog.

Sport Science Research Laboratory: Brīvības gatve 333, Riga.

- Entrance from the yard

Building B. Brīvības gatve 333, Riga.

- A built ramp.
- A physiotherapy hall is available

For international students, the work is organized by the International Relations Centre. All of the above-mentioned support and additional support is available to foreign students: -

- psychological support in the first months: an opportunity to discuss and receive support in domestic matters;

- tutors use the existing material and technical means in working with students and additionally develop study materials and descriptions of practical work in English.

The following services are available in the Library: Assistance in finding bibliographic sources; computers with an alternative means of communication (digital magnifying glass - for the visually impaired) are available in the Library and the reading-room premises; opportunity to work with the subscribed databases of the LASE Sports Branch Library; black and white printing and copying, scanning (price list of services approved by the LASE Senate), and consultations on finding printed editions, etc.

The electronic catalogue Alise is available, see here: <https://alise.lspa.lv/Alise/lv/home.aspx>.

Several databases are available to students and teaching staff, a list of which is available here https://www.lspa.lv/index.php?option=com_content&view=article&id=2614&Itemid=522. (Only in Latvian) Database subscriptions are made on the recommendation of the teaching staff and within the framework of possible financial provision.

2.4. Scientific Research and Artistic Creation

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

Scientific research at LASE is organized in accordance with the LASE Development Strategy for 2015-2020, and the LASE Development Strategy defines five priorities:

- Development of the study process and study environment.
- Scientific research and innovation.
- International and national cooperation.
- Development of students' sport environment.
- Optimization of the Academy's structure and infrastructure.

The following four main directions in LASE scientific research have been determined for the LASE Study Programme Development and Consolidation Plan for 2018-2024:

- Sport, sport education and socialization.
- Promotion of public health - physical activity as a means of prevention of non-communicable diseases for people of different ages: folk sport, children, and youth sport, adapted sport.
- High performance sport.
- Socio-economic aspects of sport.

Priorities and research directions correspond to the goals of the study direction, as well as the development priorities of LASE. The set priorities and the achievements of the directions are analysed at the end of each study year, preparing reports on scientific and creative work.

For the involvement of teaching staff and students in scientific research activities, research directions are defined according to the study direction. The directions of the set priority correspond to the goals of the study direction, as well as the development priorities of LASE. The set priorities and the achievements of the directions are analysed at the end of each study year, preparing

reports on scientific activities. Indicators to be achieved in each research direction have been set (e.g., the number of publications in *Web of Science* or *Scopus* databases, number of publications in other databases, participation in conferences, number of student research, student participation in conferences, number of student publications). The Head of the research direction is responsible for the implementation of the indicators.

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

Research directions are formulated in accordance with the field of the study directions, scientific interests of the teaching staff, and current events in the study direction. According to the approved research directions offered by the teaching staff, they are regularly updated. For example, an Assoc. Prof. of the “Physiotherapy” study programme offers research directions, where the student can choose the specific research direction and offer the tutor the topic of his/her final paper. For instance, Lecturer A.Liepa offers students the research direction “The Role of Torso Muscle Contraction as Opposed to the Importance of Muscle Strength in Reducing the Risk of Seniors Falling”. The graduate of Master’s studies developed and defended a Master’s Thesis on the topic “The Role of The Virtual Reality Exercise Complex in Improving Torso Stability, Balance and Cognitive Functions in Active Seniors, Using 3D Glasses or a Flat Screen”.

The teaching staff uses the results of the research in teaching study courses. For example, Dr.habil. paed., Professor J.Lanka wrote the book “Sitienu un metienu biomehānika” (*Biomechanics of Strokes and Throws*; 2021), which is used in the study course “Biomechanics”. The book can be used by a variety of target audiences: it can help health care students to better understand the basics of different movements; sports coaches - to get even better at their job; athletes - to obtain information that will promote a deeper understanding of sports equipment; students - to use it as an additional source of knowledge in sports training theory. Moreover, the book will help spectators of sports competitions to be more critical and objective about sports. The teaching staff of the study programme “Physiotherapy” and the Master's programme “Health Care Specialist in Sport” integrates the results of the research into the topicality of the study course.

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

Over a certain period of time, the Professional Bachelor’s study programme “Physiotherapy” and the Professional Master’s study programme “Health Care Specialist in Sport” of the health care direction have established long-term cooperation with several partners: both between higher education institutions and by participating in various projects and international scientific conferences. In order to promote international cooperation and improve the international experience of teaching staff, the following cooperation agreements have been concluded with

foreign higher education institutions:

- National University of Ukraine on Physical Education and Sport (Ukraine);
- National Sports Academy "VASSIL LEVSKI" (Bulgaria);
- Charles University (Czech Republic);
- J Jan Evangelista Purkyně University (Czech Republic);
- University of Tartu (Estonia);
- University of Bologna (Bologna);
- Lithuanian Sports University (Lithuania);
- Vilnius Pedagogical University (Lithuania);
- Siauliai University (Lithuania);
- Józef Piłsudski University of Physical Education in Warsaw (Poland);
- State University of Radom (Poland);
- Gdansk University of Physical Education and Sport (Poland);
- Columbia University (Portugal);
- Comenius University in Bratislava (Slovakia);
- University of Jaén (Spain);
- University of Malaga (Spain);
- Telemark University College (Norway);
- University of Zagreb (Croatia);
- Klaipeda University (Lithuania);
- Haaga-Helia University of Applied Sciences (Finland);
- University of Haliç (Turkey);

Currently, cooperation with the Belarusian State University of Physical Culture (Belarus), Immanuel Kant Baltic Federal University (Russia), Kazakhstan Academy of Sport and Tourism (Kazakhstan), Moscow State Academy of Physical Culture (Russia) has been suspended.

LASE implements and participates in national and international projects. Participation in international projects ensures the development of scientific research, cooperation, and experience exchange for both teaching staff and students. For example, in the research project "Walk Healthy" (No. 2189), which promotes the improvement of the health and quality of life of patients with type 2 diabetes by monitoring and managing the physical activity programmes of the interval method with the help of a mobile device. A Doctoral study research is being developed at LASE. Innovative technologies were developed to improve the health and quality of life of patients with type 2 diabetes by monitoring and controlling the physical activity programmes of the interval method with the help of a mobile device. Furthermore, the project "Camp Abilities - Baltic, 2017", CIEE is the administrator of the Baltic-American Freedom Foundation ("BAFF") in the Baltic States. Five tutors from LASE were involved in the project. A study was conducted to assess the physical health of visually impaired children and to promote daily physical activity through adapted sports activity. An important project in cooperation with the University of Latvia, "Complex Assessment and

Support Programme to Reduce the Health Risks Associated with Screen Time for Adolescents” Izp-2019/1-0152. Participation of LASE representatives in the working group of the European Union Fund project “Complex Health Promotion and Disease Prevention Measures” of the Centre for Disease Prevention and Control. ERASMUS + Collaborative Partnerships project «European Union Physical Activity and Sport Monitoring System», Application No. 590662-EPP-1-2017-1-PT-SPO-SCP. The goal of the project is to implement a European Union (EU) system for monitoring physical activity and sport by developing an integrated and common methodological process that will provide comparable, valid and reliable data on participation in physical activity and sport in the EU Member States. A project where an intensive study programme on adapted physical activity for health promotion for people with functional disabilities was developed. NORDPLUS project “Ecological Approach in Adapted Physical Activity”, No. NPHE-2017/10364. Also, NORDPLUS project “Innovative Multidisciplinary Approach in Elderly Care”, No. NPHE-2015/10103. The project implements an intensive study course on an interdisciplinary approach to health care services for geriatric patients. LASE “Health Care” tutors and students participate in the project. A project on physical activity as a means of breast cancer prevention. The project is implemented within the framework of the European Economic Area Financial Mechanism and the Norwegian Financial Mechanism 2014-2021. Project identification No. EEA-RESEARCH-164. Project implementer: Latvian Biomedical Research and Study Centre. Project partners: Oslo University Hospital; Latvian Academy of Sport Education; Lithuanian National Cancer Institute; Estonian National Institute of Chemical Physics and Biophysics. Project goal: Physical activity protects against cancer formation, but the molecular mechanisms underlying it are very little studied. During exercise, large amounts of extracellular vesicles (EVs) are released into the bloodstream, which serve as a means of communication between different tissues and may also directly affect the growth of cancer cells and the anti-cancer immune response. The goal of this project is to study the molecular content of EV formed during exercise and the effect of EV on the growth of breast cancer in vitro and in vivo. Leading Researcher Aija Kļaviņa, Researcher Rūdolfs Cešeiko, Research Assistant Mārtiņš Čampa and students represent LASE in this project. Study courses on the following topics are being improved – primary health care, care for the elderly, etc.

The future goal of LASE activity as a scientific institution is to advance scientific research and innovations into a competitive field that meets the needs of sport, health care and the society of Latvia, emphasizing the growth of capacity and quality of science and research.

As non-infectious diseases, mainly cardiovascular diseases, are the leading causes of death in Latvia and their development is largely affected by lifestyle-related factors – unhealthy diet and lack of physical activity, while a more effective cardiovascular disease prevention is regular physical activity, healthy diet and maintenance of an adequate body weight, currently there is a need in the country to reduce a pre-mature mortality from non-communicable diseases, minimizing the adverse effects of risk factors on health, thus there is in the future an urgent need for interdisciplinary research and action based in scientific evidence on non-communicable disease prevention.

There are in the future an urgent need for an interdisciplinary researches on the impact of promoting a healthy lifestyle for COVID-19 patients in inpatient rehabilitation and physical activities on the restoration of quality of life and its sustainability over the course of a year, which will generate new knowledge for the development of scientifically based recommendations for the improvement of an inpatient rehabilitation programme for COVID-19 patients, contributing to the improvement of quality of life of people affected by COVID-19.

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

LASE scientific research and creative work is organized in accordance with the LASE Development Strategy and the Scientific and Creative Activity Development Strategy. There are several priorities with specific directions of action in each of them. For the involvement of teaching staff and students in scientific research and creative work activities, research directions are defined according to the study directions, as well as indicators to be achieved in each research direction (e.g., number of publications in Web of Science or Scopus databases, number of publications in other databases, participation in conferences, number of student research, student participation in conferences, number of student publications).

During the reporting period, LASE research activities in the “Health Care” study direction were implemented in the following directions, which include public health promotion in the priority health care areas of SAM - children's health, improving the health of people at risk of social exclusion and poverty, cardiovascular health, as well as athlete health, public health. LASE teaching staff conducts scientific research in accordance with scientific interests, current events in the field of health care and approved research directions at the higher education institution. The involvement of the teaching staff in scientific research activities is taking place by:

- Providing methodological and informative support for research design, research methods, information technology solutions for research needs. For example, by organizing scientific seminars, methodological conferences.

- Involving in project implementation: The aim of the project No. EEz/bPP/VIAA/2021/2 is to study the molecular content of extracellular vesicles (EV) formed during exercise and the effect of EV on the growth of breast cancer. In 2021, LASE researchers approved the exercise protocol, created electronic survey forms, and in cooperation with the researchers of the Latvian Biomedical Research and Study Centre performed the first tests to study the effect of exercise on EV induction. Within the publicity of the project, Leading Researcher Aija KĻAVIŅA participated in a training seminar for fitness trainers. LASE Leading Researcher Aija Kļaviņa, Guest Researcher Rūdolfs Cešeiko, Research Assistant Mārtiņš Čampa and Guest Research Assistant Aleksandrs Aņiščenko participate in the implementation of the project. The project is implemented within the framework of the European Economic Area Financial Mechanism and the Norwegian Financial Mechanism, implementation deadline 01.05.2021-30.04.2024. The project is implemented by the Latvian Biomedical Research and Study Centre in cooperation with the Oslo University Hospital (Norway), Latvian Academy of Sport Education, Lithuanian National Cancer Institute, and Estonian National Institute of Chemical Physics and Biophysics. Throughout the year, in cooperation with researchers Viktors Veliks and Juris Porozovs of the University of Latvia, the Centre was active in the implementation of the research of the Latvian Council of Science project “Complex Evaluation and Support Programme to Reduce the Health Risks Related to the Time Spent on Screens for Adolescents” (Project Manager - Prof. A.Kļaviņa).

- In defence of Doctoral Thesis: guest lecturer Alīna Kurmeļeva defended her Doctoral Thesis “Model for Improving Parental Competence in Infant Floating” (Supervisor - Dr.paed., Professor A.Fernāte). The scientific research and the developed Doctoral Thesis are based on the research of special literature and the results of practical research, and a scientifically based model for improving

parental competence in infant floating has been developed within its framework.

- Providing support in the preparation and publication of monographs, for example, Professor Dr.habil.paed. Jānis Lanka developed a book “Sitienu un metienu biomehānika” (*Biomechanics of Strokes and Throws*) published in accordance with the cooperation agreement concluded between LASE and SIA “Jumava”.

- Organizing scientific, incl. international, events at the Academy.

- Providing financial support for the preparation of publications and participation in conferences.

LASE academic staff actively participates in the preparation of publications and conferences both in Latvia and abroad. For example, the Baltic International Sport Science Conference (Appendix 2.4.4_1., 2.4.4_2. And 2.4.4_3., 2.4.4_4.) Every year tutors of the department participate in this international conference by presenting a report. Prof. Viesturs Lāriņš spoke on the topic “The Comparative Analysis of Body Fat Evaluation Methods”. Tutors also actively participate in the LASE International Scientific Conference “Sport Science and Health Care in Sport”, for instance, Lecturer A.Liepa presented the report “The Effect of Virtual Reality Exergame on Cognitive Function, Trunk Stability and Physical Performance in Physically Active Seniors”. Participate in International Scientific Conferences organized by the Riga Stradiņš University, International Scientific Conference of the Riga Technical University, and International Scientific Conference of the University of Latvia, etc. Actively participate in other International Scientific Conferences outside Latvia. For example, Assoc. Prof. Z.Pavāre participated in the 38th Annual Meeting of the Israeli Orthopaedic Association, Tel Aviv.

Moreover, LASE tutors are actively involved in scientific research and publish their research in cited databases. For instance, Klavina A, Veliks V, Zusa, A, Porozovs J, Aniscenko., A., & Bebrisa-Fedotova L (2021). Problematic Internet Use Related Psychosocial Behaviours, Healthy Lifestyle and Subjective Health Complaints in Adolescents. *Health Behaviour and Policy Review*,8(5), 451-464(14) <https://doi.org/10.14485/HBPR.8.5.6>, Kaupuzs, A., & Larins, V. (2017). Balance performance in children with borderline intellectual functioning and specific language impairment. *Social Welfare: Interdisciplinary Approach*, 7(1), 132-141. DOI 10.21277/sw.v1i7.280. Also, in the LASE journal, for instance, Keizāne, A., Čupriks, L. (2021). Physical Activity During Covid-19 Pandemic for Women in Latvia, Barriers and Conditions to Overcome Them. *LASE Journal of Sport Science*, as well as published in other international editions.

- Creating cooperation with higher education institutions, incl. ensuring joint research and publication of results. For example, LASE teaching staff cooperate with Riga Stradiņš University, University of Latvia.

During the reporting period, the number of publications has changed, paying more attention to publications in internationally cited databases *Scopus* and *Web of Science*. This is in line with the set priorities in the state education and science policy and the LASE Development Strategy (see Table 4).

Table 4

| Number of Scientific Research and/or Creative Work Activities | | | | | |
|---|------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 | 2021 |
| Internationally cited publications | | | | | |

| | | | | | |
|---|----|----|----|----|----|
| Number of publications in Scopus and Web of Science | 20 | 16 | 18 | 9 | 14 |
| Index, Copernicus, Sport discus, Ebso etc. | 14 | 10 | 10 | 10 | 11 |
| Reports in scientific conferences | | | | | |
| Tutors' reports at international scientific conferences in Latvia | 65 | 22 | 46 | 39 | 68 |
| Tutors' reports at international scientific conferences abroad | 32 | 35 | 49 | 16 | 21 |
| Research, contract work, projects | | | | | |
| Market-oriented research in Latvia | 4 | 3 | 0 | | 0 |
| Contract work with Latvian legal entities | 22 | 4 | 2 | 1 | 0 |
| International research, education, etc. projects | 34 | 4 | 10 | 1 | 3 |
| Authorship | | | | | |
| Monographs | 3 | 4 | 1 | 2 | 2 |
| Textbooks, methodological aids | 24 | 6 | 12 | 10 | 11 |
| E-resources (National Encyclopaedia) | 0 | 15 | 0 | 0 | 0 |
| Patents | 0 | 0 | 1 | 0 | 0 |

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

Students' participation in scientific research and creative work is an integral part of the study process. Students of the Professional Bachelor's study programme "Physiotherapy" and the Professional Master's study programme "Health Care Specialist in Sport" are provided with the following opportunities:

- Study courses “Metrology and Medical Statistics”, “Research Methodology” within the study programme - compulsory for students of the Professional Bachelor’s study programme “Physiotherapy”, as well as an optional course at the student's discretion “Theoretical and Practical Aspects of Research”.
- The study course “Innovative Technologies in Evaluation in Rehabilitation” within the study programme is compulsory for students of the Professional Master's study programme “Health Care Specialist in Sport”.
- Carrying out research by developing a study and final paper within the approved research direction or on other topical topics in the field - compulsory for students of both programmes.
- Presentation of research results at student conferences. For example, LASE Student Scientific Conference. The aim of the conference was to interest students in scientific research, to promote students' skills to analytically evaluate and interpret scientific information and research results, as well as to create an opportunity to link academic knowledge and research skills. The conference work took place remotely in sections of the respective departments. At the annual scientific conference of young researchers - Doctoral students and Master students of LASE.

Due to the decrease in the number of full-time students, students do not make sufficient use of the offered opportunities. During the reporting period, only a few students participated in conferences.

- Involvement in projects: For example, in the summer of 2017, there was a summer camp for visually impaired children “International Summer School “CampAbilities - Baltic, 2017” (funded by the Latvian Disabled Children and Youth Sport Federation and the Baltic-American Partnership Programme). Three students were involved in this project, who also defended their Master's Thesis. For example, Project - Physical Activity as a Tool for Breast Cancer Prevention: A Study of Molecular Mechanisms.
The project is implemented within the framework of the European Economic Area Financial Mechanism and the Norwegian Financial Mechanism 2014-2021.

Project identification No. EEA-RESEARCH-164. Agreement No. EEZ/BPP/VIAA/2021/2

Project duration: 01.05.2021-30.04.2024. Project implementer: Latvian Biomedical Research and Study Centre.

Project partners: Oslo University Hospital; Latvian Academy of Sport Education; Lithuanian National Cancer Institute; Estonian National Institute of Chemical Physics and Biophysics. Total funding of the project: EUR 1 000 000.00. Scientific manager of the project: Dr.biol. Aija Linē.

Project goal: physical activity protects against cancer formation, but the molecular mechanisms underlying it are very little studied. During exercise, large amounts of extracellular vesicles (EVs) are released into the bloodstream, which serve as a means of communication between different tissues and may also directly affect the growth of cancer cells and the anti-cancer immune response. The goal of this project is to study the molecular content of EV formed during exercise and the effect of EV on the growth of breast cancer in vitro and in vivo. Leading Researcher Aija Kļaviņa, Researcher Rūdolfs Cešeiko, Research Assistant Mārtiņš Čampa and students represent LASE in this project. For instance, “Innovative Education in Rehabilitation - Introduction of a New Master's Programme in Ukraine”. Leading coordinator of the project: Prof. Aija Kļaviņa. Project activities: launch of new Master's studies in physiotherapy in 2019 at partner higher education institutions of Ukraine - Lviv State University of Physical Culture, National University of Ukraine on Physical Education and Sport, and Ternopil State Medical University, involving a total of 173 students.

2.4.6. Provide a brief description and assessment of the forms of innovation (for instance,

product, process, marketing, and organisational innovation) generally used in the higher education institution, especially in study field subject to the assessment, by giving the respective examples and assessing their impact on the study process.

In its work, LASE uses various solutions in order to strengthen its competitiveness and promote work efficiency. The following solutions and their application were implemented during the reporting period:

- E-study organization. Online lectures are organized for LASE students according to the list of classes. During the lectures, they are recorded and are available to students throughout the term. During the online lecture, the tutor and students actively communicate, students can present the assigned tasks, as well as participate in seminars, discussions, and group work. The materials required for the acquisition of the study course, independent works, course description and other information are available in Moodle, which the tutor must post according to a certain template. Students submit independent work and take examinations using e-environment tools.

2.5. Cooperation and Internationalisation

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

LASE cooperates with various Latvian institutions: companies, governmental and non-governmental organizations, professional associations, higher education institutions, colleges, etc. The need for co-operation is dictated by the common goals set for health care institutions and the tasks of achieving them, the scope of which is wide and multifaceted, incl. the issues of employment opportunities for graduates are also addressed, and LASE provides institutions with the necessary specialists. The main criteria for starting cooperation are: the partner's reputation, compliance with the specifics of the direction and benefits for all cooperation partners. Employers are involved by working in branch associations (for example, the Latvian Association of Physiotherapists, Sports Medicine Association, Employers' Association of Latvia, etc.), participating in working groups organized by ministries (for instance, the expert work group of the Physiotherapist Professional Standard, Lead. Researcher A.Kļaviņa), teaching staff and administrative staff participating in professional and scientific conferences, as well as other events. The main directions of cooperation with employers are as follows:

- Participation in scientific research and creative activities;
- Participation in the improvement of study directions and study programmes;
- Provision of practice places (see the list of concluded agreements in Appendix 2);

- Organization of methodological events;
- Organization of guest lectures;
- Participation in state final examinations, incl. paper reviewing.

In co-operation with higher education institutions, emphasis is placed on scientific research and creative activities, improvement of staff qualification and methodological activities. The main directions of cooperation with higher education institutions are as follows:

- Participation in scientific research and creative activities;
- Organization of methodological events;
- Participation in state final examinations, incl. paper reviewing.

LASE cooperation partners with higher education institutions, for example, Riga Technical University, University of Latvia, Riga Stradiņš University, Liepaja University.

Representatives of the Latvian Association of Physiotherapists and employers participate in the defence of Bachelor's Thesis of the Health Care Professional Bachelor's study programme "Physiotherapy" and in the State qualification examinations, for instance, M. Briede, a member of the Board of the Latvian Association of Physiotherapists, a Master's degree holder in health, a physiotherapist, is the Chair of the State Qualification Examination Commission, Professional association (M.Briede, Member of the Board of LAP). In the defence of Master's Thesis of the Health Care Professional Master's study programme "Health Care Specialist in Sport" and in the State qualification examinations, for example, in the State qualification examinations, the Chair of the Examination Commission is Assoc. Prof. S.Tomsone. (Dean of the Rehabilitation Department of Riga Stradiņš University). Employers positively evaluate the study programme by evaluating the State qualification exam and practical examinations, as well as Bachelor's Thesis.

The chosen directions of cooperation allow to ensure the achievement of the strategic goals set in the LASE Development Strategy, as well as the goals of the study direction, because diverse cooperation ensures the improvement of the professional competence of academic staff, thus increasing the quality of studies.

Table 5

Table 5 shows examples with social partners in health care:

Cooperation with Economic Partners

| Institution | Justification: |
|--|--|
| Latvian city and county municipalities, their sports organizations | cooperation partner in the issues of physical activity health care of the inhabitants of cities and counties |
| Latvian Sports Federations Council | cooperation partner in issues related to the physical health of children and youth involved in sports education institutions |

| | |
|--|--|
| Latvian sports federations (86) | cooperation partner in issues related to the physical health of children and youth involved in sports education institutions |
| Board of Directors of Latvian Sports Education Institutions (64) in Latvia | cooperation partner in issues of sports training and sports lessons |
| Latvian Paralympic Committee (LPC) | cooperation partner in issues related to people with special needs |
| Special Olympics Latvia | cooperation partner in issues related to people with special needs |
| Latvian Sports Veterans-Seniors Union | cooperation partner in issues of senior physical activity |
| Latvian Association of Physiotherapists | cooperation partner in issues of public health and physiotherapy in health care |
| More than 50 Latvian health care institutions and organizations | cooperation partners for the provision of students' practical experience, implementation of the study and research process. |

Cooperation with the professional – Latvian Association of Physiotherapists (LAP). At the general meeting organized by LAP on January 26, 2013, a group of like-minded people consisting of eight people - Physiotherapist Edvīns Lešenkovs (LOU), Physiotherapist Mareks Osovskis (LOU), Physiotherapist Agris Liepa (R/C Baltezers), Physiotherapist Normunds Vārpa (Baltic Medicum), Physiotherapist Elita Salgrāve (Baltijas Fizioterapija), Physiotherapist Artūrs Ivuškāns (Baltijas Fizioterapija), Physiotherapist Elīna Lauva (Baltijas Fizioterapija) put forward the idea to establish a subgroup of the Latvian Association of Physiotherapists „Sports Physiotherapy” (LAP SP) with the aim to promote the development of sports physiotherapy in Latvia, while cooperating with the International Federation of Sports Physical Therapy (IFSPT) subgroup of the World Confederation for Physical Therapy (WCPT) and organizing seminars and courses to exchange information and experience on current issues and news in the field of sports physiotherapy, to educate athletes of various levels, health sports and children and youth sports specialists on the issues of sports physiotherapy and in raising the qualification of sports physiotherapists. Seminars are organized every year, where lectures on current topics are conducted by tutors of the Professional Bachelor’s study programme “Physiotherapy” and the Professional Master’s study programme “Health Care Specialist in Sport”, for example, Lecturer Agris Liepa, Guest Associate Professor M.Osovskis and other tutors, as well as students of the Professional Bachelor’s study programme “Physiotherapy” and the Professional Master’s study programme “Health Care Specialist in Sport” participate in seminars and other events of the Latvian Association of Physiotherapists during their studies.

2.5.2. Provide the assessment as to how the cooperation with different institutions from abroad (higher education institutions/ colleges, employers, employers’ organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study

field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners suitable for the study field and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the cooperation partners.

The cooperation implemented within the framework of the study direction with various foreign institutions ensures the achievement of the goals and study results of the direction, as it promotes the mobility of students and academic staff by attracting guest professors, thus raising the quality of higher education, and strengthening its importance, it also promotes the export of LSPA study programs and the use of foreign languages, linking higher education, science and business.

