



**RED CROSS
MEDICAL COLLEGE**
OF RĪGA STRADIŅŠ UNIVERSITY

**THE RED CROSS MEDICAL COLLEGE OF RĪGA
STRADIŅŠ UNIVERSITY
DEVELOPMENT STRATEGY
FOR 2021 – 2027**

CONTENT

Abbreviations	3
Introduction	4
1. Red Cross Medical College of RSU Guidelines	6
1.1. Mission, vision, values and uniqueness	6
1.2. Strategic development goals for 2021-2027	10
1.3. Conceptual vision for the future	10
1.4. Strategic goal map for 2021-2027	17
2. Description of the current situation of the Red Cross Medical College of RSU	18
2.1. Description of the offered educational programs	18
2.2. Study program continuity opportunities	21
2.3. Research	23
2.4. SWOT analysis	27
2.5. Description of real estate, educational materials, technical bases and infrastructure	31
3. The Red Cross Medical College of RSU action plan for 2021-2027	34
3.1. Development plan for educational programs	34
3.2. Adult education offer at LQF level 5	37
3.3. Methodological work in the period from 2021 to 2027	38
3.4. Staff development	39
3.5. Plan for achieving the strategic development goals for 2021-2027	41
3.6. Own revenue	46
3.7. “Green” investments and activities	47
3.8. International collaboration	48
3.9. Quality management	49
4. Required investments	50
4.1. Planned investments for the infrastructure of the learning environment	51
4.2. Planned investments for the e-environment and its development	55
5. Communication strategy	57
Attachments	61

Abbreviations

NAME, TERM	ABBREVIATION
RED CROSS MEDICAL COLLEGE OF RSU	RCMC RSU, COLLEGE
RĪGA STRADIŅŠ UNIVERSITY	RSU
THE MINISTRY OF EDUCATION AND SCIENCE OF THE REPUBLIC OF LATVIA	MES
THE MINISTRY OF HEALTH OF THE REPUBLIC OF LATVIA	MOH
MINISTRY OF ECONOMICS OF THE REPUBLIC OF LATVIA	MOE
CABINET OF MINISTERS OF THE REPUBLIC OF LATVIA	COM
HEALTH INSPECTORATE	HE
FIRST LEVEL PROFESSIONAL HIGHER EDUCATION	FLPHE
WORK-BASED LEARNING	WBL
EARLY LEAVING FROM EDUCATION	ELE
LATVIAN QUALIFICATION FRAMEWORK	LQF
EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM	ECTS
LATVIAN EMPLOYERS 'CONFEDERATION	LEC
EUROPEAN RECOVERY AND RESILIENCE MECHANISM	RRF

Introduction

The Red Cross Medical College of Rīga Stradiņš University (hereinafter - RCMC RSU, College) is a professional higher education institution supervised by Rīga Stradiņš University (hereinafter - RSU). The address of the College is Jāņa Asara street 5, Rīga, LV-1009.

The establishment of RCMC RSU is related to the September 21, 1920 decision No. 52¹, of the executive board of the Latvian Red Cross, to establish the Latvian Red Cross Merciful Nurses courses, which in 1927 were transformed into the Latvian Red Cross Merciful Nursing School.

With the Cabinet of Ministers of the Republic of Latvia (hereinafter - COM) 25.08.2009. order No. 578, RCMC RSU has been transferred to the supervision of RSU (which is a derived public entity) and, consequently, continues to exist as an RSU agency². The above-mentioned order of the COM stipulates that the Agency is the successor of the rights, obligations, property and record keeping of the previous educational institution.

Despite the changes of the RCMC RSU name during the country's history, the College has always been known for its high standards of professional ethics and moral norms, as well as the high professional competence of its graduates.

The inclusion of the RCMC RSU in the RSU brand in 2009 created preconditions for the continuation of educational programs in the next levels of education and for the consolidation of resources, therefore promoting the sustainability of the RCMC RSU development. The Development Strategy for 2021-2027 describes the achievements of the RCMC RSU during its hundred years of existence and an insight into the next century.

The RCMC RSU operates in accordance with international legal norms, the Constitution of the Republic of Latvia, the Law on Education, the Law on Scientific Activity, the Law on Higher Education Institutions, the Vocational Education Law and subordinate regulatory enactments, as well as the RSU Constitution and the RCMC RSU Regulations.