LASE cooperates with several foreign institutions: higher education institutions, governmental and non-governmental organizations, professional associations, universities, colleges, etc. The main criteria for starting a cooperation are the reputation of the partner, compliance with the goals and tasks of the health care direction and benefits for all cooperation partners. The main directions of cooperation are participation in scientific research and creative activities and organization of guest lecturers and guest lectures. LASE has concluded inter-university cooperation agreements between Lithuanian and Ukrainian higher education institutions. LASE cooperates with the National University of Ukraine on Physical Education and Sport (Ukraine), the University of Tartu (Estonia), the Šiauliai University (Lithuania), the National Sports Academy "VASSIL LEVSKI" (Bulgaria), the University of Bologna (Bologna); Lithuanian Sports University (Lithuania), Józef Piłsudski University of Physical Education in Warsaw (Poland); Columbia University (Portugal), Comenius University in Bratislava (Slovakia), University of Jena (Spain), University of Malaga (Spain), Telemark University College (Norway), State University of Zagreb (Croatia); Klaipėda University (Lithuania), The Hague-Heliya University of Applied Sciences (Finland), Halitz University (Turkey) and other higher education institutions.

A joint project "Innovative Education in Rehabilitation - Introduction of a New Master's Programme in Ukraine" is being implemented with the National University of Ukraine in Physical Education and Sport, Lviv State University of Physical Culture and Ternopil National Medical University. A total of 351 students are involved. Leading coordinator of the project is Leading Researcher A. Kļaviņa.

LASE continues to cooperate with international professional organizations - ENPHE (European Network for Physiotherapy in Higher Education) and the European Federation of Adapted Physical Activity (EUFAPA). Tutors and students, such as Guest Tutor Evita Dubiņina, Leading Researcher A. Kļaviņa and others, attend the ENPHE annual congress every year.

In 2018, LASE started working as a cooperation partner in the "Erasmus+" sports programme cooperation partnership project "European Physical Activity and Sports Monitoring System" (EUPASMOS, No. 2017-3322/001-001). The project coordinator for nine member states is the Portuguese Institute of Sports and Youth. The aim of the project was to implement the physical activity and sports monitoring system of the European Union by developing an integrated and common methodological process to provide comparable, valid and reliable data on participation in physical activity and sports in the EU Member States. The project was coordinated by Leading Researcher A. Kļaviņa and Prof. A. Fernāte.

In order to promote international co-operation and improve the international experience of teaching staff, cooperation agreements have been concluded with the branch institution in health care of the Norwegian School of Sport Sciences, sport rehabilitation centre in Beitostølen (Norway); Erasmus+

bilateral cooperation agreement in healthcare with Hochschule Osnabrueck University of Applied Science (Germany); ASBL Castors D1, Braine-l'Alleud (Belgium) and Tallinn University of Technologies (Estonia). The search for new cooperation partners in the field of health care continues, for international higher education institutions that implement health care study programmes.

In cooperation with higher education institutions, emphasis is placed on scientific research and creative activities, as well as staff qualification improvement and methodological measures. The main cooperation directions with higher education institutions are participation in scientific research and creative activities, and the organization of methodological events.

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

Attracting foreign students mostly takes place by participating in international exhibitions. The selection of foreign students is carried out in accordance with the requirements of regulatory enactments and admission regulations, and includes an examination of the applicant's knowledge in the field of the study programme and an examination of English language proficiency. Foreign students were attracted to the Professional Master's study programme "Health Care Specialist in Sport", which was implemented in a foreign language.

During the reporting period, there was 1 foreign full-time student in the Professional Bachelor's study programme "Physiotherapy" from other higher education institutions. They studied from the academic year 2017/2018 until the academic year 2020/2021 and graduated from the study programme.

A total of 3 foreign students studied in the Professional Master's study programme "Health Care Specialist in Sport" in the academic year 2017/2018. 2 students were from India, 1 student was from Egypt. In the academic year 2018/2019, there were also 3 students from India, 2 students graduated from the programme. In the academic year 2019/2020, there were 2 foreign students, 1 student was from India and 1 student was from Lithuania. In the academic year 2020/2021, there were 3 foreign students, a student from India graduated from the programme, 1 student from Lithuania and 1 student from Finland. In the academic year 2021/2022, there were 2 foreign students in the Master's programme, 1 student from Finland, 1 student from Turkey (see Appendix 2_5_3_1).

During the reporting period, the students of the Professional Bachelor's study programme "Physiotherapy" used the opportunities of the Erasmus+ mobility programme. For example, in the academic year 2017/2018, 4 students studied at the Opole Medical School (Poland), as well as 3 students of the Professional Master's study programme "Health Care Specialist in Sport" used the opportunities of the Erasmus+ mobility programme. 6 students of the Professional Bachelor's study programme "Physiotherapy" used the practice opportunities, and went to Polish and Spanish sports clubs and health centres. In the academic year 2018/2019, a total of 6 students from the Professional Bachelor's study programme "Physiotherapy" and 2 students from the Professional Master's study programme "Health Care Specialist in Sport" used the opportunities of the Erasmus+ mobility programme. In the academic year 2019/2020, 1 student of the Professional

Bachelor's study programme "Physiotherapy" used the opportunities of the Erasmus+ mobility programme. In the academic year 2020/2021, 2 students took part in the Erasmus+ mobility programme and used the practice opportunities. In the academic year 2021/2022, 3 students of the Professional Bachelor's study programme "Physiotherapy" used the opportunities of the Erasmus+ mobility programme, a Rehabilitation Centre in Funchal (Portugal), and 1 student from the Professional Master's study programme "Health Care Specialist in Sport" (see Appendix 2_5_3._2).

During the reporting period, in the academic year 2017/2018, 7 students of the Professional Bachelor's study programme "Physiotherapy" used the practice opportunities. In the academic year 2018/2019, study opportunities were used by 1 student from a foreign higher education institution and 2 students studied in the Professional Master's study programme "Health Care Specialist in Sport", and 1 student in the academic year 2019/2020 (see Appendix 2_5_3._2).

During the reporting period, foreign teaching staff were attracted as guest tutors, using the opportunities of the Erasmus+ mobility programme. For example, Opole Medical School, Poland. Teaching staff Teresa Niechwiadowicz-Czapka, Elzbieta Szlenk-Czyczerska, Joanna Raifur in experience exchange, while A.I.Cuza University in Iași, Romania, teaching staff Oana Rusu conducted lectures. Wingate Institute, Faculty of Physical Education and Sport, Israel. Teaching staff Yael Pernick, Sharon Tsuk and others conducted lectures for students (see Appendix 2_5_3._3).

During the reporting period, "Health Care" tutors devas went to foreign higher education institutions, for instance, Haaga-Helia, University of Applied Sciences, Finland, and Valencia, Catholic University, Spain, Leading Researcher A. Kļaviņa conducted lectures and Assistant M. Čampa conducted lectures at the Wingate Institute, Faculty of Physical Education and Sport, Israel (see Appendix 2_5_3._3).

In the future, it is planned to ensure the involvement of teaching staff in the status of elected teaching staff. It is planned to attract teaching staff based on previous experience with foreign partners.

Students of the study programme do not participate enough in mobility programmes. This is due to several factors:

The Professional Bachelor's study programme "Physiotherapy" is implemented in Latvian. As a result, incoming mobility opportunities are limited.

Part-time students of the Professional Bachelor's study programme "Physiotherapy" and students of the Professional Master's study programme "Health Care Specialist in Sport" are working people. They have limited opportunities to go on study or practice mobility for several months.

Students are informed about the mobility opportunities in the study course "Introduction to Studies", as well as information on the opportunities to participate in the Erasmus+ is provided on the Academy's website https://www.lspa.lv/eng/index.php?option=com_content&view=article&id=234&Itemid=195

The Covid-19 pandemic has negatively affected the development of mobility and international exchange in LASE. This has been an insurmountable obstacle for the mobility participants, as it has required special adaptability from the student and academic staff, requiring the mobility participants to adapt to study and various household restrictions.

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

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

The Latvian Academy of Sport Education received a report from the International Commission of Experts on the study programmes included in the Health Care study direction: the Professional Bachelor's study programme "Physiotherapy" and the Professional Master's study programme "Health Care Specialist in Sport". In addition to the positive aspects, the report in 2017 of the International Commission of Experts also provided expert comments and recommendations for the Professional Bachelor's study programme "Physiotherapy" and the Professional Master's study programme "Health Care Specialist in Sport" (see Appendix 3).

Brief description of the recommendations:

1. There are significant differences between the general theoretical and practical courses offered by LASE. In order to prevent them, it is recommended to ensure the acquisition of all pre-clinical courses and related skills at LASE, thus ensuring their compliance with a common high standard: from the 2018/2019 academic year, the optimization of the proportion of clinical and pre-clinical study courses and the improvement of the content continued so that students acquire knowledge and skills related to the profession faster.
2. More investment should be made in the purchase of teaching aids, physiotherapy equipment and facilities to ensure the acquisition of the above-mentioned pre-clinical courses: from the 2018/2019 academic year, new and modernized practical training premises were created (EUR 13000.00 were invested in renovation). The rooms for practical classes are equipped with modernized equipment, such as purchased couches with electric regulation, a couch with electric regulation (Bobath couch). Purchased folding massage couches, elbow crutches (adjustable), various muscle mannequins, etc. equipment. The assortment of physiotherapy equipment is renewed every year. The LASE Health Care in Sport Research Centre was established, 1.2 million euros were invested in its establishment, attracting funding from the European Regional Development Fund (ERDF), the state budget and LASE funding. Of this, more than 500 000.00 euros were directed to equipment. Purchase of new equipment, hardware and inventory continues.
3. Laboratories should be set up to be used to acquire the above-mentioned skills and competencies: The LASE Health Care in Sport Research Centre was established, 1.2 million euros were invested in its establishment, attracting funding from the European Regional Development Fund (ERDF), the state budget and LASE funding.
4. Internationalization should be promoted for both students and academic staff: Guest professors from the United States were recruited. Work continues on attracting foreign students from the Baltic States.
5. International co-operation in the field of physiotherapy and rehabilitation with other foreign universities should be further promoted, thus improving the international experience of teaching staff: in order to promote international cooperation and improve the international experience of teaching staff, several agreements have been concluded with other higher education institutions. The search for new cooperation partners in the field of health care continues, for international higher education institutions that implement health care study programmes.
6. The current study programme of the study programme "Physiotherapy" should emphasize

the current problems of medicine in Latvia, as insufficient attention is paid to such problems mentioned by the WHO as obesity, care for the elderly, dementia and primary health care: LASE participates in several national and international projects (see Appendix 3).

7. Changes should be introduced in learning and teaching if future graduates plan to study in lifelong learning programmes: in accordance with the LASE Development Strategy (http://lspa.lv/files/documents/2015/LSPA_Strategija_2015_2020.pdf, to develop a continuing education and lifelong learning programme in health care, to organize separate continuing education study courses in health care.
8. There is very little evidence that students in the study programme have the opportunity to evaluate their work or perform reflection; therefore, one of the solutions is the introduction of a reflection portfolio: students' assessment of the content and quality of study courses is optimized and made more accessible to students, which will ensure more effective assessment of the content of study courses, including the inclusion of professional aspects in the study process. Feedback is information about how we are doing on our way to our goal. Effective feedback is possible if the student has a goal, takes action to achieve it, and receives information about his or her actions to achieve the goal.
9. A comprehensive research methodology needs to be put in place: student research projects include topics that can be researched with qualitative research methods or research topics of the professional labour market. Health care tutors offer students research directions. Students have a free choice, or the student offers their own topic.
10. More modern approaches to the treatment of various pathologies should be promoted: The Health Care in Sport Research Centre has been established.
11. One way to implement these changes is to attract guest lecturers from abroad, for example, under the "Erasmus +" programme: visiting tutors within the framework of Erasmus+ are involved in the LASE study process in health care; new Erasmus+ bilateral cooperation agreements have been concluded within the framework of Project 8.2.2.0/18/A/023. "Strengthening the academic staff of the Latvian Academy of Sport Education in the field of "Health Care"", specific support objective 8.2.2. "To strengthen the academic staff of higher education institutions in the areas of strategic specialization". Guest professors from Estonia and the United States were recruited.
12. At least one journal related to the field of physiotherapy and rehabilitation must be available in the Library: starting from the 2016/2017 academic year, the following databases are available: ProQuest ebrary - Ebook Central. THOMSON REUTERS - Web of Science, SCOPUS. Bibliographic database, SCIENCE DIRECT World's largest electronic collection of science, technology and medicine, SPRINGER LINK Electronic data source. Journal "Physiotherapy" was also ordered. Students have access to Physiopedia.
13. The infrastructure of the building must be provided so that students, teachers and patients with special needs can freely enter the building (the only lift to be used when necessary should have an alternative in case of its malfunction): LASE infrastructure has been adapted for people with special needs.
14. It is necessary to seriously find out the reasons for the high drop-out rate of first-year students in this study programme offered by LASE. This is due to the fact that students consider this study programme to be too complicated, according to the staff, admission requirements should be stricter, or students should be provided with appropriate support in the future: An important reason why students drop out in the 1st study year is that they are not used to acquiring theoretical knowledge to the extent required by the study courses "Physiology", "Anatomy", "Dynamic Anatomy" in order to successfully acquire these study courses. About 20-30% of first-year students do not regularly attend classes in anatomy, physiology, biochemistry. Therefore, already in this study year we have made changes in the study course "Anatomy", extending the study content so that the final evaluation would be

given in the 2nd semester instead of the first as before, thus giving students a longer time to study and study the course more thoroughly.

15. Renovation of student dormitories is needed as some students have complained: According to the LASE Development Strategy (http://lspa.lv/files/documents/2015/LSPA_Strategija_2015_2020.pdf, more than 40 000.00 euros have been invested in the renovation of dormitories during the evaluation period. Living premises for students, the kitchen, showers, and toilets have been renovated.

Brief Summary of Recommendations of the Professional Master's Higher Education Programme "Health Care Specialist in Sport" (Code 47722):

1. Recommendation to reformulate the study programme in accordance with the Bologna process, using the Dublin descriptors and the European Credit Transfer and Accumulation System: The study programme complies with the guidelines set by the Bologna process, including the Dublin descriptors, as well as the diploma supplements and study course descriptions indicate both CP and ECTS.
2. The investment and the above-mentioned does not mean that there is a need for doubling the amount of basic equipment and facilities normally used in traditional, sport-oriented Master's study programmes: The Health Care in Sport Research Centre has been established.
3. More auditoriums, rooms and laboratories are needed: new and modernized practical training facilities have been created. The Health Care in Sport Research Centre has been established.
4. If it is planned to implement a Master's study programme within the framework of which research work is to be performed, more books and journals must be purchased: journal "Physiotherapy" was ordered, but already in the 2016/2017 academic year the following databases were available: ProQuest ebrary - Ebook Central. THOMSON REUTERS - Web of Science, SCOPUS. Bibliographic database, SCIENCE DIRECT World's largest electronic collection of science, technology and medicine, SPRINGER LINK Electronic data source. A portal of digitized books is available in cooperation with the National Library. Free access provided. Periodika.lv, free access provided. Due to the current situation (COVID-19), academic collections of foreign publishers and e-resource creators are available. Students are provided with access to Physiopedia, where the available interactive and video content is actively integrated in the implementation of study courses, especially during the remote study process.
5. Research methodology will be more comprehensive if different or combined methodologies are given equal weight. Students receive a Master's degree not by attending lectures, but by conducting research. The aim of this idea is to encourage students to carry out research on topics of interest to them, which they will be able to use as evidence for completing their undergraduate studies: the work of Master students in research topics continues, which includes interdisciplinary research, qualitative research topics and opportunities for mixed or complex scientific projects. The topics of Master's Thesis are interdisciplinary in nature.
6. Additional resources should be allocated to the purchase of equipment for physiotherapy research, thus expanding and improving existing research work: the Health Care in Sport Research Centre has been established.
7. Although APA studies provided by LASE are already significantly recognized at the international level, LASE should continue to cooperate with international level sport physiotherapists (becoming a member of associations and applying international physiotherapy standards): the Latvian Academy of Sport Education is a member of ENPHE (European Network of Physiotherapy in Higher Education). Every year students and tutors participate in seminars organized by international physiotherapist association.
8. Internationalization should be continued so that students can gain a more comprehensive understanding of the physiotherapy profession: foreign students are admitted every year.

9. Cooperation with other Latvian libraries, universities and higher education institutions should be established, thus ensuring the sharing of material and technical provision and resources: every year, the Latvian Academy of Sport Education concludes a cooperation agreement with the National Library of Latvia. The Academy cooperates with other higher education institutions.
10. From now on all final papers must include a summary in English: final papers include a summary in English.

The execution of the implementation plan of the provided recommendations and the implementation of the provided recommendations have significantly increased the quality of studies, improving the study process in the direction of studies and the corresponding study programs, including both structural quality (organization and resources as prerequisites for quality in a broad context) and process quality (LASE's internal activities, improving learning) and results quality (how and within which areas the student has developed his/her competences).

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

(Not applicable)

Annexes

| I - Information on the Higher Education Institution/ College | | |
|--|--|---|
| Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable) | | |
| List of the governing regulatory enactments and regulations of the higher education institution/ college | 1_2_Regulations_EN.docx | 1_2_Normatīvie_akti_LV (1).docx |
| The management structure of the higher education institution/ college | 1_1_Structure_EN.jpg | 1_1_Struktūra_LV.jpg |
| II - Description of the Study Field - 2.1. Management of the Study Field | | |
| Plan for the development of the study field (if applicable) | Appendix_2.1.2_1.Plannin of the Development process.docx | 2.1.2_1.pielikums.Studiju_virzienu_attīstības_plāna_plānošana_2022.docx |
| The management structure of the study field | Appendix_2.1.3_1_Healt_care_structure_EN.docx | 2.1.3_1.pielikums_Veselības_aprūpes_struktūra_LV.docx |
| A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated. | Appendix_2.1.3_2_EN_2.docx | 2.1.3_2_3.pielikums_Apliecinājums_II.pdf |
| A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme. | Appendix_2.1.3_3_EN_2.docx | 2.1.3_3_3.pielikums_Apliecinājums_II.pdf |
| Standard sample of study agreement | Appendix_2.1.4_1.pielikums_Standart_Contract_EN.docx | 2.1.4_3.pielikums_Tipveida_līguma_paraugs_LV.docx |
| II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System | | |
| Analysis of the results of surveys of students, graduates and employers | Appendix_2.2.4_1.Survey results.docx | 2.2.4_1.pielikums_Aptauju_rezultāti.docx |
| II - Description of the Study Field - 2.3. Resources and Provision of the Study Field | | |
| Basic information on the teaching staff involved in the implementation of the study field | Appendix_2.3.7_1.Basic information about teaching staff_Bachelor.xlsx | 2.3.7_1.pielikums_Pamatinformācija_par_docētajiem.xlsx |
| Biographies of the teaching staff members (Curriculum Vitae in Europass format) | CV_EN.rar | CV_LV.rar |
| A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties. | Confirmation.pdf | Apliecinājums.pdf |
| A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented) | Certificates_1.rar | Apliecinājumi_1.rar |
| II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation | | |
| Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period. | 2_4_4_2.pielikums_Quantitative data.docx | 2_4_4_2.pielikums_Kvantitatīvie_dati.docx |
| List of the publications, patents, and artistic creations of the teaching staff over the reporting period. | Appendix_2_4_4_1_List of Publication.docx | 2_4_4_1.pielikums_Publikāciju_saraksts.docx |
| II - Description of the Study Field - 2.5. Cooperation and Internationalisation | | |
| List of cooperation agreements, including the agreements for providing internship | Appendix_2.5.1_1.Cooperation Agreements.docx | 2.5.1_1.pielikums_Sadarbības_līgumi.docx |
| Statistical data on the teaching staff and the students from abroad | Appendix_2.5.3_1.Statistical Date on Foreign Students and teaching Staff.docx | 2_5_3_1.pielikums_Ārvalstu_mācībspēki.docx |
| Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes) | Appendix_2_5_3_2_Statistical date on the Incoming and Outgoing Mobility.docx | 2_5_3_2.piel. Statistiskās_dati_ienakosā_izejošā_mobilitāte.docx |
| Statistical data on the incoming and outgoing mobility of the teaching staff | Appendix_2_5_3_3_Statistical Date on the Incoming and Outgoing Mobility of Teaching.docx | 2_5_3_3.pielikums_Mācībspēki_ienākošā_izejošā_mobilitāte.docx |
| II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures | | |
| Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field. | Appendix_3_Recommendations.docx | 3_pielikums_Rekomendācijas.docx |
| An application for the evaluation of the study field signed with a secure electronic signature | Application_LSPA_AIC_08_09_2022_EN.docx | Iesniegums_LSPA_AIC_08_09_2022.edoc |
| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
| Sample of the diploma and its supplement to be issued for completing the study programme | | |
| For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable) | | |
| Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable) | | |
| Statistics on the students in the reporting period | | |
| III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof | | |
| Compliance with the study programme with the State Education Standard | | |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable) | | |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | | |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | | |
| Descriptions of the study courses/ modules | | |

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|---|--|--|
| Description of the organisation of the internship of the students (if applicable) | | |
| III - Description of the Study Programme - 3.4. Teaching Staff | | |
| Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable) | | |
| Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable) | | |

Other annexes

| Name of document | Document |
|---|---|
| Uzņemšanas noteikumi profesionālā bakalaura augstākās izglītības studiju programmā "Fizioterapija" | Bak_uzņemšana_not_LV.doc |
| Uzņemšanas noteikumi profesionālā maģistra augstākās izglītības studiju programmā "Veselības aprūpes speciālists sportā" | Magistrs_Uznemsanas_not_LV.doc |
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| Uzņemšanas noteikumi profesionālā maģistra augstākās izglītības studiju programmā "Veselības aprūpes speciālists sportā" angļu valodā | Admission rules_Master_EN.docx |
| Nolikums par studiju kursu atzīšanu LSPA | Nolikums_Studiju_kursu_atzinasana_.doc |
| Regulations on recognition of study courses | Regulations on recognition of study courses.doc |
| Profesionālā bakalaura augstākās studiju programmas "Fizioterapija" studiju kursu kartējums | 3.2.1_3.pielikums_Studiju kursu kartēšana_Fizioterapija_.xlsx |
| Mapping of the study courses of the study program "Physiotherapy" | Appendix 3.2.1_3. Mapping of study courses of the study program Physiotherapy.xlsx |
| Akadēmiskā maģistra augstākās izglītības programma "VESELĪBAS APRŪPES SPECIĀLISTS SPORTĀ" (45722) studiju kursu kartējums | 4.2.1_1.pielikums Studiju kursu kartējums.docx |
| Study Course Mapping of the Academic Master's Higher Education Programme "HEALTH CARE SPECIALIST IN SPORT" (45722) | Appendix 4..2.1_1 Study courses mapping of programme Health Care Specialists in Sports.docx |
| Nolikums par LSPA studiju programmu apguves vērtēšanas pamatprincipiem un kārtību | 7_Vertesanas_pamatprincipi_nolikums.pdf |
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| Regulations on the election of LASE Academic Staff | Regulations on the election of LASE Academic Staff.docx |
| Nolikums par LSPA akadēmiskā personāla vēlēšanām | Nolikums_Akademiska_personala_velesanas.docx |
| Studiju programmas "Fizioterapija" viesdocētāju publikāciju saraksts | 2_4_4_3.pielikums_Publikāciju saraksts_Fizioterapija.docx |
| List of Publications by the Guest Tutors of the Study Programme "Physiotherapy" | Appendix. 2_4_4_3_List of Publications_Physiotherapy.docx |
| Profesionālā maģistra augstākās izglītības programmas "Veselības aprūpes speciālists sportā" (47722) viesdocētāju publikāciju saraksts | 2_4_4_4.pielikums Publikāciju saraksts Magistri_LV.docx |
| Professional Master's Higher Education Programme "Health Care Specialist in Sport" (47722) List of Publications by Guest Tutors | Appendix 2_4_4_4_List of Publication Master.docx |
| Latvijas Sporta pedagogijas akadēmijas studiju programmu attīstības un konsolidācijas plāns 2018.-2024. | 1.6_1.pielikums_Konsolidācijas plāns 2018.-2014..pdf |
| Study Programme Development and Consolidation Plan of the Latvian Academy of Sport Education for 2018-2024 | Anex_1.6_1_Consolidation Plan_2018.-2014..pdf |
| Nolikums par akadēmisko godīgumu | 2.1.6_1.pielikums_Akademiskais_godigums.docx |
| Regulations for Academic integrity | Annex_2.1.6_1_Regulations_for_Academic_integrity.docx |
| Nolikums par profesionālā bakalaura augstākās izglītības programmas "Fizioterapija"(42722) profesionālās kvalifikācijas praksi | 1.6_2.pielikums_Prakses_bakalaur_2022.docx |
| Nolikums par profesionālā maģistra augstākās izglītības programmas „Veselības aprūpes speciālists sportā” (47722) studiju specializācijas virziena pielāgoto fizisko aktivitāšu speciālists rehabilitācijā praksi | 1.6_3.pielikums_Prakse_Maģistrs_PFAH.doc |
| Nolikums par profesionālā maģistra augstākās izglītības programmas „Veselības aprūpes speciālists sportā” (47722) studiju specializācijas virziena sporta fizioterapeits praksi | 1.6_4.pielikums_Prakse_Maģistrs_SF.docx |
| Nolikums par noslēguma pārbaudījumiem profesionālā bakalaura augstākās izglītības programmā "Fizioterapija" (42722) | 1.6_5.pielikums_Parbaudījumi_bakalaur_2022.docx |

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| Nolikums par studiju gala un valsts pārbaudījumiem | 1.6._6.pielikums_Valsts_pārbaudījumi.doc |
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| 2.2.4_1.pielikums Aptauju rezultāti_papildināts.docx | 2.2.4_1.pielikums Aptauju rezultāti_papildināts.docx |
| 2.3.7_1.pielikums. Pamatinformācija par docētajiem.xlsx | 2.3.7_1.pielikums. Pamatinformācija par docētajiem.xlsx |
| 2.3.7_2.pielikums_Pamatinformācija par docētajiem_magistrs.xlsx | 2.3.7_2.pielikums_Pamatinformācija par docētajiem_magistrs.xlsx |
| 2_4_4_2.pielikums_Kvantitatīvie dati.docx | 2_4_4_2.pielikums_Kvantitatīvie dati.docx |
| Apliecinājumi_B2.rar | Apliecinājumi_B2.rar |
| Apliecinājums 55 pants (1).edoc | Apliecinājums 55 pants (1).edoc |
| Apliecinājums 55 pants_EN.docx | Apliecinājums 55 pants_EN.docx |
| Apliecinājums par valsts valodas zināšanām_1.edoc | Apliecinājums par valsts valodas zināšanām_1.edoc |
| Apliecinājums par valsts valodas zināšanām_ENG.docx | Apliecinājums par valsts valodas zināšanām_ENG.docx |
| Appendix 2.2.4_1.Survey results_supplemented.docx | Appendix 2.2.4_1.Survey results_supplemented.docx |
| Appendix_2.3.7_2. Basic information about teaching Staff Master.xlsx | Appendix_2.3.7_2. Basic information about teaching Staff Master.xlsx |
| Appendix_2_4_4_2_Quantitative data.docx | Appendix_2_4_4_2_Quantitative data.docx |
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| Application_LSPA_AIC_30_11_2022_EN.docx | Application_LSPA_AIC_30_11_2022_EN.docx |
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| Studiju_kursu_apraksti_papildināts_1.docx | Studiju_kursu_apraksti_papildināts_1.docx |
| Study courses_Supplemented_1.docx | Study courses_Supplemented_1.docx |
| PRAKSE_Magistrs_VA_PIELAGOTAIS_SPECIALISTS__24112022.doc | PRAKSE_Magistrs_VA_PIELAGOTAIS_SPECIALISTS__24112022.doc |
| PRAKSE_Magistrs_VA_SPORTA_FIZIOTERAPEITS_24112022.docx | PRAKSE_Magistrs_VA_SPORTA_FIZIOTERAPEITS_24112022.docx |
| Practice regulations.doc | Practice regulations.doc |
| Practice regulations_2.docx | Practice regulations_2.docx |
| Iepriekšējas_izgl._un_pieredzes_atzīsana_2019.pdf | Iepriekšējas_izgl._un_pieredzes_atzīsana_2019.pdf |
| Studiju_kursu_atzīsana_2020.01.10_EN.pdf | Studiju_kursu_atzīsana_2020.01.10_EN.pdf |
| Studiju_kursu_atzīsana_2020.01.10. (1).pdf | Studiju_kursu_atzīsana_2020.01.10. (1).pdf |
| AA_Alīna Kurmeļeva_virziens_2.pdf | AA_Alīna Kurmeļeva_virziens_2.pdf |
| Anketu paraugi_2021_2022.pdf | Anketu paraugi_2021_2022.pdf |
| Iekšējās_kontroles_sistemas_nolikums_07.11.2019..pdf | Iekšējās_kontroles_sistemas_nolikums_07.11.2019..pdf |
| Iekšējās_kontroles_sistēmas_pilnveides_plāns_2022.pdf | Iekšējās_kontroles_sistēmas_pilnveides_plāns_2022.pdf |
| Korupc_nov_plāns_2022_2024.pdf | Korupc_nov_plāns_2022_2024.pdf |
| Risku_identifik_risku_vadības_plāns.pdf | Risku_identifik_risku_vadības_plāns.pdf |
| Risku_vadības_nolikums_05_11_2020.pdf | Risku_vadības_nolikums_05_11_2020.pdf |
| Risku_vadības_politika_2020_01_10.pdf | Risku_vadības_politika_2020_01_10.pdf |
| Studiju_kursu_aptauju_izvērtējums_2021_2022.pdf | Studiju_kursu_aptauju_izvērtējums_2021_2022.pdf |
| Studiju_virzienu_vadība_2016.pdf | Studiju_virzienu_vadība_2016.pdf |

Physiotherapy (42722)

| | |
|---|---|
| Study field | Health Care |
| ProcedureStudyProgram.Name | Physiotherapy |
| Education classification code | 42722 |
| Type of the study programme | Professional bachelor study programme |
| Name of the study programme director | Alīna |
| Surname of the study programme director | Kurmeļeva |
| E-mail of the study programme director | alina.kurmeleva@lspa.lv |
| Title of the study programme director | Ph.D. veselības un sporta zinātnes nozarē |
| Phone of the study programme director | |
| Goal of the study programme | <i>Is to provide professional studies in the field of rehabilitation corresponding to the economic and social needs of Latvia, providing it with qualified and professionally trained physiotherapy specialists, in accordance with the Cabinet of Ministers of the Republic of Latvia Regulations No. 512 "Regulations on the State Standard of Second Level Professional Higher Education" and the Physiotherapist Professional Standard.</i> |
| Tasks of the study programme | <i>The main task of the Professional Bachelor's study programme is to ensure the achievement of the study results of the set of knowledge, skills and competencies in accordance with the knowledge, skills and competencies of the Level 6 of the framework specified in the Latvian education classification and the "Physiotherapist Professional Standard".</i> |
| Results of the study programme | <p><i>Learning outcomes:</i></p> <ul style="list-style-type: none"> <i>- Ability to demonstrate the basic and specialized knowledge of facts, theories, regularities and technologies characteristic of the physiotherapist profession and a critical understanding of this knowledge; moreover, part of the knowledge corresponds to the highest level of achievement in the physiotherapist profession.</i> <i>- Ability to show an understanding of the most important concepts and regularities of the physiotherapist's professional field.</i> <i>- Ability to use the acquired theoretical foundations and skills, to perform professional and research activities, to formulate and analytically describe information, problems and solutions in the physiotherapist profession, to explain them and discuss them with arguments both with specialists and with non-specialists.</i> <i>- Ability to independently structure their own learning, guide their own and subordinates' further learning and professional development, to show a scientific approach to problem solving, to take responsibility and initiative when working individually, in a team or leading other people, to make decisions and find creative solutions in changing or uncertain conditions.</i> <i>- Ability to independently acquire, select and analyse information and use it, to make decisions and solve problems in the physiotherapist profession, to show that they understand professional ethics, to evaluate the impact of their professional activities on the environment and society, and to participate in the development of the relevant professional field.</i> |

| | |
|--|--|
| Final examination upon the completion of the study programme | <i>Final examination:</i> - practical examination in the professional qualification; - the integrated test in the professional qualification; - development and defense of the bachelor thesis. |
|--|--|

Study programme forms

Full time studies - 4 years - latvian

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

Places of implementation

| Place name | City | Address |
|------------------------------------|------|---|
| Latvian Academy of Sport Education | RĪGA | BRĪVĪBAS GATVE 333, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1006 |

Full time studies - 4 years - english

| | |
|---|--|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | 4 |
| Duration in month | 0 |
| Language | <i>english</i> |
| Amount (CP) | 160 |
| Admission requirements (in English) | <i>Secondary education, B2 level of English</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Professional bachelor's degree in health care</i> |
| Qualification to be obtained (in english) | <i>Physiotherapist</i> |

Places of implementation

| Place name | City | Address |
|------------------------------------|------|---|
| Latvian Academy of Sport Education | RĪGA | BRĪVĪBAS GATVE 333, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1006 |

Part time studies - 4 years, 6 months - latvian

| | |
|---|--|
| Study type and form | <i>Part time studies</i> |
| Duration in full years | 4 |
| Duration in month | 6 |
| Language | <i>latvian</i> |
| Amount (CP) | 160 |
| Admission requirements (in English) | <i>Secondary education</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Professional bachelor's degree in health care</i> |
| Qualification to be obtained (in english) | <i>Physiotherapist</i> |

Places of implementation

| Place name | City | Address |
|------------------------------------|------|---|
| Latvian Academy of Sport Education | RĪGA | BRĪVĪBAS GATVE 333, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1006 |

Part time studies - 4 years, 6 months - english

| | |
|---|--|
| Study type and form | <i>Part time studies</i> |
| Duration in full years | <i>4</i> |
| Duration in month | <i>6</i> |
| Language | <i>english</i> |
| Amount (CP) | <i>160</i> |
| Admission requirements (in English) | <i>Secondary education, B2 level of English</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Professional bachelor's degree in health care</i> |
| Qualification to be obtained (in english) | <i>Physiotherapist</i> |

Places of implementation

| Place name | City | Address |
|------------------------------------|------|---|
| Latvian Academy of Sport Education | RĪGA | BRĪVĪBAS GATVE 333, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1006 |

3.1. Indicators Describing the Study Programme

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

Changes in the implementation of the Professional Bachelor's study programme in the academic years 2017/2018 - 2021/2022 were related to the improvement of the study process and quality.

The amount of contact hours of study courses was increased starting from the study year 2019/2020, taking into account the information provided by students and tutors on the need to increase the amount of contact hours:

- Study course "Remedial Gymnastics", for the 2nd year of full-time studies from 40 contact hours to 60 contact hours, for the 2nd year of part-time studies from 34 contact hours to 50 contact hours.
- Study course "Physiotherapy in Paediatrics", for the 3rd year of full-time studies from 40 contact hours to 60 contact hours, for the 4th year of part-time studies from 28 contact hours to 44 contact hours.
- Study course "Physiotherapy Planning and Medical Documentation", for the 3rd year of full-time studies from 20 contact hours to 24 contact hours, for the 3rd year of part-time studies from 14 contact hours to 20 contact hours.
- Study course "Self-Defence", for the 1st year of full-time studies from 20 contact hours to 24 contact hours, for part-time studies from 16 contact hours to 20 contact hours.
- Study course "Normal Physiology", for the 1st year of part-time studies from the 1st term to the 2nd term, "Basics of Biochemistry" from the 2nd term to the 1st term.
- Study course "Physiotherapy in Traumatology", for the 3rd year of full-time studies from 40 contact hours to 60 contact hours, for part-time studies from 28 contact hours to 36 contact hours.
- Study course "Physiotherapy in Internal Diseases", for the 3rd year of part-time studies from 40 contact hours to 50 contact hours, for full-time studies from 60 contact hours to 80 contact hours.
- Study course "Basics of Physiotherapy", for part-time studies the 1st year starts in the 1st term, not in the 2nd term, from 80 contact hours to 90 contact hours.
- Study course "Pathological Physiology", for the 2nd year of part-time studies from the 4th term to the 3rd term, "Kinesiology" from the 4th term to the 3rd term.

Since the 2019/2020 study year, new optional study courses were updated and included in the programme, each in the amount of 1 credit point, which students acquire in the amount of 6 credit points, for example, "Basics of Pilates", "Self-Defence", "Basics of Russian in Physiotherapy", "Basics of Nordic Walking", "Application of TRX Suspension Systems in Physiotherapy", "Theoretical and Practical Aspects of Research".

Due to the emergency situation due to the Covid 19 pandemic, starting from 2020, the study schedules were changed, taking into account the established epidemiological situation in the country, so that: study courses where there are no practical lectures and where practical lectures

were postponed to the next term were acquired; students would acquire the practically necessary skills, competencies and knowledge in order for students to achieve the results of the specific study courses and receive a quality study process in person, practically mastering the methodology of specific physiotherapy methods and technologies.

Consequently, the new “Physiotherapist Professional Standard” has been coordinated with PINTSA on 13.10.2021., and was available electronically in early November, as well as the study programme is being revised and adapted to the new professional standard. At the moment, changes have been made in the order of study courses in the content of the programme, taking into account that previously the accreditation commission reprimanded that the study programme also has several study courses in the field of sports and study courses in the amount of 1 CP, thus, changes are still planned from the study year 2022/2023:

- Study courses “Training Theory and Methodology of Acyclic Sports” (1 CP) and “Training Theory and Methodology of Cyclic Sports” (1 CP) as optional study courses; moreover, “Dermatovenerology” (1 CP) and “Hydrotherapy” (1 CP) are planned as professional specialization study courses of the branch accordingly.
- Study courses “General Physical Medicine” (1 CP) and “Special Physical Medicine” (2 CP) are combined in one study course - “Physical Medicine in Physiotherapy” (3 CP).
- Study course “First Aid” – further on “First Aid and Emergency Medical Aid” (2 CP).
- Study courses “Physiotherapy in Adapted Sports” (1 CP) and “Adapted Physical Activity in Physical Rehabilitation” (2 CP) are combined in the study course - “Physiotherapy in Adapted Sports and Adapted Physical Activity” (3 CP).
- Study courses “Physiotherapy in Sport” (2 CP) and “Physiotherapy in Athlete Rehabilitation” (1 CP) are combined - “Physiotherapy in Sport and Athlete Rehabilitation” (3 CP).
- Study courses “General Surgery” (1 CP) and “Basics of Clinical Care” (1 CP) are combined in the study course “Basics of Clinical Care in Physiotherapy” (2 CP).
- Study courses “Normal Physiology” (2 CP) and “Biology, Microbiology, Virology and Parasitology” (1 CP), “Age-Specific Physiology” (1 CP) and “Pathological Physiology” (2 CP) are combined in the study course “Human Physiology” (6CP).
- Study courses “Sport Biochemistry” (1 CP) and “Basics of Biochemistry” (1 CP) are combined in the study course “Biochemistry” (2 CP).
- The content of the study course “Biomechanics” (2 CP) is divided, added to “Anatomy” (3 CP) to 4 CP, and the content in the amount of 1 CP is added to the study course “Dynamic Anatomy” (3 CP) to 4 CP.
- The title of the study course “Theory and Methodology of Sports Training” is changed to “Health Sport - Theory and Methodology” (2 CP) and the content is supplemented to include the following study results:

Knowledge - Health care needs and approaches (seniors, women during pregnancy and the postpartum period, athletes), health promotion and preventive strategies (types, selection conditions, existing evidence of effectiveness) at the individual level, health risk screening (biopsychosocial approach, assessment tools, guidelines), assessment of daily physical activity habits (assessment tools reported by the patient, objective measurements), formulating goals for drawing up a health promotion plan at the individual level, scientific evidence-based health promotion, primary and secondary preventive measures, biopsychosocial approach to health at the individual level, physical activity guidelines and recommendations, European and Latvian level action plans or regulations in health promotion and prevention, scientifically based primary and secondary health preventive measures at the individual level, assessment methods (assessment of daily activities, physical activities, participation habits).

Competencies - ability to participate in the planning and implementation of health promotion and

preventive activities, with the aim of improving the health of an individual by understanding and applying the biopsychosocial approach, indicators of health determining factors and health promotion and preventive strategies.

Skills - to recognize and analyse the factors that promote and hinder health at the level of an individual. To analyse the needs of an individual belonging to a specific target group. To perform ergonomic risk factor screening. To carry out an ergonomic risk assessment in the context of physiotherapy within the framework of health promotion and primary prevention. To develop a targeted and specific ergonomic risk reduction plan in the context of physiotherapy. To implement a targeted and specific ergonomic risk reduction or prevention plan in the context of physiotherapy. To carry out interdisciplinary cooperation with specialists of other fields for the promotion of an individual's health. To collaborate with patient rights and advocacy organizations to promote an individual's health. To educate patients about health promotion and prevention. To provide evidence-based and patient-friendly recommendations for physical activity. To provide evidence-based recommendations for ergonomic risk reduction in the context of physiotherapy:

- Study course "Sports Medicine" (3 CP) is integrated into the study course "Physiotherapy in Sport and Athlete Rehabilitation" (3 CP). For the study course "Professional Ethics. Normative Documents Regulating Treatment" (1 CP), the title is changed to "Professional Ethics. Normative Documents Regulating Treatment and Interpersonal Communication" (2 CP) (content integrated 1 CP from the study course "Sports Medicine") and the content of the study course in the amount of 2 CP is added to the study course "Basics of Physiotherapy" (now 6.5 CP) and "Basics of Physiotherapy II" (4.5 CP).
- Study courses "Basics of Accounting" (1 CP), "Basics of Business and Management" (1.5 CP), "Records Management" (0.5 CP) are combined and one study course is created - "Basics of Business in Health Care" (3 CP).
- Study course "Basics of Sport Psychology" (1 CP) is transformed into a new study course "Critical Analytical Thinking" (1 CP) in accordance with the professional standard.
- Study course "General Pedagogy" (1 CP) is combined with the study course "Adult Education (1 CP), and the study course "General and Health Pedagogy" (2 CP) is created.
- Study course "Remedial Gymnastics" (2 CP) and "Physical Fitness in Physiotherapy" (1 CP) are combined in one study course "Basics of Remedial Gymnastics" (3 CP).
- Study courses "Motor Development, Motor Control" and study course "Basics of Movement Therapy" are combined in the study course "Basics of Movement Therapy and Motor Control" (3 CP).
- Study courses "Research Methodology" and "Metrology, Medical Statistics" are combined in the study course "Research Methodology in Health Care" (3 CP).
- Study courses "Paediatrics" and "Basics of Speech Therapy" are combined in the study course "Basics of Paediatrics and Speech Therapy" (2 CP).

The descriptions of the study courses were supplemented with the skills, competencies and knowledge to be acquired in the study results, so that the study programme would be improved and acquired according to the "Physiotherapist Professional Standard". For example, the study results of the new study course "Critical Analytical Thinking" (1 CP) are as follows:

- Skills - To orient oneself in the regulatory enactments on the accessibility of health care services. To get involved in defending the professional interests of the physiotherapy industry. To engage in advocacy for patient groups in the context of physiotherapy.
- Knowledge - Principles of critical and critical analytical thinking to promote service accessibility. Models of clinical judgment, Critical thinking and critical analytical thinking in interpreting the results of an examination. Critical thinking and critical analytical thinking in the interpretation of examination results, knowledge synthesis and decision making.

- Competencies - Ability to defend the professional and patient interests of the physiotherapy industry, promoting understanding of the profession, promoting its development and versatility, and accessibility. Ability to interpret, analyse and evaluate the results obtained during the physiotherapeutic assessment and to determine the functional problem, explaining to the patient the causes of complaints and the information obtained as a result of the assessment in a language the patient understands (see Appendix 3.2.1_2.).

Since the above-listed changes in study courses apply to all study years, a note that the course is begins from the 2023/2024, 2024/2025 or 2025/2026 academic year sometimes appears in the study course descriptions, as this subject is to be studied in the second, third or fourth study year, respectively. This year, the second, third, fourth and fifth study years are still studying according to the old programme, so the current first-year students will be in their second year during the 2023/2024 academic year, in their third year during the 2024/2025 academic year, and in their fourth year during the 2025/2026 academic year.

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

In accordance with the main goal set in LASE strategy, LASE also implements the accredited study direction "Health Care". In accordance with the Cabinet of Ministers Regulations No. 793 "Regulations for Opening and Accreditation of Study Directions" [1], the Professional Bachelor's study programme "Physiotherapy", (42722) fully corresponds to the "Health Care" study direction. According to the Latvian education classification, the Professional Bachelor's study programme "Physiotherapy" (42722) corresponds to the "Health Care" study direction and the code of the study programme corresponds to the educational programme group "Medical Services". The degree to be obtained is a Professional Bachelor's degree in Health Care and the professional qualification to be obtained is "Physiotherapist". According to the "Physiotherapist Professional Standard [2]", a physiotherapist is a medical practitioner, a functional specialist. A physiotherapist independently examines, assesses and analyses the functional condition of patients and persons of any age, draws up a physiotherapy treatment plan and implements a person-centred treatment process, helping to regain the lost function, reduce its deficiency or compensate for it; purposeful selects and applies of evidence-based medical technologies in physiotherapy. Prepares an opinion on the patient's functional condition and is responsible for the outcome of his/her own professional activities. Participates in scientific research projects and implementation of professional education, promoting the development of the specialty. A physiotherapist performs his/her professional activity independently or as a member of a rehabilitation team in a medical institution of any form and affiliation. A physiotherapist maintains and enhances his/her professional qualification in accordance with the regulations of the specialty.

The aim of the Professional Bachelor's study programme "Physiotherapy" is to provide professional studies in the field of rehabilitation corresponding to the economic and social needs of Latvia,

providing it with qualified and professionally trained physiotherapy specialists, in accordance with the Cabinet of Ministers of the Republic of Latvia Regulations No. 512 "Regulations on the State Standard of Second Level Professional Higher Education" and the Physiotherapist Professional Standard. The main task of the Professional Bachelor's study programme is to ensure the achievement of the study results of the set of knowledge, skills and competencies in accordance with the knowledge, skills and competencies of the Level 6 of the framework specified in the Latvian education classification and the "Physiotherapist Professional Standard"^[2]. Thus, specific study results to be achieved for the study programme have been determined:

- Ability to demonstrate the basic and specialized knowledge of facts, theories, regularities and technologies characteristic of the physiotherapist profession and a critical understanding of this knowledge; moreover, part of the knowledge corresponds to the highest level of achievement in the physiotherapist profession.
- Ability to show an understanding of the most important concepts and regularities of the physiotherapist's professional field.
- Ability to use the acquired theoretical foundations and skills, to perform professional and research activities, to formulate and analytically describe information, problems and solutions in the physiotherapist profession, to explain them and discuss them with arguments both with specialists and with non-specialists.
- Ability to independently structure their own learning, guide their own and subordinates' further learning and professional development, to show a scientific approach to problem solving, to take responsibility and initiative when working individually, in a team or leading other people, to make decisions and find creative solutions in changing or uncertain conditions.
- Ability to independently acquire, select and analyse information and use it, to make decisions and solve problems in the physiotherapist profession, to show that they understand professional ethics, to evaluate the impact of their professional activities on the environment and society, and to participate in the development of the relevant professional field.

The study results to be achieved in the acquisition of the study programme and the study results to be achieved in the study courses are interrelated (Appendix 3.2.1._3). Admission requirements include a requirement for a centralized examination in biology, which ensures the further acquisition of the professional qualification.

The title of the programme, the code, the degree to be obtained, the professional qualification and the aims and tasks of the professional qualification, the study results, as well as the admission requirements are interrelated.

The Professional Bachelor's study programme "Physiotherapy" (42722) can be acquired in full-time and part-time studies. The duration of studies is as follows:

- In full-time studies – 4 years (8 terms).
- In part-time studies – 4 years 6 months (9 terms).

The volume of the study programme in both full-time and part-time studies, respectively, is 160 credit points. Full-time studies take place 5 days a week, part-time studies take place 2 days a week, so the student can choose a suitable way of implementing the study programme.

Considering the current geopolitical situation and, consequently, the decrease in the interest of foreign applicants, LSPA does not plan to implement variants of the study program in English in the near future.

[1]

<https://likumi.lv/ta/en/en/id/303956-regulations-regarding-opening-and-accreditation-of-study-fields>

[2] <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-187.pdf> (Only in Latvian)

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

In cooperation with employers and professional organizations, the issues of employment opportunities for graduates are being addressed. Draft training plans for specialists required for the labour market are being prepared, as well as participation in working groups. One of the most important factors in providing quality health care services to the population at each level of health care is the specialists or human resources involved in the health care process - their qualifications, adequate number of specialists, rational location. This understanding is fully in line with the goals and development direction of the programme of the "Health Care" direction. It should also be noted that LASE, as an implementer of health care specialization, can cause significant changes in the training of specialists - development of joint programmes, implementation of separate courses and modules in a foreign language to solve educational export to other countries, organization of new practice places for the implementation of the programme of the direction, improvement of study quality and better opportunities for graduates in the labour market.

A physiotherapist can perform his/her professional activity independently or as a member of a multi-professional rehabilitation team in public hospitals, rehabilitation centres, polyclinics, health centres, professional sports institutions, private practices, social institutions, educational institutions, SPAs, sports clubs, etc.

In 2020, the Latvian Association of Physiotherapists (LAP) conducted a research on "Analysis of the Professional Career of Physiotherapists in Latvia", 547 physiotherapists are registered in Latvia as the main job, physiotherapy services are provided by 210 medical institutions and about 100 physiotherapy graduates enter the labour market each year, 145 (87%) work in the profession, the majority - 106 (64%) - in Riga. The majority of the employment sector is in public hospitals - 18.62%, rehabilitation centres - 17.93%, polyclinics or health centres - 20.29%, private practice - 15.17%, social institutions/home care - 13.79%, educational institutions - 5.52%, sports facilities - 8.28%. According to the research, it is concluded that there is a significant shortage of professionals in sports practice in physiotherapy in sports.

In turn, the information provided by the Ministry of Education and Science in 2021 on the employment of LASE graduates in the field of "Health Care" shows that almost 60% of graduates are employed in the field of health and social care, 9% - in the field of education, 5% - in the field of recreation, 3% - in public administration, 9% - in the wholesale sector. Unemployed were only 3.2%, which is lower than the average in state higher education institutions - 3.4%. In turn, 3.6% of LASE graduates have founded a company.

Analysing the indicators on employment and unemployment presented in the reports "Low-Skilled Labour Force in Latvia[1]" and "Informative Report on the Average and Long-Term Labour Market Forecasts[2]" prepared by the Ministry of Economics in 2018 and 2020, it can be concluded

that in recent years there has been a significant increase in public consumption for the increase of national defence capabilities, health and education; in 2019, the fastest growth of wages is observed in health care - by 13.2%, the majority (37%) of employees work in highly qualified professions and are employed in public service sectors (public administration, health care, education). In 2019, almost 2/3 of the total increase in occupied jobs was accounted for by three sectors - health care, administrative and support service activities and trade. At the same time, the lowest unemployment rate after graduation is observed among graduates in agriculture, as well as in the fields of health care and social welfare. In turn, the increase in the share of both enrolled students and graduates in recent years has been observed in the thematic fields of natural sciences, mathematics and information technology, health care and social welfare education. Public service sectors (public administration and defence, education, health and social care) are closely linked to demographic trends. In the long run, the fastest growth is expected in health and social care among other public service industries due to the aging population. As health care is expected to have a faster growth in the future than other sectors, health care specialists will be needed, which justifies the economic and social significance of the study programme. One of the current tasks in the study process is to reduce the dropout rate.

Health care services are largely distinguished by the availability of human resources for the provision of the specific services, because a state is able to meet the domestic demand and the needs of foreign patients only if the respective state has a sufficient supply of specialists in the relevant field.

The purpose of medical rehabilitation services is to provide persons with certain functional limitations with the reduction or elimination of these limitations, as well as the assessment and reduction of the risk of complications. Medical rehabilitation services are provided by physical and rehabilitation medicine practitioners, functional specialists in the form of consultations, multi-professional or mono-professional medical rehabilitation services, with the participation of other medical treatment and medical support persons (National Health Service, 2021). Based on the research on "Analysis of the Professional Career of Physiotherapists in Latvia", the majority (87%) of the graduates of the Bachelor's study programme in Physiotherapy at Latvian higher education institutions have been employed in physiotherapy, mainly in Riga, in outpatient institutions, and in several workplaces. At present, the issue of ensuring the availability of physiotherapy specialists in the regions of Latvia is topical.

[1] <https://www.em.gov.lv/lv/media/535/download> (Only in Latvian)

[2] <https://www.em.gov.lv/lv/media/598/download> (Only in Latvian)

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

During the six-year period, 442 students were admitted to the Professional Bachelor's study programme "Physiotherapy" in full-time studies (Appendix 3.1.4_1) and 332 students were enrolled in part-time studies (Appendix 3.1.4_2). A total of 774 students have been enrolled in both full-time and part-time studies over the six-year period.

In the 2015/2016 academic year, the number of full-time matriculated students was 79. The lowest number of matriculated students was in the 2016/2017 academic year – 61 students, while in the 2017/2018 academic year 77 students were matriculated; the number of matriculated students has increased on average by 21% compared to the 2016/2017 academic year. Analysing the 2018/2019 academic year, 81 students were matriculated, which is 5% more than in the previous academic year and the 2019/2020 academic year when 82 students were matriculated, which is 1% more than in the previous year. The number of enrolled students has tended to increase until the 2019/2020 academic year. In the 2020/2021 academic year, 62 students were admitted, which is 24% less than in the 2019/2020 academic year. The decrease in the number of students is related to the epidemiological situation in the country, the prevalence of the COVID-19 infection, and the uncertainty about the acquisition of practical training in person or remotely.

Evaluating the number of part-time students, 68 students were admitted in the 2015/2016 academic year. In the next two years, the 2016/2017 academic year and the 2017/2018 academic year, there is a decrease in the number of matriculated students. In the 2016/2017 academic year, 48 students were admitted, and the number of students has decreased by 41% compared to the 2015/2016 academic year. In the 2017/2018 academic year, 48 students were admitted. This has remained unchanged. Over the next three years, there has been an increase in the number of matriculated students. In the 2018/2019 academic year, 59 students were admitted. The number of enrolled students increased by 19%. In the 2019/2020 academic year, again a slight decrease in the number of students is observed as 53 students were enrolled, a decrease of 11% on average compared to the previous year. In the 2020/2021 academic year, 56 students were admitted, which is 5% more than in the previous academic year. This could be due to the public interest in health care, and there are also students who resumed their studies after dropping out of the Academy due to difficulties in connecting studies and work.

Evaluating the number of students who graduated from the Professional Bachelor's study programme "Physiotherapy" during the reporting period, there were 154 full-time students and 81 part-time students. Furthermore, 22 students graduated in the 2015/2016 academic year. In the 2016/2017 academic year, 40 students graduated, which is 50% more than in the previous year. The number of graduates in the 2017/2018 academic year increased, as 61 students graduated, which is 34% more than in the previous academic year. The 2017/2018 academic year had the highest number of graduates in the six-year period. In the 2018/2019 academic year, 35 students graduated from the full-time programme. There is a 74% drop in graduates. There is a decrease in the number of graduates in the 2019/2020 academic year as well. Compared to the 2018/2019 academic year, the number of graduates decreased by 45%. In the 2020/2021 academic year, 34 students graduated from the full-time programme, which is 30% more than in the 2019/2020 academic year. The number of graduates in the part-time programme is gradually increasing over a 6-year period as well. The number of graduates is increasing every year. A total of 9 students graduated in the 2015/2016 academic year, and the number of students did not change in the 2016/2017 academic year – there were 9 students. The number of graduates tends to increase starting from the 2017/2018 academic year, where the number of graduates has increased by 50% compared to the previous 2016/2017 academic year. In the 2018/2019 academic year, the number of graduates who graduated from the Academy was 19 students. Compared to the previous year, there is an increase of 5%. In the 2019/2020 academic year, the number of graduates was the same, as 19 students graduated. In the 2020/2021 academic year, 25 students graduated from the part-time programme, which is 31% more in comparison to the previous academic year. The difference between the enrolled students and the graduates is related to the fact that many students renew their studies and drop out every year, continuing to work in the chosen profession. The increase in the number of enrolled and graduated students in recent years is also due to the growing interest of the public in the physiotherapy profession and health sciences in general, as the

sedentary lifestyle in society is increasing in relation to the 21st century work culture since most jobs involve sitting at a computer. It has also been influenced by the COVID-19 pandemic, which is forcing many to spend time at home, work from home.

Evaluating the drop-out rate of full-time students of the Professional Bachelor's study programme "Physiotherapy" during the reporting period, then in total 57 students were excluded in 4 study years in the 2015/2016 academic year. In the 2016/2017 academic year, a total of 70 students were excluded from 4 study years. In the 2017/2018 academic year, a total of 56 students were excluded from 4 study years. In the 2018/2019 academic year, a total of 62 students were excluded from 4 study years. In the 2019/2020 academic year, a total of 48 students were excluded from 4 study years. In the 2020/2021 academic year, a total of 60 students were expelled from 4 study years. Evaluating the drop-out rate of part-time students of the Professional Bachelor's higher education study programme "Physiotherapy" in the reporting period, a total of 42 students were expelled in 5 study years in the 2015/2016 academic year. In the 2016/2017 academic year, a total of 39 students were excluded from 5 study years. In the 2017/2018 academic year, a total of 52 students were expelled in 5 study years. In the 2018/2019 academic year, a total of 39 students were expelled from 5 study years. In the 2019/2020 academic year, 57 students were expelled from 5 study years, and a total of 40 students have been expelled from 5 study years in the 2020/2021 academic year. Analysing the reasons for the large number of drop-out students, an important reason why students drop out in the 1st study year is that they are not used to independently acquiring theoretical knowledge to the extent required by the study courses "Physiology", "Anatomy", "Dynamic Anatomy" in order to successfully acquire these courses. About 20-30% of 1st year students do not regularly attend classes in anatomy, physiology, biochemistry. Therefore, in order to reduce the number of drop-out students both in full-time and part-time studies, we have made changes in the study course "Anatomy", extending time allocated for acquiring the study content so that the final evaluation would take place in the 2nd term instead of the first as it had been thus far, giving students more time for studying and mastering the study course more thoroughly. Students are also provided with an electronic application for consultations in order to optimize the student consultation process.

Evaluating the number of full-time students by study years according to the study language, it can be observed that the study programme is mostly acquired in Latvian, in total 1340 students studied in Latvian over 6 years from the 2015/2016 academic year until the 2020/2021 academic year. The programme was acquired in English by 1 student from Russia. The number of students studying in English did not change from the 2019/2020 academic year, it is related to the limited opportunities to travel with the existing restrictions that affect travel from the students' home countries.

In the part-time programme, 1115 students studied in Latvian over a six-year period. During the reporting period, 182 students study part-time in Latvian. In part-time studies, there is no English language flow.

Students study full-time and part-time in the programme at the expense of private or legal entities.

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the study courses is updated in accordance with the needs of the health care branch and the current Physiotherapist Professional Standard (13.10.2021) and scientific development trends in the field, see Appendix 3.2.1_1., 3.2.1_2., 3.2.1_3.

Feedback is also received from professionals - employers who also participate in providing students with clinical practice. Also, the content of the courses is updated in accordance with the trends in the development of science - tutors participate in various scientific projects, learn the methods of applying the latest technologies, which are also implemented in practice and in the study content.

The director of the study programme checks the compliance of the results of the study courses with the study results of the study programme by performing mapping. When preparing the description of the study course and formulating the achievable results of the course, the teaching staff focuses both on the achievement of the course goal and on ensuring the results of the programme. Analysing the study courses of the Professional Bachelor's programme "Physiotherapy", it can be concluded that their results ensure the achievement of the results of the study programme.

LASE Professional Bachelor's study programme „Physiotherapy“ has been developed on the basis of the LR Cabinet of Ministers Regulation No. 512 „Regulations on the State Standard of the Second Level Professional Higher Education“, which regulated the compulsory content of the Professional higher education Bachelor's study programme.

1. General education study courses – 20 CP
2. Professional specialization courses of the field – 60 CP
3. Elective courses – 6 CP
4. Basic theoretical courses of the field and information technology courses – 36 CP
5. Practice outside the educational institution – 26 CP
6. State examinations – 12 CP

In accordance with the requirements of Paragraph 12 of the Cabinet Regulation No. 512 “Regulations on the State Standard of the Second Level Professional Higher Education”, the programme includes courses in environmental protection and civil protection starting from the 2017/2018 study year.

In the first study years, the basic courses provide basic knowledge in disciplines where students will need to acquire in-depth knowledge in the coming years. Basic study courses provide an opportunity to acquire skills in research, written and verbal communication, as well as skills for critical thinking in the context of health care.

During the acquisition of the Bachelor's programme, the student develops and defends at least three term papers, followed by the Bachelor's Thesis.

Macrostructure of the study programme has not been changed during the reporting period in 2017/2018 and 2020/2021 academic years, maintaining the ratio of the following parts of the programme (in the amount of CP), the total amount of CP remaining unchanged - 160 CP. Such a structure of the programme complies with the Cabinet Regulation No. 512 "Regulations on the State Standard of the Second Level Professional Higher Education" (26.08.2014. (Prot. No.45 31.§)

The study programme plan, list of study courses and study modules along with their amount in credit points, distribution by the obligatory, limited choice or free choice parts of the study programme, indicating their amount in credit points and implementation plan can be found in Appendix 3.2.1_4. and 3.2.1_5.

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

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

During the implementation of the programmes included in the "Health Care" study direction, the principles of the Latvian Qualifications Framework are observed. Namely, a Professional Bachelor's degree in the qualification of physiotherapy provides a set of knowledge, skills and attitudes that allow to perform highly qualified professional activities in the respective field and provide an opportunity for further studies in Master's study programmes.

In the practical study implementation of the Professional Bachelor's study programme „Physiotherapy”, based on the specifics of the respective study course and the type of the contact class (a lecture, practical and laboratory works and seminars), the monologue, dialogic or active, and research study methods is used in joint relations, which is a joint or individual cognitive activity of students and tutors, which is planned and intended to achieve student development goals. Forms of knowledge control are tests, test work, reports, examinations of students' individual work, thematic presentations, analysis of medical history.

While acquiring the basic theoretical courses of the field and information technology

courses, the leading study form is lectures, practical classes and independent studies. The knowledge acquired in this part is controlled by the tutors via tests, essays, test work, reports, etc.

65.8% of the acquisition of professional specialization courses of the field are implemented in practically in practical classes, there are significantly fewer lectures and seminars. During the clinical practice, students acquire practical work skills of a physiotherapist.

The form of studies for the acquisition of basic social, communicative and organizational skills is lectures and practical classes.

In the lectures, as the main form of the monologue method, which is implemented with the help of modern information technologies, in order to provide feedback to the audience and a greater variety of forms, tutors also creatively include elements of the dialogic method: ask questions to the audience, organize group work or individual tasks, while the lecture content emphasizes both the theoretical, historical and practical aspects of the topic and the illustration of theoretical findings using appropriate statistical factual material. Purposeful and attractive development of students' attitudes, skills and knowledge is provided by dialogical method forms: instructive conversations, stimulating groups, "brainstorming", dialogue, discussions, role plays. These study forms help to discover students' individual creative thinking opportunities and formulate non-traditional ideas and solutions, promote a more thorough understanding of a problem or issue, develop communicative skills (to express and defend one's opinion, persuade), ensure real competition, cooperation, critical assessment, creativity and active involvement of the participant.

A special role in the practical implementation of the study programme is the application of the research study method, due to its various forms - problem tasks, situations and practical tasks, projects, literature studies, strategic analysis and planning, research tasks, seminars.

Critical evaluation and solution of theoretical and practical findings and problems is emphasized and provided, individual and group work is promoted, for students with tutors, providing feedback in the context of the acquired theoretical knowledge and skills in the form of a written or verbal result. In terms of improvement of study methods and forms, the emphasis is on further development of lectures and interactive study forms: work in small groups, independent work, development and presentation of projects and reports, and opportunities for wider use of the latest information system technology tools in the study process.

The teaching staff of the Professional Bachelor's study programme "Physiotherapy" has prepared and typographically reproduced the teaching aids of the taught study courses, lecture courses, collections of practical work assignments, methodological instructions for the acquisition of study courses and independent work assignments for specific study courses. Students have the opportunity to obtain particular lecture materials in electronic format or to receive them in their e-mail or for reproduction from printed text. In lectures and seminars, there are opportunities to widely use grafo projectors, MS Power Point technical possibilities with a video projector.

In practical classes such as „Basics of Manual Therapy“, „Therapeutic Gymnastics“, „Massage“, „Basics of Movement Therapy“, „Motor Development Control“, „Physiotherapy in Paediatrics“, „Physiotherapy in Sport“, „Adapted Physical Activity in Physical Rehabilitation“, „Physiotherapy in Traumatology“, „Physiotherapy in Internal Diseases, Rheumatology, Gerontology“, „Theory and Methodology of Acyclic Sports Training“, „Theory and Methodology of Cyclic Sports Training“, „Physiotherapy in Gynaecology and Obstetrics. Women Health Care“ use such study forms as assessment methods, the main ones being: analysis of posture and gait, measurement and analysis of the volume and quality of movements, assessment of muscle functions (strength, length, endurance), balance and coordination tests, analysis of motor control,

assessment of body sensation and awareness, assessment of muscle and ligament tension, cardiovascular responses to exercise, assessment and analysis of respiratory functions, as well as various special tests. Both active and passive therapy methods are mastered in practical classes. The main physiotherapeutic treatments are: therapeutic exercises (both active and passive for various purposes (e.g., to improve muscle function, to improve respiratory function, to promote body sensation with and without various tools), balance and coordination training, relaxation techniques, positioning, soft tissue techniques and joint mobilization, special therapies: Bobath therapies, PNF, PIR, Feldenkrais method, etc., physical factors (cold and heat applications, ultrasound, TENS, etc.), assistive device training and exercise).

In accordance with the Cabinet Regulation No. 716 "Minimum Requirements for the Content of the Mandatory Course in Civil Protection and the Content of Training of Employees in Civil Protection" and the Environmental Protection Law, the scope of the study course "Civil Protection" must be at least 1 CP. Upon examining the specified regulatory enactments, it was found that a first aid course is also included in the list of topics of the 1 CP scope of the study course "Civil Protection". However, first aid is acquired at LASE as a separate course in the amount of 2 CP. Therefore, the first aid part of the study course "Civil Protection" is replaced by ecology topics, so that the subject would be worth 1 CP.

The principles of student-centred education are ensured in training process at the Academy:

- The most optimal and appropriate teaching techniques and methods are applied to the student body, course content and implementation type;
- Evaluation is performed and teaching techniques and methods are updated;
- The student's ability to work independently is developed, while the teaching staff provides the student with support and guidance;
- Student complaints and appeals are reviewed and resolved;
- Mutual respect between the student and the tutor is encouraged;
- The evaluation criteria are publicly available and clear; the evaluation procedure is fair and regulated.

Evaluators are familiar with examination methods and evaluation criteria, and provide feedback to the student after giving the evaluation. If teaching staff capacity permits it, then more than one evaluator participates in the evaluation.

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

In the Professional Bachelor's higher education study programme "Physiotherapy", students are offered and provided with practice places in more than 20 medical institutions not only in Riga, but also in the regions of Latvia (for example, Ventspils Hospital, Liepaja Regional Hospital, Rehabilitation Centre "Līgatne", NRC "Vaivari", etc.), including rehabilitation centres, hospitals, private practices, sports schools (see Appendix 3.2.4._1). The student is free to choose practice

places outside the practice places offered by the Academy closer to the place of residence, but the practice must meet the main conditions of the practice content – during the practice, the student gets acquainted with physiotherapist's work organization and responsibilities in various health care and physiotherapy-in-sport-related organizations and works under the guidance of a certified physiotherapist/rehabilitation doctor. During the practice, the thematic directions of the practice are acquired (in neurology, internal diseases, sports, paediatrics, traumatology - orthopaedics). There are practice places that provide three thematic cycles, such as Riga East Clinical University Hospital. As in all practice places, there is a set number of students in a specific field of practice working at the same time, for example, three students at the same time in the Neurology practice field at the Riga East Clinical University Hospital.

The tasks of the professional qualification practice in the Professional Bachelor's higher education study programme “Physiotherapy” are related to the results of the study programme. The aim of the practice is to strengthen and develop the knowledge, competencies and skills acquired previously in the study programme to work with patients of different age groups in the prevention of functional disorders, to provide practical improvement of skills and abilities in accordance with the Physiotherapist Professional Standard, to prepare students for creative, research and therapeutic work, as well as to create competitive professional specialists in the physiotherapist specialty who are actively involved in the health care system.

The tasks of the practice are as follows: to get acquainted with the organization of physiotherapist work in various health care institutions and organizations related to physiotherapy in sport; to apply the acquired theoretical knowledge required in the physiotherapist specialty in practical work, based on the amount of the acquired theoretical basis; to perform physiotherapeutic treatment independently, in accordance with the physiotherapeutic treatment plan, using the physiotherapy technologies and treatment methods approved by the National Health Service, to perform physiotherapeutic procedures, to draw up the documentation of physiotherapeutic treatment and practice in accordance with the requirements of the Medical Treatment Law, compiling, systematising and analysing the processed database for the performance of scientific work, as well as to acquire skills to work in a multi-professional rehabilitation team.

The tasks and goal of the professional qualification practice are closely related to the results to be achieved of the study programme, such as – is able to demonstrate the knowledge of the profession and specialized facts, theories, regularities and technologies characteristic of the physiotherapist professional field and a critical understanding of this knowledge, and part of the knowledge corresponds to the highest level of achievement of the physiotherapist profession; is able to demonstrate an understanding of the most important concepts and regularities of the physiotherapist professional field; is able to use the acquired theoretical foundations and skills to perform professional and research activities, formulate and analytically describe information, problems and solutions in the physiotherapist profession, explain them and discuss them with arguments both with specialists and non-specialists; is able to independently structure their own learning, direct their and subordinates' further learning and professional development, show a scientific approach to problem solving, take responsibility and initiative, working individually, in a team or leading other people, make decisions and find creative solutions in changing and uncertain conditions; is able to independently acquire, select and analyse information and use it, make decisions and solve problems in the physiotherapist profession, show that they understand professional ethics, evaluate the impact of their professional activities on the environment and society, and participate in the development of the relevant professional field.

Professional qualification practice
https://www.lspa.lv/files/2022/PRAKSE_bakalaurus_FIZIOTERAPIJA_03112022.pdf [1] (Only in Latvian)
for students takes place after the acquisition of all study courses; thus, the student applies the

acquired knowledge, skills and competencies acquired during, for example, professional study courses, Physiotherapy in Neurology, Physiotherapy in Traumatology and Orthopaedics, Physiotherapy in Paediatrics, etc. Therefore, the tasks of the practice are fulfilled and the goal of the professional qualification practice is achieved, as well as the results of the study programme are achieved.

Foreign students and those studying in Latvian have equal practice opportunities, because foreign students also learn the Latvian language during the study process.

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

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

In the period from 2017/2018 ac. y. until the 2021/2022 ac. y., a total of 217 Bachelor's Thesis have been defended in the Professional Bachelor's study programme "Physiotherapy" on topical topics in the field of health care. The topics of Bachelor's thesis are developed based on the experience of tutors, both the recommendations of employers and the professional competencies, skills and knowledge specified in the Physiotherapist Professional Standard. Students choose the final topics according to their interests, according to the research directions offered by the tutors and current events in the field of health care.

Analysing the choice of topics for the final paper, they can be divided as follows:

- Theoretical papers, which reflect systemic reviews, such as, "Possibilities of Using Virtual Reality to Improve Lower Extremity Motor Function in Children With Cerebral Palsy".
- Practical research, when a student does practical work with a patient or a group of patients, such as, "Assessment of the Functional State of the Respiratory System in Preschool Children", or "Studies on the Effect of Active Deep Torso Muscle Stability on Cognitive Abilities and Parameters Influencing the Risk of Falling in the Elderly Past 65 Years". In practical research, students choose a specific age group, the group can be pre-school children, adolescents, adults and seniors. Many topics are about trauma and rehabilitation after injuries, for example, "Functional Condition of the Knee Joint After Knee Replacement", and after surgeries, for instance, "Application of a Set of Active and Passive Exercises After Wrist and Finger Flexor Tendon Surgeries". Other practical studies are selected for various diagnoses and diseases, such as "Quality of Life Parameters in Children with Bronchial Asthma". The topics of the Bachelor's Thesis are selected in connection with physical abilities, for example, "Analysis of the Work Abilities and the Level of Physical Activity for the Participants with Type 2 Diabetes of the Indirect Supervision Individually Adapted Extended Interval Walking Training Group of the Project "Walk Healthy"", as well as on posture and asymmetry and correction options, for instance, "Correction of Posture Asymmetry in

Children in Combined Sports (Aged 9-12). Also, topics are selected on the functional state, its changes due to the influence of various factors and correction. The topics of the practical work are selected on the movement and motor skills in people with special needs, and physical activity and health.

All topics have been selected and developed in connection with the requirements and standards of the Physiotherapy qualification, in accordance with the tasks of the programme: To implement professional studies in physiotherapy that promote implementation of democratic values and develop personality, as well as that meet the Physiotherapist Professional Standard and are applicable in practice. To promote the competitiveness of young specialists in the current changing socio-economic conditions in the local and international labour market.

During the evaluation period, the average score of Bachelor's Thesis in the last 5 years is Grade 6.5. During the evaluation period, 4 students defended their Bachelor's Thesis and received Grade 9, 27 students received Grade 8, 84 students received Grade 7, and 63 students received Grade 6. The Bachelor's Thesis was defended by 29 students, receiving Grade 5, and 10 students received Grade 4. Almost every year at least one student receives the highest grade (Grade 9). The fact that this assessment is not given too often only confirms the serious attitude of the State Examination Commission in assessing the work done by each student. No unsatisfactory grades have been given in the last 5 years.

3.3. Resources and Provision of the Study Programme

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

For the needs of the study programme, the necessary informative, material and technical resources are provided, which are available both within the direction and at the Academy as a whole.

The material and technical provision of the study programme "Physiotherapy" for the realization of the study courses are portable computers, projectors which are located in the premises of theoretical and practical classes. Due to the epidemiological situation in the country in connection with the spread of the COVID-19 infection, theoretical classes were held remotely, and, in order to ensure a quality study process, WEB cameras were used, where tutors and students could actively participate in the acquisition of study courses.

Material and technical base can be used to ensure the study process of the Professional higher education programme "Physiotherapy", to carry out scientific research, to develop projects, term papers and Bachelor's Thesis: podography equipment „BALREKS" for assessment of foot support reaction, static balance testing and assessment platform „DBA DIGITAL BALANCE ANALYZER", skiing technical performance analysis programme „Swing-2008", training and functional condition determining system „OMEGA", ball flight speedometer „Super Schus", Vienna Test System for psychophysiological abilities, vertical jump tester „Vertec", start reaction time device „Reactime" and universal wireless time-keeping device „Racetime2", „Cable Motion Dual Adjustable Pulley

(CMDAP)" trainer, explosive strength measuring equipment „Fitro Dyne Premium", reaction speed measuring equipment „Fitro Agility sheck", isokinetic dynamometric system „REW 9000", vibrostimulation complex „RE 21", scientific equipment „BALREX ANALIZER OF SUPORT RESPONSE".

In the reporting period, teaching aids have been purchased for the qualitative realization of the study process: muscle posters, schemes, skeletons and their parts. In addition, functional beds (couches), massage couches and folding massage couches were purchased. The small inventory of physiotherapy is regularly replenished every year, for example, metal goniometer sets, callipers, pulse oximeters, etc. inventory was purchased during the reporting period. Thermal sheets were purchased in the study course "First Aid". AiRex gymnastic mats, therapy balls in various shapes, balance hedgehogs, wedges, balance surfaces, massage rollers, large Togy balls of different sizes, etc. inventory was purchased In the study course "Therapeutic Gymnastics". Additional blood pressure monitors, spirometers and tuning-forks, neurological hammers, etc. inventory was purchased in the study course "Basics of Physiotherapy" and "Sports Medicine".

The Professional Bachelor's study programme "Physiotherapy" uses the material and technical base of cooperation partners (medical institutions). For example, the material and technical base of the National Rehabilitation Centre "Vaivari" is used within the framework of the study course "Neurology", as well as in providing students with practice opportunities.

The LASE Health Care in Sport Research Centre and the Sport Science Research Laboratory are used to ensure the study process of the Professional higher education programme "Physiotherapy", to carry out scientific research, and to develop projects, term papers and Bachelor's Thesis. The laboratory of the Research Centre has been operating since September 4, 2020. The laboratory was created with the help of European Union funds. (project No. 8.1.1.0/17/I/013). The Health Care in Sport Research Centre has modern research equipment that students use to conduct a variety of research.

https://www.lspa.lv/eng/index.php?option=com_content&view=category&layout=blog&id=35&Itemid=72

The modern, state-of-the-art equipment, such as the "Technobody prokin 252" Dynamic balance equipment, is available at the Health Care in Sport Research Centre. "Optojump next" Infrared landing measuring equipment, "Witty" time-keeping device, "Vienna" test system, "Polar team pro" heart rate measurement for groups, "Vyntus CPX" gas analysis + cardiogram, "EKF biosen" Lactate and glucose analyser, "Lode Excalibur sport" + computer application, "T"Lode" hand ergometer, "Lode rehab" velo ergometer, "Physiomed Con-Trex" isokinetic trainer, "BTS SMART DX" infrared high-speed cameras, "BTS FREE-EMG" electromyograph (16 channels), "BTS P-6000" landing platforms, "BTS G -walk(G-sensor)" gait sensor.

The aim of the Library is to provide high-quality and modern information resources for the academic and scientific activities of LASE, as well as to support scientific research activities and provide the necessary information to health care professionals. The collection of the LASE Library is created in accordance with the directions of LASE Health care studies and scientific work, as well as the requirements of the Professional Bachelor's study programme "Physiotherapy" of the health care direction. The latest textbooks in Latvian, English and Russian are available in the Library for branch and professional specialization study subjects. The Library is regularly visited by students, using the reading room. Starting from the 2016/2017 academic year, the following databases are available: ProQuest ebrary - Ebook Central. THOMSON REUTERS - Web of Science, SCOPUS. Bibliographic database, SCIENCE DIRECT World's largest electronic collection of science, technology and medicine, SPRINGER LINK Electronic data source. There was also a subscription to the "Physiotherapy" journal. Students have access to Physiopedia. Every year, the Library renews and purchases overall more than 300 items of literature. About 23% of collection units of all information

resources of the Library are in the field of health care.

All users of the Library have the opportunity to receive consultations from the staff of the Library by phone, in person or electronically.

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

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

The financing of the Professional study programme “Physiotherapy” is at the expense of the natural and legal persons of the students in accordance with the LASE Admission Regulations and the LASE Senate decision of 03.06.2010. No.18, protocol No.11 “On Setting Tuition Fees and Paid Services”. The costs of the Physiotherapy study programme include the remuneration of LASE tutors, the remuneration of guest lecturers, the remuneration of the organization and management of the study process, the payment for services, the purchase of study equipment and literature, and operating expenses.

Costs of the Professional Bachelor’s Study Programme “Physiotherapy”

| No. | Name of the Parameter | | | Row No. | Calculation Formula | Calculated Amount |
|--|-----------------------|------------------------------------|---|---------|---------------------|-------------------|
| | A | B | | C | | D |
| I Direct Costs of the Study Programme | | | | | | |
| Calculation of salary fund of one tutor for one student per year | | | | | | |
| | Position | Average salary of tutors per month | Proportion of tutors for the provision of the study programme | | | |
| | Professor | 1754 | 17% | 1 | $D1=A1*B1$ | 298.18 |
| | Assoc. Prof. | 1404 | 10% | 2 | $D2=A2*B2$ | 140.40 |
| | Assist. Prof. | 1124 | 3% | 3 | $D3=A3*B3$ | 33.72 |

| | | | | | | |
|----|--|------|------|----|-------------------------------|----------|
| | Lecturer | 900 | 2% | 4 | $D4=A4*B4$ | 18.00 |
| | Assistant | 717 | 2% | 5 | $D5=A5*B5$ | 14.34 |
| | Guest Tutor | 1290 | 66% | 6 | $D6=A6*B6$ | 851.40 |
| | | | 100% | | $D1+D2+D3+D4+D5+D6=$ | 1356.04 |
| | average annual salary of a tutor, EUR | | | 7 | $D7=(D1+D2+D3+D4+D5+D6)*12$ | 16272.48 |
| | average number of students per 1 tutor | | | 8 | X | 12.80 |
| | salary of a tutor per 1 student per year, EUR | | | 9 | $D9=D7/D8$ | 1271.29 |
| | average number of students per 1 employee (excluding infrastructure and | | | 10 | X | 15.00 |
| | average salary of an employee = 512,23 EUR | | | 11 | X | 512.23 |
| | salary of other employees per 1 student per year, EUR | | | 12 | $D12=(D11/D10)*12$ | 409.78 |
| N1 | Salary fund for 1 student per year, EUR | | | 13 | $D13=D9+D12$ | 1681.07 |
| N2 | Social payments of the employer per 1 student per year (24,09%), EUR | | | 14 | $D14=D13*0,2409$ | 404.97 |
| N3 | Costs of business trips per 1 student per year, | | | 15 | | 2.85 |
| | costs of mail and other services per year per 1 student, EUR | | | 16 | X | 1.00 |
| | real estate tax for land per 1 student, EUR | | | 17 | X | 0.28 |
| | repair costs per 1 student, EUR | | | 18 | X | 35.50 |
| | maintenance costs per 1 student, EUR | | | 19 | X | 20.50 |
| | provision of administrative work per 1 student, EUR | | | 20 | X | 2.29 |
| | other services per 1 study place per year (e-services), EUR | | | 21 | X | 2.29 |
| N4 | Payment of services - in total EUR | | | 22 | $D22=D16+D17+D18+D19+D20+D21$ | 61.86 |
| | consumed electricity | | | 23 | X | 18.83 |
| | heating | | | 24 | X | 38.14 |
| | water supply and sewerage | | | 25 | X | 18.45 |
| | costs of purchasing teaching aids and materials per 1 study place per year | | | 26 | X | 8.40 |
| | costs of purchasing inventory per 1 study place per year | | | 27 | X | 3.56 |
| | costs of purchasing stationery per 1 study place per year | | | 28 | X | 7.40 |
| N5 | Purchase of materials and low-value inventory per 1 student per year, EUR | | | 29 | $D29=D23+D24+D25+D26+D27+D28$ | 94.78 |
| | textbooks per 1 student per year | | | 30 | X | 15.00 |
| | price of 1 book, EUR | | | 31 | X | 11.38 |
| | service life of books in years | | | 32 | X | 10.00 |
| | costs of purchasing magazines per 1 student per year, EUR | | | 33 | X | 6.85 |
| N6 | Costs of purchasing books and magazines per 1 student per year, EUR | | | 34 | $D34=D30*D31/D32+D33$ | 23.92 |
| | costs of purchasing equipment per 1 study place per year | | | 35 | X | 55.80 |
| | costs of equipment modernization | | | 36 | X | 19.77 |
| N7 | Costs of equipment purchase and modernization per 1 student per year, EUR | | | 37 | $D37=D35+D36$ | 75.57 |
| S2 | For social provision of students per 1 student per year, EUR | | | 38 | $D38=D39+D40+41$ | 21.52 |

| | | | |
|---|----|-----------------------------------|---------|
| for sport per one student per year, EUR | 39 | X | 5.69 |
| for culture per one student per year, EUR | 40 | X | 3.85 |
| student hostel costs per one study place per year | 41 | X | 11.98 |
| Total direct costs per 1 student per year - sum from N1 to N8 | 42 | $D42=D13+D14+D15+D22+D29=D34+D37$ | 2366.54 |
| II Indirect Costs of the Study Programme | | | |
| Expenses for ensuring LASE operation: academic activities for the payment of infrastructure, development projects, common LASE operational projects, administration – a total of 15% of the study costs of one student per year | 43 | $D43=D42*0,15/0,63$ | 563.46 |
| In total, the study costs of one student per year | 44 | $D44=D42+D43$ | 2930.00 |

Based on the calculated costs of the study programme „Physiotherapy”, the total study costs per one student per year amount to EUR 2930, the full fee of the study programme „Physiotherapy” is EUR 11720.

According to the publicly available information, the tuition fee in the full-time study programme is EUR 2820.00 per year, and the total for the programme is EUR 11280.00. In the part-time study programme, the tuition fee is EUR 2460.00 per year, and EUR 11070.00 for the entire programme.

The number of students studying in English is small, the profitability and future development of this study program implementation option is currently debatable.

3.4. Teaching Staff

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

The teaching staff of the LASE Professional higher education study programme “Physiotherapy” are highly educated and have professional work experience in the field of health care, e.g., doctors, certified physiotherapists. Teaching staff regularly increase their knowledge, for example, by participating in continuing education seminars organized by, for instance, the Latvian Association of Physiotherapists, the Latvian Sports Medicine Association, the Latvian Association of Paediatricians, and the Latvian Association of Cardiologists. Teaching staff also participate not only in Latvian, but also in European and global seminars to learn about the current trends in the field of health care. In the Professional higher education study programme “Physiotherapy”, study courses and clinical practice are provided by teaching staff whose scientific and professional qualifications comply with the requirements of the Law on Higher Education Institutions.

From the 2017/2018 academic year to the 2020/2021 academic year, the theoretical and practical study courses and clinical practice of the Professional Bachelor's programme "Physiotherapy" (42722) were provided by 151 teaching staff, whose scientific and professional qualifications comply with the requirements of the Law on Higher Education Institutions.

Mainly 24 teaching staff work in the LASE Professional Bachelor's study programme "Physiotherapy" in the implementation of the study process, of which 8 are professors, 5 – associate professors, 5 – assistant professors, 1 – lecturers, 1 – assistants, 2 – leading researchers, and 2 – researcher. Furthermore, guest tutors are involved in the provision of separate study courses and professional qualification practice, including base methodologists of professional qualification practice – certified physiotherapists, some of whom are also guest lecturers in specific study courses. Guest tutors include: guest professors – 15, guest associate professors – 6, guest assistant professors – 13, guest lecturers – 23 and guest assistants – 8.

The scientific publication and research directions of the teaching staff and the guest teaching staff are closely related to the Development Strategy of the Latvian Academy of Sport Education (for 2015-2020) [1] (according to the LASE Senate decision, it was extended until 2023) as one of the main research directions – promotion of public health – physical activity as a means of prevention of non-communicable diseases in people of different ages: folk sports, children and youth sports, adapted sports. Publications of scientific articles, number of supervised study papers, number of published books, and titles and the year of publication of other scientific articles of each teaching staff and guest teaching staff are shown in the CV of each teaching staff.

Thus, the development strategy of the Health Care study direction at the Latvian Academy of Sport Education complies with the guidelines included in the Sustainable Development Strategy of Latvia until 2030 /LATVIJA 2030, 2013/, the National Development Plan /NAP2020, 2014/, the Public Health Policy Guidelines 2014-2020, the LASE Development Programme for 2015-2020 /LSPA, 2015/, the LASE Development Strategy for 2015-2020 /LSPA, 2016/, the standard of the European Region of the World Confederation for Physiotherapy /ER-WCPT/, the International Standard of Sports Physiotherapy /IFSPT, 2005/, the European Network of Physiotherapy in Higher Education (ENPHE), the European Standards in Adapted Physical Activity /2010/, and the Latvian Physiotherapist Professional Standard /LV, 2021/, as well as the main research directions of the teaching staff involved in the Professional Bachelor's higher education study programme "Physiotherapy" are also closely related to the health care sector, health promotion, physical activities for people in different age groups, and the application of various physiotherapy methods. However, it is definitely necessary to mention the directions of publications and research directions of each teaching staff and guest teaching staff, in connection with the results to be achieved in the study courses.

In the context of general education study courses, the teaching staff integrates scientific activity in the study process, i.e., in the progress of study courses. For example, Dr.med. Z.Cēderštrēma, a general practitioner whose scientific research direction is related to the analysis of human health parameters, and who reads the study course "Public Health, Hygiene", where the results obtained from publications are also integrated. Students are also given term papers related to the topics – on health promotion in society as a whole.

Mention should also be made of the scientific research work in law science by Dr.iur. Guest Assistant Professor Elita Nīmande. Furthermore, the expert rights of Elita in the Latvian Council of Science from 2017 to 2020 should be emphasized. It is important to note that the content of the study course "Basics of Law" is improved as a result of the professional activity, as well as the course includes certain topical issues of law.

Linking the results of the study courses with the publication directions of the teaching staff and guest teaching staff, as well as the research directions, it is necessary to note in the context of

basic theoretical courses and information technology courses of the branch, for example, the conference material published by Dr.paed., Assistant Professor Ieva Zvīgule in cooperation with colleagues from Rīga Stradiņš University - M. Valberga-Porozova, I. Millere, I. Majore - Dūšele, I. Zvīgule "Mindful – based dance movement therapy for emotion regulation skills development on patients with chronic low back pain", as well as participation in the shooting of various video stories, for instance, the video story for STV.LV programme "Māmiņu Klubs" – "Māmiņu Klubs testē: Treniņi laukā" /*Mothers Club Tests: Field Training*/, 04.02.2021. Ieva Zvīgule participates in scientific conferences in the Baltics and Latvia, the main directions of publications are the impact of physical activity on the human body at different ages. The article by Professor Inese Pontaga in a scientific journal should also be mentioned - Irmene L., Pontaga I., Upitis I., Solovjova J. "Swimmers Shoulder Characteristics Side-Symmetry at Rest and After Aerobic Load. Human Movement". During the last 6 years, Professor Inese Pontaga has written 25 publications, including for scientific journals, as well as participated in scientific conferences and conference proceedings.

Dr.med. Paediatrician Astrīda Dzirniece with colleagues should be highlighted in the context of teaching staff publication directions of basic theoretical courses and information technology courses of the branch, for creating the teaching aid „Aktualitātes bērnu infektoloģijā: slimību vadība, diagnostika, terapija un profilakse” /*Topical Issues in Paediatric Infectology: Disease Management, Diagnosis, Therapy and Prevention*/ Riga, 2019, Authors: Daira Brenča, Astrīda Dzirniece, Amanda Freimane, Marina Ležņina. Astrīda is a member of the Latvian Medical Association and the Latvian Association of Paediatricians, and regularly participates in continuing education activities in order to be able to draw students' attention to current trends in children's health care while reading the study course "Paediatrics".

Mention should also be made of the cooperation between Lecturer, Mg. Paed. certified physiotherapist Agris Liepa and the Institute of Human Movement Sciences Department of Health Sciences and Technology, ETH Zurich, in the development of the Doctoral Thesis „Comparison of Innovative Forms of Resistance Training In Elderly”, as well as in the preparation of several scientific publications, for instance, Liepa A., Gudina U., Larins V., Dubinina E., Kaupuzs A. "The effects of cognition and functional performance on core stability in the elderly population: a cross sectional study". The research directions of Agris Liepa are related to the condition of the deep muscles of the torso, its effect on the upper and lower extremities at different ages. The Bachelor's Thesis supervised by Lecturer Agris Liepa are also closely related to the changes in the deep muscles of the human torso and their characteristics, as well as Agris collaborates with colleagues from LASE in the development of publications. A certified physiotherapist and a member of the Latvian Association of Physiotherapists, who integrates the results of scientific work in the study process, presenting the latest trends to the future specialists in the study courses "Motor Development" and "Motor Control". Regular research conducted by the teaching staff and guest teaching staff promotes the improvement of the quality of the study courses and the achievement of the study course results in the study programme.

In the context of the professional specialization study courses of the branch, the teaching staff integrates the research data in the study process, i.e., in the progress of the study courses. Guest teaching staff, including practicing physiotherapists, actively participate in the work groups of the Latvian Association of Physiotherapists, for example, Marija Zālīte, a certified physiotherapist who reads both the study course "Neurology" and the professional qualification practice for students – "Pacientu agrīna mobilizācija un fizioterapijas pakalpojums akūtajā stacionārā" /*Early Patient Mobilization and Physiotherapy Service in an Acute In-Patient Hospital*/ – work group of the Latvian Association of Physiotherapy. In order to improve professional activity, Marija together with surgeons Māris Zambrāns and Ēriks Ozols participated in a study to evaluate the safety and effectiveness of "Novocart 3D plus" implants in comparison to microfractures in the treatment of

cartilage defects in the knee joint. Moreover, together with the vertebrologists of VSIA „Traumatoloģijas un ortopēdijas slimnīca”, Marija developed a booklet “Vingrojumi pirmās sešas nedēļas pēc mugurkaula operācijas” */Exercises for the First Six Weeks After Spine Surgery/*. Thus, it can be seen that physiotherapists cooperate with doctors - traumatologists, orthopaedists, surgeons, etc. to acquire new knowledge, skills and competencies in the specific field, so that these abilities can be applied in the study process and its development.

Teaching staff, who are physiotherapists and doctors, are also members of professional associations in order to follow the current trends in the professional field, for example, physiotherapists Laura Legzdiņa, Marija Zālīte, Zvīgule Ieva, Briede Marika, Legzdiņa Evita, Gaidlāzda Rasa, Kurmeļeva Alīna are on the list of members of the Latvian Association of Physiotherapists, and participate in seminars organized by the association, as well as every year representatives from the Department of Health Care participate in seminars organized by the European Network of Physiotherapy in Higher Education, for example, programme director and certified physiotherapist Kristīne Plūme and PH.D. researcher Aija Kļaviņa. In the final study papers, including Bachelor's Thesis, the research directions of the topics are related to the professional qualification “Physiotherapist” and evidence-based research.

The professional qualification of the teaching staff influences the achievement of study results. The Professional Bachelor's higher education study programme "Physiotherapy" has highly qualified teaching staff with practical professional experience, as well as guest teaching staff, for instance, certified physiotherapists, doctors, doctors of science. Therefore, the results of study courses are qualitatively achieved. All academic staff of LASE are involved in the improvement of English language competence.

[1] https://lspa.lv/eng/files/2015/LASE_Strategy_2015_2020.pdf

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

Elected teaching staff and guest teaching staff work in the LASE study programme “Physiotherapy”. Every year there are changes in the composition of the teaching staff. In total, there have been changes in the composition of guest tutors in the amount of 15 tutors over the 2017/2018-2020/2021 academic years. This is related to the provision of professional qualification practice for all students in specific medical institutions, taking into account that the number of practice places increases every year not only in Riga, but in all regions of Latvia (for instance, Ventspils, Liepāja, Valmiera, Rēzekne, etc.). The teaching staff significantly influence the quality of studies; thus, guest tutors are also attracted, who are able to give students both professional advice and evidence-based information.

In order to attract teaching staff, a competition is announced for elected academic positions - in the official publisher “Latvijas Vēstnesis”, for guest teaching staff - in other media resources. Election to an academic position is based on the requirements of regulatory enactments and in accordance with the Regulations on Election to Academic Positions (Regulations). The election procedure and detailed criteria are set out in the above-mentioned regulations. Any teaching staff who meets the set requirements is entitled to apply for the announced position. Irrespective of the status of the teaching staff at the Academy, the evaluation of candidates is based on the following criteria: acquired education, pedagogical work experience, professional work experience, achievements in scientific works. When starting work at the Academy, each teaching staff is introduced to the

organization of the study process, work safety and fire safety briefing is provided, the teaching staff's profile is created in the e-environment, information is provided on work and support opportunities in the e-environment, etc. activities of introduction to work.

Information about the organization of the study process, scientific and creative activities, internal regulatory enactments is available in the Academy's e-environment on a specially created website - KVS Moodle system. The quality of the teaching staff's work is assessed by analysing the results of the student survey (after the completion of the study course), scientific and creative activities (once a year), adherence to the class schedule, communication with the administration and students, and the number of complaints (if applicable). Teaching staff are informed about the results of the quality assessment of their work, introducing them to the results of the survey, the results of quality control of e-courses, etc. If any deficiencies are identified, they are discussed individually with each teaching staff, highlighting the actions necessary to address the deficiencies (if any are identified).

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

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

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

The teaching staff of the "Physiotherapy" study programme consists of lecturers of theoretical basic courses of the field and lecturers of professional specialization study courses of the field. The

programme director meets with these tutors at least once a month with the aim of improving the content of the programme and ensuring mutual interconnection. All these tutors are involved in the commissions for the defence of study papers and practice, listening to what the students have done, thus clearly seeing the weak points in the students' knowledge.

Teaching staff of the study programme cooperate by preparing descriptions of study courses, working in research directions and projects. For example, if some teaching staff read the same study course for different groups, then they coordinate the course content, course learning requirements, bibliographic sources and description of independent work, as well as the placement of materials in the e-environment. To create an e-course in the e-environment (Moodle), one must follow the course template, which is specially designed for cases where the course is read by several teaching staff. The teaching staff is united in research directions, in which, under the guidance of the coordinator of the research direction, they work together on the study of the identified questions and the compilation of their results, the preparation of publications and reports. In order to promote the cooperation of teaching staff in the organized qualification improvement events, international events and also informal events, the execution of common tasks is organized.

The ratio of students/teaching staff in the study programme is as follows: students 380/teaching 89 = 4.3 students

Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Annex 3.1.2_1_Diploma supplement.docx | 3.1.2_1.pielikums_Diploma pielikuma paraugs.docx |
| For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable) | | |
| Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable) | | |
| Statistics on the students in the reporting period | Appendix_3.1.4_1.Statistic_date.docx | 3.1.4_1.pielikums Statistikas dati.docx |
| III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof | | |
| Compliance with the study programme with the State Education Standard | Appendix_3.2.1_1.National_education_standart_1.docx | 3.2.1_1.pielikums. Atbilstība_standartam.docx |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable) | Competences_1.rar | Kompetences_1.rar |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Appendix_3.2.1_2.Professional_competences.docx | 3.2.1_2.pielikums_Profesionālās kompetences.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Appendix_3.2.1_3_Of Study of the Study Physiotherapy.docx | 3.2.1_3.pielikums Studiju_kursu_kartējums.docx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Study program plan.rar | Studiju programmas plāns.rar |
| Descriptions of the study courses/ modules | Appendix_3.2.1_5.Descriptions.docx | 3.2.1_5.pielikums_Apraksti.docx |
| Description of the organisation of the internship of the students (if applicable) | Appendix_3.2.4_1Practice regulations.docx | 3.2.4_1.pielikums_PRAKSE_bakalaurs_FIZIOTERAPIJA.docx |
| III - Description of the Study Programme - 3.4. Teaching Staff | | |
| Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable) | | |
| Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable) | | |

Health care specialist in sport (45722)

| | |
|---|--|
| Study field | <i>Health Care</i> |
| ProcedureStudyProgram.Name | <i>Health care specialist in sport</i> |
| Education classification code | <i>45722</i> |
| Type of the study programme | <i>Academic master study programme</i> |
| Name of the study programme director | <i>Evita</i> |
| Surname of the study programme director | <i>Dubiņina</i> |
| E-mail of the study programme director | <i>evita.dubinina@lspa.lv</i> |
| Title of the study programme director | <i>Mg.sc.</i> |
| Phone of the study programme director | |
| Goal of the study programme | <i>The purpose is to ensure that students acquire the theoretical knowledge and research skills of the sciences, achieving the study results determined in the study programme, which correspond to the level 7 knowledge, skills and competence of the European qualification framework in the fields of sports science and health care, determined in the Latvian education classification.</i> |
| Tasks of the study programme | <ul style="list-style-type: none"> <i>- To educate students, providing in-depth knowledge acquisition and understanding in the fields of sports science and health care in relation to the latest findings in the fields of professional sport physiotherapy or adapted physical activity, which provides a basis for creative thinking and research at the conjunction of these fields;</i> <i>- To promote to promote the competitiveness of students and graduates of the programme in changing socio-economic conditions and the international labour market;</i> <i>- To promote the desire of graduates of the study program to improve their professional competence – knowledge and skills, by continuing their studies in Doctoral studies and other lifelong learning programs.</i> |

| | |
|--|--|
| Results of the study programme | <ul style="list-style-type: none"> - Able to demonstrate in-depth and expanded knowledge and understanding, according to the fields of health care and sports science, most of which correspond to the latest findings in the field of research in sports physiotherapy or adapted physical activities in rehabilitation, and which provide a basis for creative thinking and research, including working in this field. - Able to independently use theory, methods and problem-solving skills to carry out research activities in the fields of health care and sports science and highly qualified professional functions in the fields of sports physiotherapy or adapted physical activities in rehabilitation; - Able to reasonably explain and discuss complex or systemic aspects of health care and sports science, including sports physiotherapy or adapted physical activities in rehabilitation, both with specialists and non-specialists; - Able to independently advance the development and specialization of their competences, to take responsibility for the work results of staff groups and their analysis, to carry out business, innovations in the field of health care and sports science, including in the field of sports physiotherapy or adapted physical activities in rehabilitation, able to carry out work and research or to further study in complex and unpredictable conditions and, if necessary, transform them using new approaches. - Able to independently formulate and critically analyse complex problems in health care and sports science, scientific and professional sports physiotherapy or adapted physical activities in rehabilitation, justify decisions, and, if necessary, perform additional analysis. - Able to integrate knowledge from different fields, contribute to the creation of new knowledge, development of research and professional activity methods, show understanding and ethical responsibility for the possible impact of scientific results or professional activity on the environment and society. |
| Final examination upon the completion of the study programme | <ul style="list-style-type: none"> - Integrated examination; - Development and defense of the master's thesis. |

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) | Bachelor's degree in Health Care and a physiotherapist or occupational therapist qualification |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | Master's degree of Health and Sports Science in Health Care |
| Qualification to be obtained (in english) | - |

Places of implementation

| Place name | City | Address |
|------------------------------------|------|---|
| Latvian Academy of Sport Education | RĪGA | BRĪVĪBAS GATVE 333, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1006 |

Full time studies - 2 years - english

| | |
|---|--|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | 2 |
| Duration in month | 0 |
| Language | <i>english</i> |
| Amount (CP) | 80 |
| Admission requirements (in English) | <i>Bachelor's degree in Health Care and a physiotherapist or occupational therapist qualification, English level: B2</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Master's degree of Health and Sports Science in Health Care</i> |
| Qualification to be obtained (in english) | = |

Places of implementation

| Place name | City | Address |
|------------------------------------|------|---|
| Latvian Academy of Sport Education | RĪGA | BRĪVĪBAS GATVE 333, VIDZEMES PRIEKŠPILSĒTA, RĪGA, LV-1006 |

3.1. Indicators Describing the Study Programme

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

As part of the evaluation procedure of this study direction, the academic Master's higher education programme "Health Care Specialist in Sport" (45722) is submitted for accreditation; therefore, since the issuance of the study programme license for the Professional Master's higher education programme "Health Care Specialist in Sport" (code 47722) in 2017, the following changes have been made in the parameters of the programme as part of the study direction evaluation procedure (see Appendix 3.2.1._3):

1. After completing the Master's programme, the content of the professional qualification/study specialization direction (sport physiotherapist or adapted physical activity specialist in rehabilitation) is not applied, but two sub-program modules are created to provide students with the opportunity to gain in-depth theoretical knowledge in the field of sports physiotherapy or adapted physical activities and their research methodology;
2. As a result of non-application of the professional qualification/study specialization direction, acquisition of the following study courses has been included in the compulsory study course section (Part A):
 - Scientific Research in the Field of Health Care, Scientific Research Structure 2CP/3ECTS
 - Sport Science in Theory and Practice 4CP/6ECTS
 - Management in the Field of Health Care in Sport 1CP/1.5ECTS
 - Pharmacological Agents in Sport and Doping Control 2CP/3ECTS
 - Nutritional Physiology and Hygiene 2CP/3ECTS
 - Sport Traumatology 5CP/7.5ECTS
 - Basic Principles of Functional Limitations 3CP/4.5ECTS
 - Basic Course in Latvian (for the English flow) 2CP/3ECTS
 - Scientific Vocabulary in a Foreign Language in the Field of Health Care in Sport (for the Latvian flow) 2CP/3ECTS

New study courses have been created by combining related study courses of the relevant scientific branch and/or professional field:

- Innovative Technologies and Functional Diagnostics in Sport 2CP/3ECTS
- Movement Physiology and Motor Control 4CP/6ECTS
- Dynamic Anatomy and Biomechanics in Sport 3CP/4.5ECTS

1. The following study courses have been included in the limited elective course section (Part B):

In the Sport Physiotherapy sub-programme:

- General and Special Physical Fitness of Athletes 4CP/6ECTS
- Rehabilitation in Sport for People With Disabilities 1CP/1.5ECTS
- Sport Psychology 2CP/3ECTS
- Manual Therapy in Sport 2CP/3ECTS

A new study course has been created by combining related study courses of the relevant scientific branch and/or professional field:

- Complex Physiotherapeutic Rehabilitation and Athlete Medical Care 4CP/6ECTS

In the Adapted Physical Activity sub-programme:

- Theory and Practice of Adapted Physical Activity 2CP/3ECTS
- Medical Care in Sport for People With Disabilities 1CP/1.5ECTS
- Manual Therapy in Sport 2CP/3ECTS

New study courses have been created by combining related study courses of the relevant scientific branch and/or professional field:

- Complex Diagnostics and APA in Rehabilitation 4CP/6ECTS
- Adapted Sports and Inventory Technologies 3CP/4.5ECTS

The following study courses have been included in the elective course section (Part C):

- Health Psychology 1CP/1.5ECTS
- Didactics of Sport Activities 1CP/1.5ECTS
- Basics of Ergotherapy 1CP/1.5ECTS
- Sociology, Psychosocial Aspects 1CP/1.5ECTS
- APA in Geriatrics 1CP/1.5ECTS
- APA in the Education System 1CP/1.5ECTS
- Civil Protection 1CP/1.5ECTS

With the introduction of an academic programme, the integrated exam was removed from the list of state examinations, as well as the amount of practice outside the educational institution was reduced to 10CP/15ECTS. Furthermore, the total number of credit points for the development of the Master's Thesis was increased to 20CP/30ECTS based on the Regulations No. 240 of the Cabinet of Ministers. These changes will allow students to devote more time to research work that is more relevant to the content of the academic programme.

The study courses included in the section of limited elective courses (part B) are divided into sub-programmes, so that it is easier for students to choose the desired study courses, with the aim of gaining in-depth knowledge in the fields of sport physiotherapy or adapted physical activity in rehabilitation, as well as it also allows for more optimal planning of the study process and the recruitment of tutors.

The Professional Master's higher education programme "Health Care Specialist in Sport" (code 47722) has been changed to the Academic Master's higher education programme "Health Care Specialist in Sport" (45722) in order to promote the preparation of specialists in the field according to the demands of the labour market and to develop cooperation with the Faculty of Rehabilitation of the Riga Stradiņš University and the academic Master's higher education programme "Rehabilitation" implemented there. The transition to an academic education programme will facilitate the creation of the inter-university Master's programme planned in the future.

The goals, tasks, study results and degree to be awarded and code of the academic master's higher education program "Health care specialist in sports" (45722) were specified in accordance with the regulations of the Cabinet of Ministers of May 13, 2014 No. 240 "Regulations on the standard of national academic education" [1], with the regulations Cabinet of Ministers of June 13, 2017 No. 322 "Regulations on the classification of education in Latvia" [2] and with the regulations Cabinet of Ministers of September 27, 2022 No. 595 "Rules on groups of Latvian scientific branches, scientific branches and sub-branches" [3].

The goals and tasks of the academic master's higher education program "Health care specialist in sports" (45722) were specified in accordance with the regulations of the Cabinet of Ministers of May 13, 2014 No. 240 "Regulations on the standard of national academic education":

- The goal is to ensure that students acquire the theoretical knowledge and research skills of the sciences, achieving the study results determined in the study programme, which correspond to the level 7 knowledge, skills and competence of the European qualification framework in the fields of sports science and health care, determined in the Latvian education classification.
- The tasks:
 - To educate students, providing in-depth knowledge acquisition and understanding in the fields of sports science and health care in relation to the latest findings in the fields of professional sport physiotherapy or adapted physical activity, which provides a basis for creative thinking and research at the conjunction of these fields;
 - To promote to promote the competitiveness of students and graduates of the programme in changing socio-economic conditions and the international labour market;
 - To promote the desire of graduates of the study program to improve their professional competence – knowledge and skills, by continuing their studies in Doctoral studies and other lifelong learning programs.

The study results of the academic master's higher education program "Health care specialist in sports" (45722) were specified in accordance with the regulations of the Cabinet of Ministers of May 13, 2014 No. 240 "Regulations on the standard of national academic education", with the regulations Cabinet of Ministers of June 13, 2017 No. 322 "Regulations on the classification of education in Latvia", which correspond to the level 7 knowledge, skills and competence of the European qualification framework in the fields of sports science and health care, determined in the Latvian education classification:

- Able to demonstrate in-depth and expanded knowledge and understanding, according to the fields of health care and sports science, most of which correspond to the latest findings in the field of research in sports physiotherapy or adapted physical activities in rehabilitation, and which provide a basis for creative thinking and research, including working in this field.
- Able to independently use theory, methods and problem-solving skills to carry out research activities in the fields of health care and sports science and highly qualified professional functions in the fields of sports physiotherapy or adapted physical activities in rehabilitation;
- Able to reasonably explain and discuss complex or systemic aspects of health care and sports science, including sports physiotherapy or adapted physical activities in rehabilitation, both with specialists and non-specialists;
- Able to independently advance the development and specialization of their competences, to take responsibility for the work results of staff groups and their analysis, to carry out business, innovations in the field of health care and sports science, including in the field of sports

physiotherapy or adapted physical activities in rehabilitation, able to carry out work and research or to further study in complex and unpredictable conditions and, if necessary, transform them using new approaches.

- Able to independently formulate and critically analyse complex problems in health care and sports science, scientific and professional sports physiotherapy or adapted physical activities in rehabilitation, justify decisions, and, if necessary, perform additional analysis.

- Able to integrate knowledge from different fields, contribute to the creation of new knowledge, development of research and professional activity methods, show understanding and ethical responsibility for the possible impact of scientific results or professional activity on the environment and society.

The degree to be awarded (Master's degree of Health and Sports Science in Health Care) of the academic master's higher education program "Health care specialist in sports" (45722) were specified in accordance with the regulations of the Cabinet of Ministers of June 13, 2017 No. 322 "Regulations on the classification of education in Latvia" and with the regulations Cabinet of Ministers of September 27, 2022 No. 595 "Rules on groups of Latvian scientific branches, scientific branches and sub-branches": scientific branche - Health and Sports Science, sub-branche - Health Care Science.

1] <https://likumi.lv/ta/id/266187> (Only in Latvian)

[2] <https://likumi.lv/ta/id/291524> (Only in Latvian)

[3] <https://likumi.lv/ta/id/335928> (Only in Latvian)

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

LASE Academic Master's higher education programme "Health Care Specialist in Sport" (45722) corresponds to the "Health Care" study direction, as well as the aim of the programme is to ensure that students acquire the theoretical knowledge and research skills of the sciences, achieving the study results determined in the study programme, which correspond to the level 7 knowledge, skills and competence of the European qualification framework in the fields of sports science and health care, determined in the Latvian education classification, which enables the development of innovative research in sports science and the field of health care, and to integrate it into the study process, which would ensure competitive functional specialists in health care in sport for the Latvian and international labour market, strengthening cooperation with employers, and creating flexible, competency-based studies in sports science and health care that meet the requirements of the labour market; to provide internationally recognized quality studies; to develop innovative research in sports science and health care in sport, integrating it into the study process, which would ensure preparation of competitive specialists in the field of health care in sport, promoting the growth of Latvian society and the state, developing and supporting the technological progress of the national economy; to ensure the contribution of LASE as a higher education institution of

education, science and sports of national and international significance to the sustainable development of the sports industry and health care in sport, developing the provision of physiotherapy services in Latvia for persons of all ages and with different physical abilities; to develop the interdisciplinary approach of LASE to health and sports science in rehabilitation through physical activities for people with functional disorders. To promote the overall growth of the country by ensuring the training of health care professionals in accordance with the guidelines of the World Confederation for Physical Therapy standard, as well as the goals set by the World Health Organization and the European Higher Education Area. To integrate the latest achievements of science, technology and innovation in the study process.

The title of the programme covers the programme content of the previously implemented Professional Master's higher education programme "Health Care Specialist in Sport" (code 47722) with the study specialization directions "Sport Physiotherapist" and "Adapted Physical Activity Specialist in Rehabilitation", which is focused on the integration of sport science and health science. Sport science is a branch of science that studies the regularities of human physical health, development, fitness and formation of sport achievements. It includes sport-related integrated research in pedagogy, psychology, medicine, biology, biomechanics, sociology and economics. It includes sports-related integrated research in pedagogy, psychology, medicine, biology, biomechanics, sociology and economy. Health care science, on the other hand, is a sub-branch of science that combines biomedical, psychosocial, organizational and public health aspects, and solutions to current and potential health issues of individuals and groups of society. It focuses on the development and evaluation of medical technology, behavioural and organizational intervention plans, as well as the application of this knowledge to improve patient-centred health care, adaptation and quality of life in health and illness. Health care in the field of sport is closely related to understanding the regularities of the impact of sport training on an athlete's health, physical development and physical fitness in various sports. The basis of ensuring the health of athletes is the determination of their functional abilities and athlete rehabilitation in case of specific sports injuries and pathological conditions caused by sport activities, as well as the application of preventive measures.

A sport physiotherapy specialist performs the work of a physiotherapist-specialist, using physiotherapist technologies and adapting them to sport and physical activities, assesses an athlete's/patient's health condition, functional and work abilities, taking into account the possible contraindications, health hazards and risk factors for participation in physical activities of various loads, carries out educational work with the athlete/patient about their functional state, the body's reaction to physical load, about the symptoms that cause contraindications in physical activities of various loads and how to prevent or treat these symptoms, participates in scientific research projects and the implementation of professional education, promoting the development of the speciality, leads other employees, organizes, participates in or managed the work of a multi-professional rehabilitation team; is responsible for constant maintenance and improvement of professional qualification during his/her professional activity.

The programme code of the Academic Master's higher education programme "Health Care Specialist in Sport" (45722) was developed based on the regulations of the Cabinet of Ministers on the classification of education in Latvia (No. 322). The first level of classification determines the degree of higher education – 4, the second level of classification determines the type of educational programme – 5, academic education (Master's degree), to be carried out after obtaining a Bachelor's or Professional Bachelor's Degree. The study duration of full-time studies is one to two years. The total duration of full-time studies is at least five years. The third level of classification determines that the programme belongs to the educational thematic group "Health Care and Social

Welfare”, while the fourth level indicates the educational thematic field “Health Care”. Finally, the fifth level of classification places the programme in the educational programme group “Medical Services”.

Planned study results of the Academic Master’s study programme “Health Care Specialist in Sport” (45722), according to the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF):

The content of the programme ensures the following professional competence – a set of knowledge, skills and attitudes, which is necessary for conducting research and professional activity in health care and sport science:

- Knowledge (knowledge and understanding)
- ability to demonstrate in-depth or expanded knowledge and understanding in accordance with the fields of health care and sports science, most of which correspond to the latest findings in the sports physiotherapy or adapted physical activities in rehabilitation, and which provide a basis for creative thinking and research, including working in conjunction of these fields.
- Skills (ability to apply knowledge, communication, general skills)
- ability to independently use theory, methods and problem-solving skills to carry out research activities in the fields of health care and sports science and highly qualified professional functions in the fields of sports physiotherapy or adapted physical activities in rehabilitation;
- ability to reasonably explain and discuss complex or systemic aspects of health care and sports science, including sports physiotherapy or adapted physical activities in rehabilitation, both with specialists and non-specialists;
- ability to independently advance the development and specialization of their competences, to take responsibility for the work results of staff groups and their analysis, to carry out business, innovations in the field of health care and sports science, including in the field of sports physiotherapy or adapted physical activities in rehabilitation, able to carry out work and research or to further study in complex and unpredictable conditions and, if necessary, transform them using new approaches.
- Competence (analysis, synthesis and evaluation)
- ability to independently formulate and critically analyse complex problems in health care and sports science, scientific and professional sports physiotherapy or adapted physical activities in rehabilitation, justify decisions, and, if necessary, perform additional analysis;
- ability to integrate knowledge from different fields, contribute to the creation of new knowledge, development of research and professional activity methods, show understanding and ethical responsibility for the possible impact of scientific results or professional activity on the environment and society.

The main tasks set for achieving the planned study results of the programme are:

- to educate students, providing in-depth knowledge acquisition and understanding in the fields of sports science and health care in relation to the latest findings in the fields of professional sport physiotherapy or adapted physical activity, which provides a basis for creative thinking and research at the conjunction of these fields;
- to promote the competitiveness of students and graduates of the programme in changing socio-economic conditions and the international labour market;
- to promote the desire of graduates of the study programme to improve their professional

competence – knowledge and skills by continuing their studies in Doctoral studies and other lifelong learning programmes.

The secondary tasks of the study programme are as follows:

- to provide a theoretical knowledge base in fundamental, medical and clinical basic disciplines in health care in sport;
- to provide an opportunity to acquire professional knowledge, skills and attitude in the field of health care in sport by preparing competent specialists who are able to adequately understand and effectively solve professional and research tasks, using productive and critical thinking skills, to successfully cooperate with other health care specialists, engaging in multi-professional and interdisciplinary teamwork;
- to deepen the understanding of the worldwide development trends of the field of health care in sport, promoting the acquisition of the latest achievements;
- to develop and improve professional knowledge, skills and attitude in research and assessment/evaluation of clients/patients in the field of sport, and in the implementation of the rehabilitation process;
- to improve knowledge and skills in research work, developing the ability to develop and implement research projects in the specialization, as well as to critically evaluate and present them;
- to promote the motivation of Master's students as future specialists in the field of health care in sport for professional growth and self-improvement (further education and lifelong learning), developing receptiveness, initiative and responsibility for maintaining and increasing the professional qualification;
- to expand student knowledge of modern theories and practices on functional disorders and the universal application of adapted physical activity;
- to promote critical analysis and understanding regarding the universal application of adapted physical activity;
- to demonstrate diverse perspectives in research and holistic assessment methods in health care;
- to acquire the skills to design and implement adapted physical activity programmes in an inclusive environment;
- to train creative and adaptable professionals who are able to adapt to different situations and fulfil multiple responsibilities related to the field of health care in sport;
- to be able to critically evaluate and monitor the progress of an adapted physical activity programme through personal and professional development;
- to analyse and refer to standardized practice in adapted physical activity, to develop appropriate alternative approaches.

The main tasks of the study programme are implemented by:

- implementing scientifically justified and evidence-based study courses of the higher Academic Master's study programme;
- connecting the studies with the demands set by the labour market and the trends of the European Union in physiotherapy in sport in the field of health care and/or adapted physical activity in development dynamics;
- creating conditions for increasing the qualification of physiotherapists or occupational therapists in the field of health care in sport, as well as pre-requisites and competence for its implementation in the diverse practice of a functional specialist;

- increasing the opportunities for graduates to realize themselves in the labour market in Latvia and other countries as the graduates of the only higher Master's study programme "Health Care in Sport", and increasing competitiveness among graduates of similar study programmes in European Union countries;
- developing the material and technical base, improving students' opportunities of scientific and practical activity;
- creating opportunities for students to acquire practical work skills in physiotherapy in sport by organizing opportunities for professional qualification practice at Latvian national para/sports teams, para/sports federations and associations, sport clubs, rehabilitation centres, health tourism, as well as sport-related entertainment centres;
- developing interdisciplinary cooperation in the field of health care, taking into account the various rehabilitation disciplines and the value of relative contribution of the adapted physical activity programme to the rehabilitation programme.

Admission rules for the academic Master's study programme "Health Care Specialist in Sport" (45722).

The right to study in a Master's programme at LASE is the same for a citizen of Latvia, a non-citizen of Latvia, a citizen of the European Union, a citizen of the European Economic Area or a citizen of the Swiss Confederation and a permanent resident of the European Community who has a valid residence permit. Based on the content of the study programme and the specifics of the field of health care, the studies of the academic Master's study programme "Health Care Specialist in Sport" (45722) are offered to functional specialists who have acquired basic knowledge during Bachelor's studies in physiotherapy and ergotherapy.

Upon graduating from the study programme, the student obtains a diploma for academic higher education. The degree to be obtained provides for the acquisition of the necessary knowledge, skills and competencies provided by the evaluated study programme.

The admission requirements are set in the LASE Admission Regulations and are based on the requirements of regulatory enactments. An applicant who has obtained a physiotherapist or ergotherapist Bachelor's degree can continue his/her studies in the academic Master's higher education programme. His/her preparation at the previous level of education, motivation to obtain an academic Master's higher education and the organization of the study process at LASE are able to ensure the achievement of study results. The content of the programme meets the needs (requirements) of the labour market (see Annex 9).

Study duration – 2 years (4 academic terms). The total study duration for obtaining a Master's degree in academic higher education is at least five years. Admission takes place on the basis of a competition in accordance with the results of the entrance examination. The competition evaluates the results of the entrance examination – the number of points obtained in the Master's Thesis project in a foreign language and the document competition. In case of an equal number of points, preference is given to applicants who have a higher number of points for participation in scientific conferences, then – for scientific publications, then – for seniority in the speciality. Applicants who pass the general competition but are not included among the planned number of students of the selected qualification, can change his/her qualification. Information about the admission process is available to the applicant at the Admission Committee. The Admission Committee makes a decision on the results of the competition, indicating to the applicant whether he/she has/has not passed the competition in the programme. The results of the competition are revealed on the day of the entrance examination after the competition at the informational meeting of the LASE Admission Committee. The applicant has the right to submit a motivated appeal to the Admission Committee

regarding the decision of the Admission Committee on the competition results within three working days after the announcement of the results. The submitted appeal is reviewed within five working days.

Registration of applicants in full-time studies financed by the state budget within the set limit takes place on the basis of a competition in accordance with the amount of points obtained. A certain number of students is enrolled in paid study places at the expense of natural or legal persons. Applicants are admitted in full-time studies in the Master's programme at the expense of natural or legal persons in accordance with the competition. Applicants who do not comply with the requirements of the regulatory enactments regulating admission in LASE will be excluded from the competition. Enrolment to the programme takes place only after completing the personal file in accordance with Paragraph 7 of Section 46 of the Law on Higher Education Institutions. The applicant receives information about the documents to be submitted for completing the student file and registering for studies (place, time) upon filling out the application. Applicants are enrolled in the study programme if a study agreement has been concluded and the tuition fee for the first term has been paid.

Implementation of the study programme in English provides Latvian students the opportunity to acquire the programme in a foreign language, which can promote competitiveness in the world labour market, as well as to continue education at the higher level or Doctoral studies in a foreign language, i.e., it opens up wider opportunities to enrol in foreign higher education institutions; it also allows to attract students from foreign countries, which is a source of additional funding and contributes to the recognition of LASE in the field of European and global higher education; it also means provision of a wider study course offer for students of the ERASMUS. programme.

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

During the period from the issuance of the previous accreditation until now, 37 students have graduated from the Professional Master's higher education programme "Health Care Specialist in Sport" (code 47722), of which 21 participated in the graduate survey, which was organized in the fall of 2021.

Graduate employment varies widely in both Latvian and European contexts. Currently, 13 or 46.4% of the students who graduated during the accreditation period are employed in the public sector, whose jobs we managed to identify (27 in total), while 14 (53.6%) work in the private sector. Four graduates (one of them – a foreign student) work in abroad – in Iceland, Austria, Belgium and Germany. Studies in the Professional Master's higher education programme "Health Care Specialist in Sport" (code 47722) in most cases (about 90%) are chosen by those who are already employed in the field of health care. However, a small number of students find their workplaces in the field of health care during their studies and practice. A number of specialists stand out among the graduates as they prove their professionalism in high-performance and professional sport environment, for instance, graduates occupy the positions of chief physiotherapists in premier league team BC "Ogre", HC "Rīgas Dinamo" and the Latvian national hockey team, the Latvian youth national teams in volleyball in U16 and U18 age groups for girls, as well as Latvian and Estonian men's national teams in volleyball.

When answering the question “Are you satisfied with the completed study programme?”, most of the respondents admitted that they were fully satisfied or more satisfied than dissatisfied, while only three respondents answered that they were more dissatisfied than satisfied, and only one respondent is fully dissatisfied.

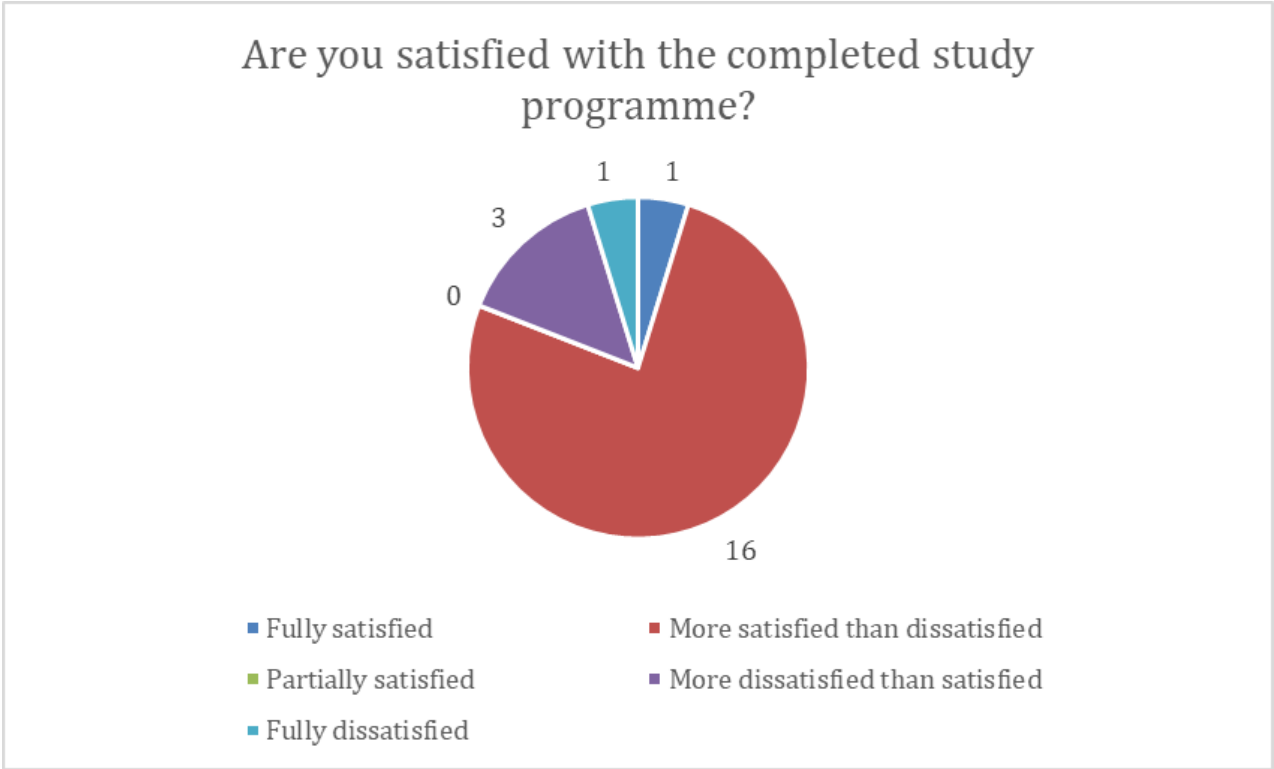


Figure 1. Are you satisfied with the completed study programme?

When answering the question “Are you currently employed in the field of health care?”, twenty respondents answered “Yes”. One respondent answered “No”.

It can be concluded that the majority of graduates work in the field of health care.

In the question “Is you work in the field of health care related to sport or adapted physical activity?”, 15 respondents answered “Yes” (it is related to sport or adapted physical activity). The final two questions were asked to those respondents who had answered “Yes” to the previous question.

All participants gave a positive or neutral evaluation to the question “Do the acquired knowledge, skills and competence comply with the requirements of the modern labour market?”. Respectively, five respondents believe that the knowledge, skills and competence acquired during the study process fully comply with the requirements of the labour market, while six think that they comply more than not, and four – that they partially comply with the requirements.

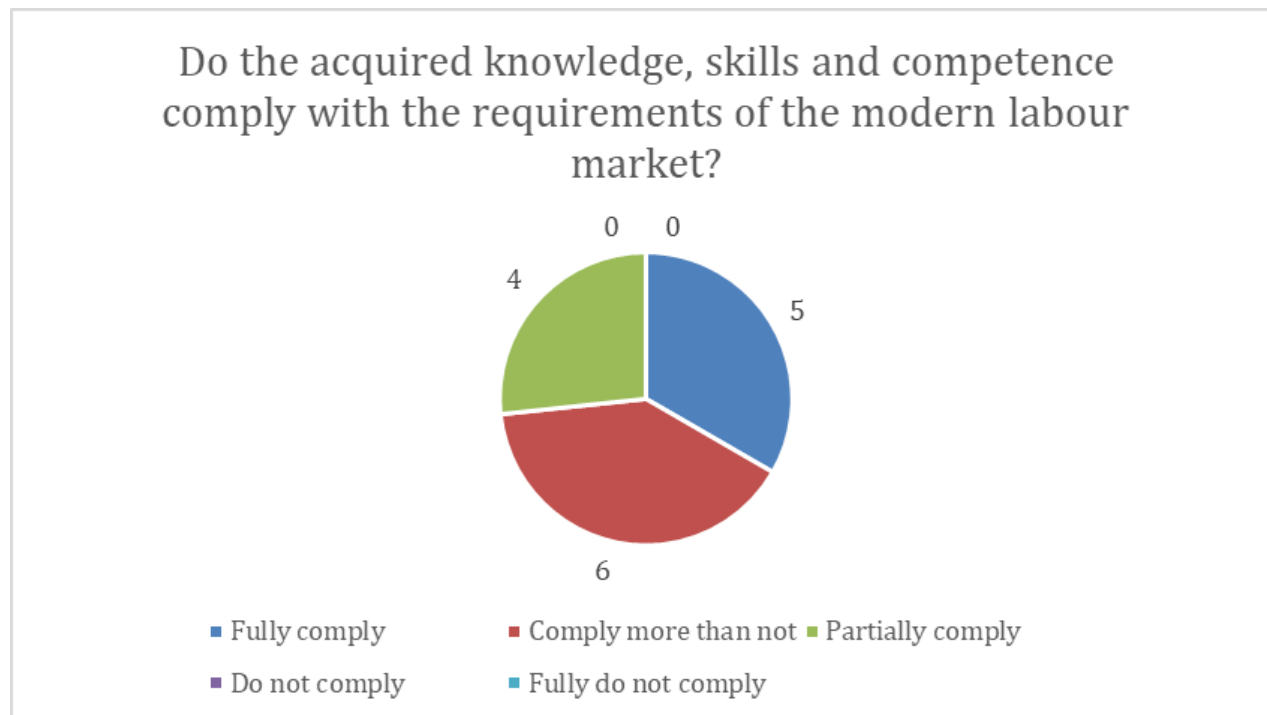


Figure 2. Do the acquired knowledge, skills and competence comply with the requirements of the modern labour market?

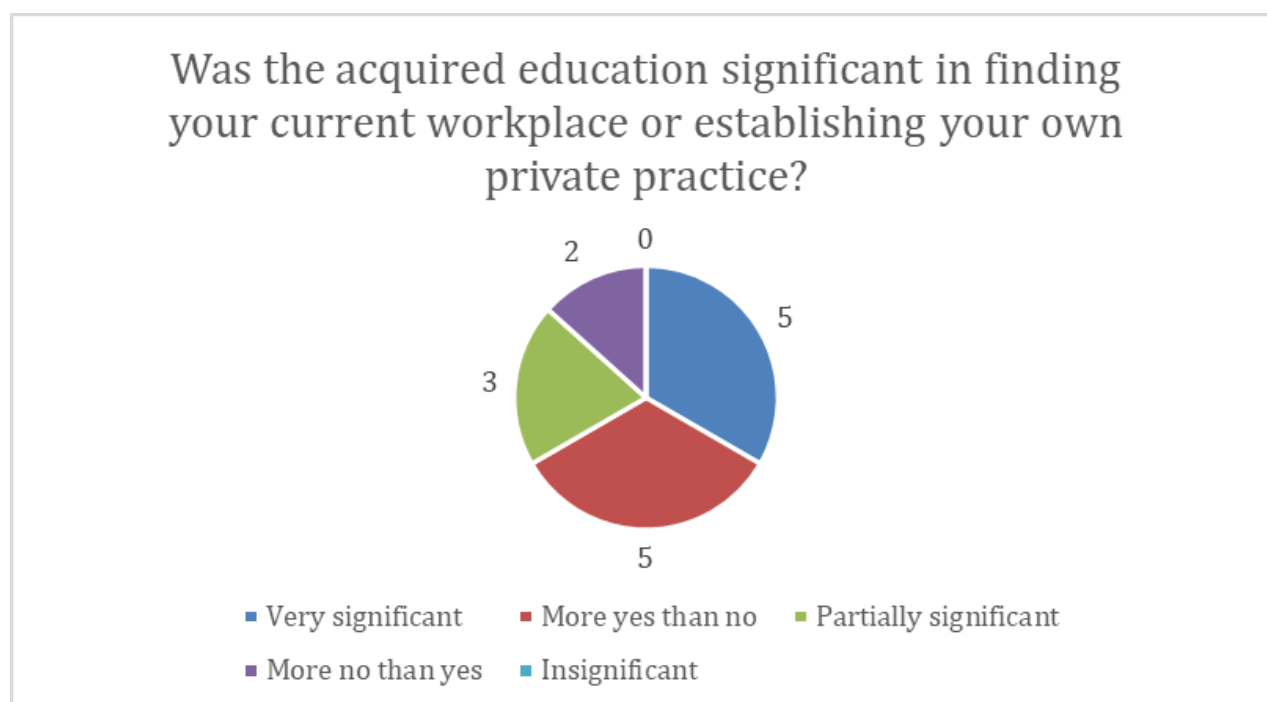


Figure 3. Was the acquired education significant in finding your current workplace or establishing your own private practice?

When answering the question “Was the acquired education significant in finding your current workplace or establishing your own private practice?”, five respondents answered that the acquired education was very significant in finding a workplace, the same number of respondents answered that it was more significant than not, while three respondents believe that the education was only partially significant, and for two respondents education did not play a major role in finding a workplace.

It can be concluded that the majority of graduates chose a field of activity in the field of health care.

The social and economic justification of the programme can be considered in two directions - the state and graduates. Taking into account the results of the survey, it can be seen that the majority of graduates work in the field of health care and in their specialty, which can clearly be considered a social investment in the health care of Latvia, i.e., the availability of specialists with a master's degree and specific knowledge increases. Despite the fact that several tens of functional specialists graduate from three Latvian universities every year, their shortage is still very noticeable in the country, especially in regions outside Riga. At the same time, the number of elderly and people with special needs is increasing every year in Latvia. In order to improve the quality of life and well-being of these people, large financial investments and a sufficient number of highly qualified specialists are required. People with chronic conditions/diseases, including those with special needs, often need special recommendations and specific adapted physical activities to maintain their health status and physical activity level, and the LASE programme "Health Care Specialist in Sport" directly enables the acquisition of this knowledge. In the last decade, people with special needs are more often involved in parasports and participate in European and global events, often the team of support persons for these people also includes a physiotherapist, and the Master's programme has provided and will continue to provide specific knowledge and skills that combine health care and sports science. In terms of economic justification, the availability of qualified specialists allows people with functional impairments to improve their quality of life by reducing disability. Working with a knowledgeable functional specialist allows a person to increase functional abilities until this person returns to his/her daily life or helps to modify the environment in which he/she will be able to function optimally. Reducing the level of disability has a beneficial effect not only on the people themselves, but also benefits the state (reduces costs).

Obtaining a Master's degree also has a positive effect on the graduates themselves, first of all, it increases the demand for graduates in the labour market, as well as usually increases the amount of salary. During studies, the already acquired qualifications are structured and upgraded, new skills and competences are acquired, which allows to perform one's work more qualitatively and efficiently, and to gain more satisfaction from it. It is no less important that students have the opportunity to gain experience abroad during their studies - within the framework of ERASMUS, NORDPUSS and other projects, and later to improve the quality of their practice by applying new methods, as well as allowing them to look at problems and their solution options in a different way.

Another contribution is that graduates become tutors in several Latvian higher education institutions and pass on their knowledge and skills.

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

During the six-year period, 53 students were enrolled in the Professional Master's higher education study programme "Health Care Specialist in Sport" (Annex 3.1.4._1).

In the 2015/2016 academic year, the number of enrolled students was 15 students. In the

2016/2017 academic year, the number of enrolled students was 10, which is 5 students less compared to the previous year. In the 2017/2018 academic year, only 5 students were admitted, which is 5 students less compared to the 2016/2017 academic year. Analysing the 2018/2019 academic year, 11 students were admitted, which is 6 students more than the previous study year, and 7 students were enrolled in the 2019/2020 academic year, which is 4 students less compared to the previous year. In the 2020/2021 academic year, 5 students were admitted, which in turn is 2 students less compared to the 2019/2020 academic year. The decrease in the number of students is related to the epidemiological situation in the country, the spread of the COVID-19 infection and the uncertainty about enrolling in full-time or part-time studies, as well as the economic situation.

Evaluating the number of students who graduated from the Professional Master's study programme "Health Care Specialist in Sport" during the reporting period, 6 students graduated from the programme in the 2016/2017 academic year. The number of graduates in the 2017/2018 academic year increased as 12 students graduated, which is 6 students more than in the previous academic year. The 2017/2018 academic year had the largest number of graduates in a 6-year period. In the 2018/2019 academic year, 8 students graduated from the programme. There was a noticeable drop in graduates. There was also a noticeable decrease in the number of graduates in the 2019/2020 academic year. Compared to the 2018/2019 academic year, the number of graduates decreased by 50%. Only 4 students graduated. In the 2020/2021 academic year, 5 students graduated, which is 1 student more than in the 2019/2020 academic year.

The difference between those enrolled and graduates is due to the fact that many students renew and terminate their studies every year, continuing to work in their selected profession. The increase in the number of enrolled students and graduates in recent years is related to the society's growing interest in the physiotherapy profession and health sciences in general, since the sedentary lifestyle is increasing in the society, and the majority of work nowadays is done by sitting at a computer. The COVID-19 pandemic has also had an impact, as it has forced many people to stay at home and work from home.

Evaluating the student dropout rate of the Professional Master's higher education study programme "Health Care Specialist in Sport" in the reporting period, in general 3 students were expelled from the 1st and 2nd study year during the 2015/2016 academic year. In general, 2 students were expelled from 2 study years during the 2016/2017 academic year. A total of 14 students were expelled during the 2017/2018 academic year; the reason for this was that the study requirements were not met. During the 2018/2019 academic year, a total of 4 students were expelled from 2 study years. In total, 2 students were expelled from 2 study years during the 2019/2020 academic year, and a total of 5 students were expelled from 2 study years during the 2020/2021 academic year. The most common reasons for dropping out are lack of finances, change of residence (moving abroad) and transferring to a different profession. Every year, a few students (on average 2-3 students per year) return to the Academy and resume their studies at later stages of their studies, having previously recognized the study results achieved in the previous stage of their studies. More information on the dynamics of the number of students is available in Annex 5.

Evaluating the number of students by study years according to the study language, it can be observed that the study programme is mainly acquired in Latvian; in general, 115 students acquired the programme in Latvian during a 6-year period from the 2015/2016 academic year to the 2020/2021 academic year. Furthermore, 14 students acquired the programme in English. They were students from Norway, India, Egypt, Lithuania, and Finland. The number of students acquiring the programme in English did not change since the 2019/2020 academic year, which is due to the limited travel opportunities as a result of the existing restrictions related to COVID-19, which affect travel from students' countries of residence.

Students of the Professional Master's higher study programme "Health Care Specialist in Sport" study at the expense of the state or private or legal persons.

During the reporting period, the most significant changes in the dynamics of the number of enrolled, graduated and dropout students can be observed in the 2019/2020 academic year and the 2020/2021 academic year, which coincides with global upheavals due to the COVID-19 pandemic. It is during these academic years that students temporarily interrupted the study process or were expelled due to unfulfilled study obligations, including:

- inability to carry out the research process for the development of a Master's Thesis
- deficiencies in the fulfilment of practice obligations,
- health conditions that prevent complete participation in the study process.

Moreover, the internal quality assessment surveys for students regarding the implementation of the remote study process indicate several factors that prevent students from fully completing the study process; among the most popular answers was the inability to combine the remote study process with the remote work load, the inability to combine the remote study process with household responsibilities, the inability to carry out the remote study process due to the stress and psycho-emotional load caused by the pandemic.

For foreign students, the most frequent reason mentioned for terminating the study process is the burden of financial obligations, which has affected the payment of tuition fees and living costs, especially in the conditions of a pandemic.

Students' interest in Master's studies has naturally decreased due to the increasing uncertainty regarding the implementation of the study process during the COVID-19 pandemic. The implementation of the study process was very changing and it was difficult to predict the study implementation model, as well as the permissible tools for the implementation of study practice. Undeniably, the deterioration of the general situation in the economy also affected students' opportunities to make timely payments of tuition fees. In some cases, in cooperation with the Department of Studies, it was possible to find solutions that meet the interests of students by adjusting individual payment schedules, as well as in some cases also discounts on tuition fees.

Taking into account the current economic and social situation in the world, it is difficult to predict the number of students, as this year the total number of students in Latvia has fallen, including in Master's studies. In general, it can be negatively affected by the general instability, rapidly increasing costs, as well as the psycho-emotional state of the Latvian population. LASE is interested in increasing the number of students, so the Admission Committee has prepared a wide range of measures to attract future students. Changes in the study plan, e.g., cancelling the integrated exam, offers to participate in international projects (including abroad) could increase the number of future students. This year, communication with students who have temporarily stopped their studies will be improved to increase the likelihood that they will continue and complete it. Cooperation with RSU, which allows the use of additional resources, also increases the quality of the Master's programme. Therefore, in general, it is expected that the number of students could increase slightly.

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the study courses is subordinate to the purpose and tasks of the programme, and allows to achieve the expected, achievable results.

The content of the study courses is created in such a way that their content does not overlap with other courses and a successive acquisition of knowledge is ensured. When developing or updating the description of a study course, the teaching staff must take into account the goals of the study programme and the study results to be achieved. When defining the description of a study course and the study results that students must achieve in the study course, it is necessary to ensure that they contribute to the achievement of the results of the study programme. The content of study courses is updated regularly in accordance with the LASE Guidelines for Developing and Updating Study Course Descriptions. The guidelines specify the procedure for updating study courses. The teaching staff review not only the content of study courses, but also the content of independent work, assessment methods and list of bibliography. The teaching staff cooperate in the development of study results, content, description of independent work and result assessment. The director of the study programme checks the compliance of the results to be achieved in the study courses with the study results of the study programme by mapping (see Annex 3.2.1._2.). When preparing a description of a study course and formulating the results to be achieved in the course, the teaching staff focuses both on the achievement of course goals and on ensuring the programme results. The teaching staff of the study programme follow the current events, incl. attending relevant qualification improvement events, as well as working in the field on a daily basis. For instance, Guest Lecturer Signe Rinkule, who is a physiotherapist and teaching staff of the study course “Nutritional Physiology and Hygiene”, is a nutrition specialist and a professional in the field with several years of experience. Furthermore, the teaching staff participate in various practical and scientific conferences organized internationally and in Latvia, where they gain knowledge about current affairs in the field. Analysing the topicalities of the labour market, it can be concluded that nowadays there is a demand for specialists who, in addition to narrow specialized knowledge, would also need knowledge in related matters, e.g., management skills in the field of health care in sport, as well as knowledge of health psychology. Employers are currently also demanding such skills as the ability to analyse, think critically and discuss justifiably. Several study course (e.g., “Innovative Technologies and Functional Diagnostics in Sport”, “Sport Psychology”, etc.), as well as practice and the development of a research paper – a Master’s Thesis, is aimed at the development of these skills among other things. During the studies, students acquire necessary knowledge and obtain skills that are needed today. This is also confirmed by the assessment submitted by practice and employers, as well as the assessment received from the graduates and their employment.

Analysing the study course of the study programme “Health Care Specialist in Sport” (see Annex 3.2.1._4.), it can be concluded that their results ensure the achievement of the study programme results. For example, the study course “Complex Diagnostics and Rehabilitation in APA” provides knowledge, skills and competencies in the field of health care.

The content of the study courses is also based on current research works and the opinions of specialists in the fields of health care and sports science and their points of contact. The academic study programme allows to delve into the theoretical aspects of evidence-based practice (which is currently considered the leading trend in rehabilitation), and also the concluding part of the studies allows to appraise and apply new knowledge during practice. Patient/client-oriented practice and work in a multi-professional team is another trend that is actualized by the scientific literature of the last decade in the field of rehabilitation and health care - these topics are included in study courses in parallel with the acquisition of specific knowledge and skills in the field of sports physiotherapy and adapted physical activities. Another important topic, to which a part of the study course Health Psychology, as well as separate topics of other study courses, is the well-being of the specialists themselves, including psychological health - which is also a modern trend with the aim of optimizing human resources and reducing the level of burnout of specialists. The newly established LASE Health Care in Sports Research Centre and Sports Science Research Laboratory allow the use of current, modern evaluation and therapy tools during the development of the Master's Thesis, which corresponds to the latest research trends - objective, accurate measurements, dynamic observation of data, their sequential processing, the possibility to share the results online.

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

The awarding of degrees in the LASE Academic Master's higher education programme “Health Care Specialist in Sport” (45722) will be regulated by a developed on the basis of the regulation “On Final Examinations and the Awarding of a Master's Degree in the Professional Master's Higher Education Programme “Health Care Specialist in Sport” (47722)”, which provides that, after successful acquisition of the programme, the student has been able to successfully prove his/her acquired knowledge, skills and competencies by obtaining successful evaluations for the study courses of parts A, B and C (in total no less than 60 CP) and in the final examination (20 CP), defending the independently developed Master's Thesis.

The awarding of academic degrees is based on achievements and findings in the fields of health care and sports science, based on the recommendations of the World Confederation of Physical Therapy (WCPT), the European Network of Physiotherapy in Higher Education (ENPHE), and guidelines by the European Federation of Adapted Physical Activity (EUFAPA) on organizing the study process so that graduates have up-to-date, applicable and degree-appropriate competencies.

The content of the programme ensures the development of professional qualification in the context of both the changing demand and the changes in the prospects for the development of the professions of functional specialists, the desired competencies, including knowledge of academic disciplines, the ability to navigate and critically evaluate the research field and the application of

these findings in practice, as well as the creation of new strategies.

The acquisition of each study course requires independent work of the student, which includes searching for the latest publications, their systematic compilation and analysis. The teaching staff always participates in lifelong learning and qualification raising events, which in general ensures the updating of knowledge in the field of health care and sports science.

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

The practical implementation of the Academic Master's higher education programme "Health Care Specialist in Sport" (45722) mainly affects the acquisition of practical skills and competencies. The programme envisages an integrated training based on innovative training approaches, the activities of which are directed towards experience and studying with scientific findings, promoting the development of practical activities of Master's students in the field of sport physiotherapy. The study process is regulated by common study plans, individual plans for Master's Thesis, which are drawn up, taking into account the peculiarities of the research problem. Determining the deadlines of the Master's Thesis plan helps Master's students to identify issues that must be addressed during the study process in order to achieve the study results provided for in the study programme.

Master's students are advised by the teaching staff involved in the study programme, the professional association Sport Physiotherapy, the practitioners involved in the field, and the scientific supervisor of the Master's Thesis. The Academy has a well-established virtual study environment (LASE Course Management System in the Moodle environment) where every student can obtain information about their Master's studies at LASE and view grades, read news and current events meant for them in particular, work in e-studies and communicate with other students. The LASE Course Management System provides students with a convenient opportunity to access electronic learning materials, electronic tests, and it will also be useful for electronic submission of homework. CMS is a portal where every student can obtain information about their LASE studies and view grades, access scientific databases, read news and current events intended for him/her, use the forum as a communication environment, work in e-studies and communicate with other students, as well as to get acquainted with new ones, cooperate both with fellow students and with the teaching staff, and to find out what topics will be covered in each study subject and what the teaching staff's requirements are for successful completion of the subject, as well as LASE regulatory enactments. The evaluation of student acquisition of study programmes at the health care study direction implemented by LASE. In the Academic Master's higher education programme "Health Care Specialist in Sport" (45722) is carried out in accordance with Section 32 [1] of the Education Law and it is determined by the Regulations on the State Standard of Academic Education [2], which is a document that, according to the level of education, type of education and target group, determines: the basic principles and procedures for evaluating the education acquired

by the student, the requirements have been approved in the „Regulations on the Basic Principles and Procedures for Evaluating LASE Study Programme Acquisition” [3].

The evaluation of student study programme acquisition is organized in accordance with Clause 2 of Section 5, Clause 1 of Section 55, Clause 2 of Section 56 [4], Clause 5 of Section 57 of the Law on Higher Education Institutions, the Cabinet of Ministers Regulations No. 240 „Regulations on the State Academic Education Standard” (May 13, 2014), LASE Constitution, LASE regulations, rules of procedure and other related regulatory enactments.

When evaluating the study results of academic education, the following basic principles are observed:

- the principle of evaluation openness – in accordance with the set goals and tasks of the study programmes, as well as the goals and tasks of the study courses, the Academy has established a set of requirements for the evaluation of study results;
- the principle of mandatory evaluation – it is necessary to obtain a successful evaluation for the acquisition of the entire content of a study programme;
- the principle of evaluation review opportunities – the Academy determines the procedure for reviewing the obtained evaluation;
- the principle of diversity of examination types used in the evaluation – various types of examinations are used in the evaluation of study programme acquisition.

The degree of study result achievement is assessed on a 10-grade scale. The evaluation “passed/failed” can also be used to evaluate the degree of study result achievement within such examinations set in a study course, which are not the final examinations of a study course.

The evaluations of study results on a 10-grade scale are as follows:

with distinction (10) – knowledge, skills and competence exceed the acquisition requirements of the programme, study module or study course, indicates the ability to conduct independent research and a deep understanding of issues;

excellent (9) – knowledge, skills and competence fully meet the acquisition requirements of the programme, study module or study course, the ability to use the acquired knowledge independently has been mastered;

very good (8) – the acquisition requirements of the programme, study module or study course have been completely fulfilled; however, there is not a deep enough understanding of certain issues to use the knowledge independently in solving more complex issues;

good (7) – in general, the acquisition requirements of the programme, study module or study course have been fulfilled; however, sometimes an inability to use the acquired knowledge independently can be observed;

almost good (6) – the acquisition requirements of the programme, study module or study course have been fulfilled; however, an insufficiently deep understanding of issues and an inability to use the acquired knowledge can be observed at the same time;

satisfactory (5) – in general, the programme, study module or study course has been acquired; however, an insufficient knowledge of certain issues and an inability to use the acquired knowledge can be observed;

almost satisfactory (4) – in general, the programme, study module or study course has been acquired; however, an insufficient understanding of some basic concepts can be observed, there are significant difficulties in the practical use of the acquired knowledge;

weak (3) – knowledge is superficial and incomplete, the student is unable to use it in specific situations;

very weak (2) – the student has superficial knowledge only of certain issues, majority of the programme, study module or study course has not been acquired;

very, very weak (1) – there is no understanding of the basic issues of the subject, there is almost no knowledge of the study course, study module or programme.

When evaluating the study results in a programme, study module or study course on a 10-grade scale, LASE can also provide additional criteria for determining a specific evaluation on a 10-grade scale.

Evaluations from “with distinction” (10) to “almost satisfactory” (4), as well as the evaluation “passed” are considered successful.

[1] The Education Law, <http://likumi.lv/doc.php?id=50759>

[2] The Cabinet of Ministers Regulations No.240
<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu>

[3] Regulations on the Basic Principles and Procedures for Evaluating LASE Study Programme Acquisition
http://www.lspa.eu/files/senate/decisions/2014/Oktobris/Vertesanas_pamatprincipi_2014.pdf

[4] The Law on Higher Education Institutions <http://likumi.lv/doc.php?id=37967>

Academic and administrative staff keep track of student knowledge assessment requirements and results. After the final examination of the relevant study course and/or module or after the end of the academic year, the results and methods of student assessment are discussed at the Study Council, which serves as a basis for improving the study process.

The study process of the study programme is divided as follows: for acquiring theoretical knowledge in full-time studies, incl. via e-environment, independent studies, acquisition of practical skills in full-time studies and in individual practice. In full-time studies, lectures take place in an interactive environment by reading lectures (incl. online, using digital technologies and in the case of foreign tutors), illustrating them with presentations, asking questions to the students (in seminars) and encouraging students to discuss the relevant topic.

In the practical course section of the studies, students learn only the skills acquired in practical activities through their practical participation. Practical classes are based on the knowledge gained in theoretical classes, thus strengthening the theoretical knowledge base and supplementing professionalism with practical skills. After the practical work, an analysis is carried out in the form of discussions, where the student is able to determine his/her own and other students' strengths and weaknesses, as well as identify the mistakes and shortcomings.

Independent studies are a mandatory part of the Academy's study process, incl. the student's independent work within the study course, the amount of which corresponds to the credit points of the study course. This includes reading the compulsory and further reading literature, taking regular examinations, preparation for classes, seminars, tests and final examinations, etc. types of work, according to the study course description. In parallel, students are provided with seminars by specialists of the professional field, incl. seminars by foreign tutors, in which students have the opportunity to additionally discuss current topics with specialists of the specific field, and to find out

their professional opinion and perspective on the development and direction of the process.

The implementation of a study programme takes place creatively, using various methods that allow to ensure the achievement of study results and promote the organization of a student-centred study process: Lecture method – mainly used in study courses where there is not enough study literature available, or in courses where this method is the most effective. For example, if learning the course material independently is difficult for students. During the study process, guest lectures are also organized, e.g., professors from America. Independent work – students learn to collect, summarize and analyse the necessary information, as well as strengthen and develop the knowledge acquired during the classes. Work in small groups – students learn to work in teams and improve their communication and presentation skills for practical topic acquisition. Discussions – is used in study courses, where communication skills are developed simultaneously with the acquisition of theoretical knowledge. Practical classes – help to apply the acquired theoretical knowledge. Seminars – are organized in almost all study courses. They help to develop the speech culture, report presentation, ability to justify and defend one's opinion. Student conferences – students have the opportunity to discuss the current topicalities of the field, conduct independent scientific research and present it, thus deepening one's presentation and public speaking skills. Studies based on work environment, for instance, Sport Laboratory. See Annex 3.2.1._4. The same methods are used in the work with foreign students as for students of the Latvian flow.

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

In the Academic Master's higher education study programme "Health Care Specialist in Sport", students are offered to implement in the 4th term in the 2nd study year, which includes a total of 10 CP, of which 30% are contact hours with patients/clients or practice supervisors, and the rest of the time is devoted to filling out practice documentation, including studying scientific literature. The main goal of the practice is to strengthen and integrate the acquired specific theoretical knowledge, as well as independent development of the professional work skills and abilities in the fields of sport physiotherapy and/or APA. A practice programme has been prepared for each professional practice, which is available to every student in the e-environment. When performing practice tasks, a student has two practice supervisors: one in the company and the other is a LASE methodologist. Practice supervisors help the student to understand the essence of the practice tasks and direct the student towards the correct performance of these tasks. The LASE practice supervisor also provides consultations on general issues of practice organization and defence of the practice report. The implementation of the practice programme and the tasks included in it allows to ensure practical knowledge and skills in the field of sport physiotherapist and adapted activity, as well as the development of analytical thinking, which is included in the study results to be achieved in the study programme. Practice is planned to be organized in health care and rehabilitation institutions in Latvia. At the place of practice, the student is provided with a practice supervisor appointed by the health care institution. During the practice, the student strengthens the skills and abilities

included in the practice programme. At the end of the practice, students must submit a practice evaluation. The practice is organized for students within the terms and procedures specified in the study programme. Students are offered and provided with practice places in more than 20 medical, health care, educational, etc. institutions not only in Riga (for instance, SIA "Orto klīnika", Riga 5th Primary School – development centre, Strazdmuiža Boarding school – development centre for visually impaired and blind children, etc.), but also in regions of Latvia, including rehabilitation centres, hospitals, private practices, sports schools (for example, SIA "OC Liepāja", SIA "Jelgavas poliklīnika", Jelgava 1st Boarding school – development centre, etc.), (see Appendix 3.2.4._1). The student can freely choose practice places closer to the place of residence outside the practice places offered by the higher education institution, but the practice place has to meet the main conditions of the Practice content. Students also have the opportunity to select a practice abroad as part of the ERASMUS programme.

The tasks of the professional qualification practice of the Professional Master's higher education study programme "Health Care Specialist in Sport" are connected to the results of the study programme. The aim of the practice is to strengthen and develop the knowledge, skills and competencies previously acquired in the study programme in working with patients of different age groups in the prevention of functional ability disorders, to prepare students for creative, research and therapeutic work, as well as to create competitive professional specialists who are actively involved in the health care system.

The documentation regulating practice in the Academic Master's higher education study programme "Health Care Specialist in Sport" will be created on the basis of the documentation of the Professional Master's higher education study programme "Health Care Specialist in Sport", taking into account that the number of CP devoted to the practice and the distribution by terms have decreased.

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

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

The topics of the final papers of the students of the study programme "Health Care Specialist in Sport" are relevant in the field of health care and sports science as a whole. The topics of final papers are developed based on the experience of tutors, recommendations of employers, and the professional competencies, skills and knowledge of health care specialists. The choice of the topic of the paper has three basic components – the scientific topicality of the topic of health care, so that as a result a solution to the essence of the researched problem is found or contradictions are resolved; the student's own interest in the topic of the researched question, which helps the student's creative potential and motivates the student to develop the Master's Thesis to the end, to study the topic more in-depth, looking for its application; as well as the relevance of the topic to modern issues, requirements from the public health point of view, including requirements of the

labour market. Considering the fact that the programme emphasizes the interactivity of health care and sports science, this is also reflected in the selection of research topics. The topics of Master's Thesis fall into two areas of health care: sports physiotherapy and adapted physical activity. The topics selected for the APA field are often related to adapted sports, para-sports, people with special needs, chronic diseases, special conditions, for instance: "Adaptations of Instructions in the Assessment of Movement Abilities for Children and Youth with Intellectual Disabilities", "Health Factors for Participation in Physical Activities for Children with Mobility Impairments", etc. In turn, in the field of sports physiotherapy – students select topics related to possibilities of physiotherapy in the prevention of sports injuries, promotion of achievements of sports, rehabilitation after injuries, therapy for physically active people and athletes, for example, "Dynamic Valgus Changes of the Knee Joint After the Application of Two Different Sets of Exercises in Basketball Players (Amateurs) Aged 18-25", or "Effects of a Set of Isometric Exercises of the Corset Musculature on Dynamic Balance and Corset Stability in Dancers Aged 9-12". A wide spectrum of participants is involved in research, both in terms of age and place of residence, and socio-economic status. There are many topics about trauma and rehabilitation after injuries, for instance, "Frequency of Shoulder Girdle Pain in Latvian Paddlers and Its Relation to the Range of Motion, as well as Stability of the Scapula in the Shoulder Joint". Research also touch on such a very topical theme as mental health, for example, "The Effect of Aerobic Exercise on the Mental Health of Schizophrenia Patients". The topics of Master's Thesis are chosen in connection with physical work abilities, as well as the functional state, its changes as a result of the influence of various factors and correction, and also about movement and motor abilities of people with special needs, and physical activity and health.

All topics are selected and developed in connection with the requirements of the study direction, in accordance with the goals and tasks of the programme.

When analysing the topics of final papers, it can be concluded that currently both more theoretical and practice-based topics have been selected. Appropriate research designs have been applied to the papers, and their diversity increases every year. With the introduction of the academic programme, it is also planned to motivate students to acquire various forms of research.

Theoretical papers presenting systemic reviews, such as "The Effect of Hippotherapy on Gross Motor Skills and Dynamic Balance in Children with Cerebral Palsy up to 18 Years of Age: a Systematic Literature Review".

Practical research, for example, "Evaluation of Dynamic Balance and Jump Height in Floorball to Prevent the Risk of Ankle Trauma", "Effects of Different Types of Stretching Methods on Speed Properties and Their Comparison in Amateur Football and Basketball Players".

During the reporting period, the average grade of final papers and Master's thesis in the last 5 years is grade 7.4. During the reporting period, 1 student defended the Master's thesis and received grade 10 (outstanding), 4 students defended it and received grade 9 (excellent), 18 students received grade 8, 8 students received grade 7, 3 students – grade 6, 3 students received grade 5, and 1 student – grade 4. Every year there are students who receive an excellent evaluation (grade 9). The fact that this evaluation is not given too often only confirms the serious attitude of the State Examination Commission when evaluating the work of each student. No unsatisfactory evaluation has been received in the last 5 years.

As the Master's study programme changes from professional to academic, it is not expected that the topics of the papers will change significantly, as the topics covered during the studies are equivalent, but the knowledge about the research process and its types, for instance, about various research designs, evaluation opportunities, etc. will improve.

3.3. Resources and Provision of the Study Programme

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

The necessary informative material and technical resources have been provided for the needs of the study programme, which are available both within the framework of the academic programme and in the higher education institution as a whole.

The material and technical provision of the “Physiotherapy” study programme: for the implementation of study courses, it is mainly portable computers, projectors, which are placed in the premises of theoretical and practical classes. Due to the epidemiological situation in the country in connection with the spread of the COVID-19 infection, theoretical classes were held remotely, and in order to ensure a high-quality study process, the tutors could use the Academy’s premises to ensure the optimal level of remote classes (computer equipment, visual materials, etc.). During the reporting period, educational visual aids have been purchased for the qualitative implementation of the study process: muscle posters, schemes, skeletons and their parts. In addition, functional beds (medical couches), massage couches and folding massage couches were purchased. Regularly, every year, the small inventory of physiotherapy is replenished, for instance, metal goniometer sets, callipers, pulse oximeters, etc. inventory was purchased during the reporting period. Thermal sheets were purchased for the study courses “First Aid” and “Civil Protection”. AIRex exercise mats, therapy balls – various shapes, balance hedgehogs, wedges, balance surfaces, massage rollers, large togy balls of various sizes, etc. inventory was purchased for the study courses “Movement Physiology and Motor Control” and “Dynamic Anatomy and Biomechanics”.

The Health Care in Sports Research Centre established by LASE in September 2020 is available for ensuring the study process, conducting scientific research and developing Master’s Thesis. It is widely equipped, modernized and has ensured availability of the physical environment. **The following material and technological provision is available at the research centre:**

“Technobody prokin 252” dynamic balance device, “Optojump next” infrared measuring equipment, “Witty” time recording device “Vienna” test system, “Polar team pro” heartrate monitoring for groups, “Vyntus CPX” gas analysis + cardiogram, “EKF biosen” lactate and glucose analyser, “Lode Excalibur sport” + application on the PC, “T“Lode” arm egometer, “Lode rehab” cycling ergometer, “Physiomed Con-Trex” isokinetic exercise machine, “BTS SMART DX” infrared cameras, “BTS FREE-EMG” electromyograph (16 channels), “BTS P-6000” power platforms, “BTS G - walk(G-sensor)” gait sensor.

The staff of the research centre, in cooperation with the academic staff, promotes the integration of the use of the aforementioned technological provision in the study process, promoting in-depth or expanded knowledge and understanding, according to the latest findings of the field of health care and sport science, as well as the professional field of sport physiotherapy and adapted physical activity, providing a basis for research, including by operating and cooperating in various fields. Staff also promotes skill development, motivates independent use of theory, methods and problem-solving skills to carry out research activities, as well as highly qualified professional functions in the field of health care and sports science. In the research centre, students can not only operate the

equipment, but also receive advice from the researchers of the Laboratory and the Centre.

The purpose of the Library is to provide high-quality and modern information resources for the academic and scientific activities of LASE, as well as to support scientific research activities and provide the necessary information for health care specialists. The collection of the LASE Library is created in accordance with the requirements of the LASE Health Care study and scientific work directions, including the Academic Master's higher education programme "Health Care Specialist in Sport" (45722). In the study subjects of the field and professional specialization, the Library has the latest books available in Latvian, as well as English and Russian. Students regularly visit the Library and use the reading room. Starting from the 2016/2017 academic year, the following databases are available: ProQuest ebrary - Ebook Central. THOMSON REUTERS - Web of Science, SCOPUS. Bibliographic database, SCIENCE DIRECT World's largest electronic collection of science, technology and medicine, SPRINGER LINK Electronic data source. The magazine "Physiotherapy" was ordered. Every year, the range of scientific and educational literature is supplemented based on the recommendations of tutors and students. Students are provided with access to Physiopedia. Every year, the Library restores and purchases more than 300 items of literary sources. All users of the Library have the opportunity to receive a consultation from the Library staff by phone, in person or electronically.

Students have free access to Microsoft Office 365 software for the entire duration of their studies, which also includes MS Teams, which facilitates the organization of remote consultations or lectures, exchange of documents, as well as online communication, etc. LASE offers every student of the programme a personal e-mail (it increases student recognition and improves the professional image) with cloud storage options, as well as IT specialist support is available.

The Academy has created a virtual learning environment – the LASE course management system in the Moodle environment, which provides students with a convenient opportunity to access electronic learning materials and electronic tests, and it will also be useful for electronic homework submission. LASE also has a unified informative system (IS), in which every student can obtain information about his/her Master's studies at LASE and view grades, follow his/her dynamics, read news and current events intended specifically for him/her, work in e-studies and communicate with other students, as well as access scientific databases.

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

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

Costs of the Professional Master's Study Programme "Health Care Specialist in Sport"

| No. | Name of the Parameter | | | Row No. | Calculation Formula | Calculated Amount |
|---------------------------------------|---|------------------------------------|---|---------|-------------------------------|-------------------|
| | A | B | | | C | D |
| I Direct Costs of the Study Programme | | | | | | |
| | Calculation of salary fund of one tutor for one student per year | | | | | |
| | Position | Average salary of tutors per month | Proportion of tutors for the provision of the study programme | | | |
| | Professor | 1754 | 17% | 1 | $D1=A1*B1$ | 298.18 |
| | Assoc. Prof. | 1404 | 10% | 2 | $D2=A2*B2$ | 140.40 |
| | Assist. Prof. | 1124 | 3% | 3 | $D3=A3*B3$ | 33.72 |
| | Lecturer | 900 | 2% | 4 | $D4=A4*B4$ | 18.00 |
| | Assistant | 717 | 2% | 5 | $D5=A5*B5$ | 14.34 |
| | Guest Tutor | 947 | 66% | 6 | $D6=A6*B6$ | 625.02 |
| | | 100% | | | $D1+D2+D3+D4+D5+D6=$ | 1129.66 |
| | average annual salary of a tutor, EUR | | | 7 | $D7=(D1+D2+D3+D4+D5+D6)*12$ | 13555.92 |
| | average number of students per 1 tutor | | | 8 | X | 19.00 |
| | salary of a tutor per 1 student per year, EUR | | | 9 | $D9=D7/D8$ | 713.47 |
| | average number of students per 1 employee (excluding infrastructure and | | | 10 | X | 15.00 |
| | average salary of an employee = 512,23 EUR | | | 11 | X | 512.23 |
| | salary of other employees per 1 student per year, EUR | | | 12 | $D12=(D11/D10)*12$ | 409.78 |
| N1 | Salary fund for 1 student per year, EUR | | | 13 | $D13=D9+D12$ | 1123.25 |
| N2 | Social payments of the employer per 1 student per year (24,09%), EUR | | | 14 | $D14=D13*0,2409$ | 270.59 |
| N3 | Costs of business trips per 1 student per year, | | | 15 | | 2.85 |
| | costs of mail and other services per year per 1 student, EUR | | | 16 | X | 1.00 |
| | real estate tax for land per 1 student, EUR | | | 17 | X | 0.28 |
| | repair costs per 1 student, EUR | | | 18 | X | 35.50 |
| | maintenance costs per 1 student, EUR | | | 19 | X | 20.50 |
| | provision of administrative work per 1 student, EUR | | | 20 | X | 2.29 |
| | other services per 1 study place per year (e-services), EUR | | | 21 | X | 2.29 |
| N4 | Payment of services - in total EUR | | | 22 | $D22=D16+D17+D18+D19+D20+D21$ | 61.86 |
| | consumed electricity | | | 23 | X | 18.83 |
| | heating | | | 24 | X | 38.14 |
| | water supply and sewerage | | | 25 | X | 18.45 |
| | costs of purchasing teaching aids and materials per 1 study place per year | | | 26 | X | 8.40 |
| | costs of purchasing inventory per 1 study place per year | | | 27 | X | 3.56 |

| | | | | |
|---|--|----|-----------------------------------|---------|
| | costs of purchasing stationery per 1 study place per year | 28 | X | 7.40 |
| N5 | Purchase of materials and low-value inventory per 1 student per year, EUR | 29 | $D29=D23+D24+D25+D26+D27+D28$ | 94.78 |
| | textbooks per 1 student per year | 30 | X | 13.00 |
| | price of 1 book, EUR | 31 | X | 11.38 |
| | service life of books in years | 32 | X | 10.00 |
| | costs of purchasing magazines per 1 student per year, EUR | 33 | X | 4.85 |
| N6 | Costs of purchasing books and magazines per 1 student per year, EUR | 34 | $D34=D30*D31/D32+D33$ | 19.64 |
| | costs of purchasing equipment per 1 study place per year | 35 | X | 49.42 |
| | costs of equipment modernization | 36 | X | 19.93 |
| N7 | Costs of equipment purchase and modernization per 1 student per year, EUR | 37 | $D37=D35+D36$ | 69.35 |
| S2 | For social provision of students per 1 student per year, EUR | 38 | $D38=D39+D40+41$ | 21.52 |
| | for sport per one student per year, Ls | 39 | X | 5.69 |
| | for culture per one student per year, Ls | 40 | X | 3.85 |
| | student hostel costs per one study place per year | 41 | X | 11.98 |
| Total direct costs per 1 student per year - sum from N1 to N8 | | 42 | $D42=D13+D14+D15+D22+D29=D34+D37$ | 1663.85 |
| II Indirect Costs of the Study Programme | | | | |
| Expenses for ensuring LASE operation: academic activities for the payment of infrastructure, development projects, common LASE operational projects, administration - a total of 15% of the study costs of one student per year | | | | |
| | | 43 | $D43=D42*0,15/0,63$ | 396.15 |
| In total, the study costs of one student per year | | 44 | $D44=D42+D43$ | 2060.00 |

In the Academic Master's higher education study programme "Health Care Specialist in Sport", it is possible to study using both funding from the state budget and funding from private funds. Every term there is a competition for budget seats, which is regulated by regulations. The number of budget seats in the programme is reviewed every year. Starting from the 2nd term, students who study with a budget seat have the opportunity to receive a scholarship based on the regulation "Regulations on Awarding State Budget Scholarships at LASE".

The tuition fee for the 2022/2023 academic year for the Latvian flow is EUR 4120.00 (the fee for acquiring a study course: 1CP – EUR 52.00 in the 1st study year and EUR 49.50 in the 2nd study year), for the English flow (foreigners) – 1st study year: EUR 3575.00 (1CP – EUR 90.00), 2nd study year – EUR 3440.00 (1CP – EUR 86.00).

Loan options are also available to students, and they are regulated by the "Regulations on LASE Student Lending".

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members

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

The teaching staff involved in the implementation of the LASE Academic Master's higher education programme "Health Care Specialist in Sport" (45722) are highly educated, with professional work experience in the fields of health care, sports science and pedagogy, including doctors, certified physiotherapists, taking into account the specifics of the field. Practicing professionals serving the national teams and Olympic athletes are also involved. The teaching staff regularly increase their professional competencies (both as specialists and as tutors), and improve their knowledge, for example, by participating in continuing education seminars organized by, for instance, the Latvian Association of Physiotherapists, the Latvian Sports Medicine Association, etc. The teaching staff participate not only in Latvian, but also in European and global seminars and scientific conferences in order to gain new theoretical knowledge and practical skills related to the current trends of the industry in the field of health care in sport. In the Academic Master's higher education programme "Health Care Specialist in Sport", the study process and practice are provided by teaching staff whose scientific and professional qualification meets the requirements of the Law on Higher Education Institutions.

From the 2016/2017 academic year to the 2021/2022 academic year, 45 teaching staff have been involved in the implementation of the study process of the Professional Master's higher education programme "Health Care Specialist in Sport" (47722), of which 5 (11.10%) were professors, 3 (6.67%) – associate professors, 1 (2.22%) – assistant professor, 1 (2.22%) – lecturer, 1 (2.22%) – assistant, 2 (4.44%) – leading researchers, 1 (2.22%) – researcher. Furthermore, 27 guest tutors were recruited for the acquisition of separate study courses, and 22 practice base methodologists were recruited for the provision of the professional practice – certified physiotherapists, sport or rehabilitation doctors, medical doctors. In this academic year, 12 tutors from LASE staff and 13 guest tutors confirmed their participation in the study process. In the study process, the integration of a set of high-value, science-based and practice-proven knowledge, skills and competencies is possible with the help of the leading researcher PhD Aija Kļaviņa, who has implemented scientific and pedagogical projects during the reporting period from the 2016/2017 academic year to the 2021/2022 academic year. LASE participation in national and international projects: participation of LASE representatives in the working group of the European Union Fund project by the Centre of Disease Prevention and Control "Complex Measures for Health Promotion and Disease Prevention"; ERASMUS + Collaborative Partnerships project «European Union Physical Activity and Sport Monitoring System», Application No. 590662-EPP-1-2017-1-PT-SPO-SCP. The aim of the project was to implement the European Union (EU) physical activity and sport monitoring system by developing an integrated and common methodological process that will provide comparable, valid and reliable data on participation in physical activity and sport in the EU member states. In the research project "Staigā vesels" (*Walk Healthy*) (No.2189), the improvement of the health and quality of life of patients with type 2 diabetes was promoted with the interval method physical activity programmes monitored and managed with the help of a mobile device. Furthermore, a PhD research is being developed at LASE. Innovative technologies were developed for improving the health and quality of life of patients with type 2 diabetes with the interval methods physical activity programmes monitored and managed with the help of a mobile device. The project "Camp Abilities – Baltic,

2017", CIEE is the administrator of the Baltic-American Freedom Foundations („BAFF”) in the Baltic States. The project involved 5 tutors of LASE. A research was conducted on assessing the physical health of visually impaired children and promoting daily physical activity with adapted sport activities. NORDPLUS project “Ecological Approach in Adapted Physical Activity”, No. NPHE-2017/10364. The project developed an intensive study programme on adapted physical activities for health promotion for people with functional disabilities. NORDPLUS project “Innovative Multidisciplinary Approach in Elderly Care”, No. NPHE-2015/10103. The project implements an intensive study course on an interdisciplinary approach in health care services for geriatric patients. LASE tutors and students of Health Care participate in the project. Project: “A Complex Assessment and Support Programme to Reduce the Health Risks Associated with Screen Time in Adolescents” lzp-2019/1-0152. Cooperation partner: University of Latvia. Implementation period: from January 1, 2020 to December 31, 2022. Funding: 300 000 EUR. Project manager: LASE leading researcher Aija Kļaviņa. Project: “Physical Activity as a Means of Breast Cancer Prevention: Research on Molecular Mechanisms”. The project is implemented within the framework of the European Economic Area financial instrument and the Norwegian financial instrument for the period 2014-2021. Project identification No. EEA-RESEARCH-164. Agreement No. EEZ/BPP/VIAA/2021/2

Project execution deadline: 01.05.2021-30.04.2024. Project implementer: Latvian Biomedical Research and Study Centre

Project partners: Oslo University Hospital; Latvian Academy of Sport Education; National Cancer Institute of Lithuania; National Institute of Chemical Physics and Biophysics of Estonia. Aim of the project: Physical activity protects against cancer development, but the molecular mechanisms underlying it are very little studied. During exercise, a large number of extracellular vesicles (EVs) are released into the bloodstream, which serve as a means of communication between different tissues and may also directly affect the growth of cancer cells and anti-tumour immune response. The aim of this project is to investigate the molecular content of the EVs formed during exercise and the effect of EV on breast cancer growth in vitro and in vivo. LASE is represented in the project by leading researcher Aija Kļaviņa, researcher Rūdolfs Cešeiko, scientific assistant Mārtiņš Čampa and students.

The directions of the scientific publications and research by teaching staff and guest teaching staff are related to the development strategy (for 2015-2020, (according to the LASE Senate decision, it was extended until 2023) of the Latvian Academy of Sport Education as one of the main research directions – promotion of public health – physical activity as a means of preventing non-infectious diseases for people of different ages: folk sport, children and youth sport, adapted sport. Publications of scientific articles, the number of supervised study papers, the number of published books and titles of other scientific articles and the year of publication of each teaching staff and guest teaching staff is indicated in the CV of each teaching staff.

The cooperation between Assistant Professor, Dr. paed. certified physiotherapist Agris Liepa and the Institute of Human Movement Sciences Department of Health Sciences and Technology, ETH Zurich should also be mentioned in the development of the Doctoral Thesis „Comparison Of Innovative Forms Of Resistance Training In Elderly”, as well as in the preparation of several scientific publications, for instance, Liepa A., Gudina U., Larins V., Dubinina E., Kaupuzs A. “The effects of cognition and functional performance on core stability in the elderly population: a cross sectional study”. The research directions of Doc. Agris Liepa are related to the condition of the deep muscles of the torso, its influence on the upper and lower limbs at different age stages. The Bachelor’s Thesis supervised by Doc. Agris Liepa are also closely related to the changes in the deep muscles of the human torso and their characteristics, as well as Doc. Agris Liepa cooperates with colleagues from LASE in developing publications. A certified physiotherapist and a member of the Latvian Association of Physiotherapists, who integrates the results of scientific papers into the study process, presenting future specialists with the latest trends in the study courses Motor Control and

Neurophysiology. The regularly conducted research by teaching staff and guest teaching staff contribute to the improvement of the quality of study courses and the achievement of study course results in the study programme.

Teaching staff who are physiotherapists and doctors are also members of professional associations in order to keep up with the current trends in the professional field, Science experts, for instance, Ph.D Aija Kļaviņa, Dr.paed. Prof. Andra Fernāte, Dr.paed. Prof. Signe Tomsone, etc. The professional qualification of teaching staff affects the achievement of study results. The Academic Master's higher education study programme "Health Care Specialist in Sport" has highly qualified teaching staff with practical professional experience, as well as guest teaching staff, for instance, certified physiotherapists, doctors of sciences. Thus, the results of the study courses are achieved qualitatively.

Taking into account how all tutors of the study programme constantly improve their qualifications, participate in research work and also regularly participate in conferences, seminars and other professional events abroad, this is not possible without adequate knowledge of English (level B2). Most of the teaching staff can provide the study process and communicate with the students in English, but if necessary, a second tutor can be engaged.

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

The Academic Master's higher education programme "Health Care Specialist in Sport" (45722) is staffed by elected teaching staff and guest teaching staff. Every year there are small changes in the composition of the teaching staff as the number of elected staff changes (usually $\pm 1-2$ tutors per year; some are re-elected or choose not to participate in the elections), as well as the guest tutors (depending on whether the previously conducted study courses continue to be read by the elected staff, whether new tutors are needed, how many students are there, how many practice places are there, etc.; in general, ± 2 tutors change per year). In general, there have been changes in the composition of guest lecturers from the 2017/2018 to the 2020/2021 academic year, around 23 tutors. This is related to the provision of professional practice for all students in the specific medical institutions and the low proportion of students studying the programme in English, as well as to the participation of guest tutors in certain parts of study courses in the specified academic years (tutors from foreign countries). It should be noted that there is a marked dynamic among practice base methodologists, as the number of practice places increases every year not only in Riga, but in all regions of Latvia (for example, Ventspils, Liepāja, Valmiera, Rēzekne, etc.). The teaching staff has a significant impact on the quality of studies, therefore guest tutors are also recruited, who are able to give students professional advice, evidence-based information and contemporary events in research.

In the 2022/2023 academic year, 12 tutors from LASE staff and 13 guest tutors were invited and confirmed their participation to ensure the study process.

Changes in the number and composition of the teaching staff are an inevitable process, as the study process is dynamic, adaptable to the situation in the country, modern requirements in the field of education, etc., but at the moment there are no objective (complaints, a drop in the assessment level of state examinations, etc.) or any other reason to think that the dynamics of tutors would negatively affect the study process. In order to ensure a high-quality and up-to-date, progressive study process, both experience and young tutors with appropriate skills, knowledge

and a good reputation are recruited.

A competition is announced for the recruitment of teaching staff: for elected academic positions – in the official publisher “Latvijas Vēstnesis”, for guest teaching staff – in other media resources. Election to an academic position takes place based on the requirements of regulatory enactments and in accordance with the Regulations on Election to Academic Positions. The election procedure and detailed criteria are set out in the aforementioned regulations. Every teaching staff who meets the requirements is eligible to apply for the announced position. Regardless of the teaching staff’s status at the higher education institution, the evaluation of candidates takes place according to the following criteria: acquired education, pedagogical work experience, professional work experience, achievements in scientific works. When starting work at the higher education institution, each teaching staff is acquainted with the organization procedure of the study process, a work safety and fire safety briefing is carried out, a profile of the teaching staff is created in the e-environment, information about the work and the possibilities of providing support in the e-environment is provided, etc. work introduction activities.

Information about the organization of the study process, scientific and creative activities, internal regulations are available in the e-environment of the higher education institution on a specially created website – CMS and IS Moodle system. The quality of the teaching staff’s work is evaluated by analysing the results of the student survey (after the end of the study course), scientific and creative activities (once a year), compliance with the class schedule, communication with the administration and students, and the number of submitted complaints (if applicable). The teaching staff are informed about the results of the quality assessment of their work, presenting them with the results of the survey, the results of the quality control of e-courses, etc. If deficiencies are found, they are individually discussed with each teaching staff, emphasizing actions to eliminate the deficiencies (if any are found).

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

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

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

Considering that the Master's study programme "Health Care Specialist in Sport" was a professional programme, both academic theoreticians and specialists with wide practical experience were involved in its implementation. The academic, professional, and pedagogical experience of the teaching staff involved in the implementation of the study programme ensures the achievement of the goals of the study programme. On average 27 lecturers are involved in the realization of the study programme, from 18 lecturers in 2018 to 31 in the 2020 study year (according to the data of the last 5 study years). The ratio of the number of students and teaching staff from 2017/2018. until 2021/2022 study years ranged from 3.6 to 7.75 lecturers per one graduate of that year, an average of 5 lecturers per 1 graduate. In 2021/2022 study year the ratio of the number of lecturers to students throughout the year was 2.6 lecturers per 1 student.

In the 2022/2023 academic year, it is planned that 27 teaching staff (both LASE and guest tutors) will be involved in the teaching process, so this year the ration of the number of tutors to students for the whole year is planned to be 2.25 tutors per 1 student.

In order to ensure a high-quality study process and achieve the goals of the programme, it is important to ensure the successive and dynamic delivery of the study material, so that it is easier for students to build a set of knowledge, skills and competencies. That is why it is very important to provide opportunities for teaching staff to communicate with both students and the administration, as well as with each other. High-quality mutual communication between tutors helps to solve all unclear questions in due time, as well as to adjust the study content and improve the study processes, and what is no less important, to increase the satisfaction with the work done and to increase the students' satisfaction with their studies. The Department of Health Care regularly holds department meetings, where the elected LASE staff meet and can discuss topics related to programme implementation and the material and technical base, and receive feedback on ongoing lectures and classes, etc. Separate sessions have been held where guest tutors are invited, so that they can fully participate in the work process at LASE. All tutors have been informed and invited to address any questions and suggestions to the programme director or the head of the study direction. Starting this year, it is planned to hold joint meetings for the tutors of the programme to discuss the study process (especially the succession, dynamics and interconnectivity of study courses, teaching forms), results and opportunities for their improvement, as well as individual discussions with the tutors of each study course (if there are two or more, then all tutors involved in providing the study course) to present the results of the student questionnaire and to plan the study plan for the next year.

Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Diploma supplement.docx | 3.2.1_1.pielikums Diploma pielikums.docx |
| For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable) | | |
| Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable) | | |
| Statistics on the students in the reporting period | Appendix.3.1.4_1 Statistic date on Students.xlsx | 3.1.4_1.pielikums Statistikas dati par studējošajiem.xlsx |
| III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof | | |
| Compliance with the study programme with the State Education Standard | Annex_3.2.1._1._Compliance_with the standart.docx | 3.2.1_1.pielikums Atbilstība standartam_MG.docx |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable) | | |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Appendix.3.2.1_2.Study courses mapping.docx | 3.2.1_2.pielikums Studiju kursu kartējums.docx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Appendix.3.2.1_3. Plan.docx | 3.2.1_3_Studiju kursu plāns.docx |
| Descriptions of the study courses/ modules | Appendix.3.2.1_4_Descriptions.docx | 3.2.1_4_Studiju kursu apraksti.docx |
| Description of the organisation of the internship of the students (if applicable) | Regulations_Practice.rar | Nolikums_Prakse.rar |
| III - Description of the Study Programme - 3.4. Teaching Staff | | |
| Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable) | | |
| Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable) | Confirmation_1.pdf | Apliecinājums_1.pdf |