The RCMC RSU provides high quality studies and scientific activities in the field of health care. This is acknowledged by the certificate awarded to the College for compliance with the requirements of the EFQM (*the European Foundation for Quality Management*) quality model for internal quality assurance (see Appendix 1). Striving for excellence in the educational process, the RCMC RSU has been devoting 1% of its funding to scientific activities since 2015, the only Latvian college to do so. In addition to their base funding, the RCMC RSU also received performance funding during the previous strategy period, which is granted for investments in the development of scientific activities in universities and colleges. The RCMC RSU has received several letters of appreciation and recognition from the field of health care for the quality of studies and well-trained specialists. Letters of appreciation have also been received from the Ministry of the Interior of the Republic of Latvia and the National Guard of the Republic of Latvia for involvement and collaboration. An important assessment of the quality of RCMC RSU studies is the “TOP 10 most recommended colleges”, created by employers, in

¹ State Archives, Fund No. Nr. 47.12; Case No.27; page 79

² available at:<http://likumi.lv/doc.php?id=196597>

which the RCMC RSU has entered for several years in a row, receiving an honorary congratulations for qualifying for it (in 2018, 2019 and 2020).

MOH Public Health Guidelines for Human Resource Planning, MOE Medium and Long-Term Labor Market Forecasts³ and Education Development Guidelines for 2021-2027 “Future Skills for the Future Society”⁴, “Operational Program for Latvia for 2021–2027” prepared by the Ministry of Finance” are taken into account for the planning of the RCMC RSU studies, professional secondary education, vocational education programs and professional development programs. The College implements one first level professional higher education field of study “Health Care”, which includes five study programs. The College also implements one vocational education program and one secondary vocational education program, also in a modular form.

On October 1, 2020, the RCMC RSU had 607 FLPHE students, 134 vocational education students and 55 vocational secondary education students, 309 of them studied at the expense of the state budget and 435 financed the acquisition of their education with the funds of natural/legal persons.

01.09.2020 the RCMC RSU had 208 employees, of which: 141 - guest lecturers; 35 - elected lecturers; 36 - teachers of vocational education and vocational secondary education; 28 - administrative staff.

³ https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMzino_03062020-ar-pielikumiem.pdf

⁴ <https://www.izm.gov.lv/lv/sabiedribas-lidzdaliba/sabiedriskajai-apsprisanai-nodotie-attistibas-planosanas-dokumentu-projekti/4165-izglitibas-attistibas-pamatnostadnes-2021-2027-gadam>

1. Red Cross Medical College of RSU strategy guidelines

The RCMC RSU implements first-level professional higher education programs, therefore creating an opportunity for the population to acquire high-quality education in accordance with the principles of the Bologna Process, the European Union Directives⁵ and the needs of the labor market. Along with the FLPHE the College implements vocational education and vocational secondary education programs demanded in the labor market, as well as - in the context of lifelong learning - professional development and further education programs. During the new period of strategic development, the RCMC RSU will significantly emphasize both the tasks of the digital age⁶, and the promotion of sustainability⁷. The tendencies of lifelong learning are now clearly visible, as the FLPHE studies at the College are often started by students with previously acquired higher education: during the 2019/2020 study year they accounted for 19% of the total number of those who started studying, which can be assessed as a high percentage.

The operation of the RCMC RSU is very important for the health care system, as there is a sharp shortage of labor in the field⁸.

1.1. Mission, vision, values and uniqueness

The **mission** of the RCMC RSU is to prepare high-quality specialists in the field of health care so that the knowledge, attitudes and skills acquired during studies meet the requirements of the digital age and sustainable development, based on humanity as one of the basic principles of the Red Cross and therefore forming a solid foundation for lifelong learning and research.

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

The **values** of the RCMC RSU are the basic elements of our development (see Figure 1.1). These are: honesty and responsibility, people, quality, sustainability.

The activities implemented by the RCMC RSU in the thematic field of education “Health Care” can be assessed as sustainable, as the “Informative Report on Medium and Long-Term Labor Market Forecasts”⁹, prepared by the Ministry of Economics of the Republic of Latvia in 2018 explains that the labor market demand for highly qualified specialists in the field of education “Health Care” during the period up to 2030 shows a significant increase in demand - by 47%. In addition, the largest increase in demand in numerical terms is expected in the “Treatment” program groups.

The uniqueness of the RCMC RSU is that in this group of programs the College is the **only one** of all health care educational institutions to implement two study programs “Treatment” - with the qualification “Physician Assistant” and “Emergency medicine physician

⁵ DIRECTIVE 2013/55/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 20 November 2013

⁶ <https://digital-strategy.ec.europa.eu/en/policies/digital-learning>

⁷ <https://www.un.org/sustainabledevelopment/development-agenda/>

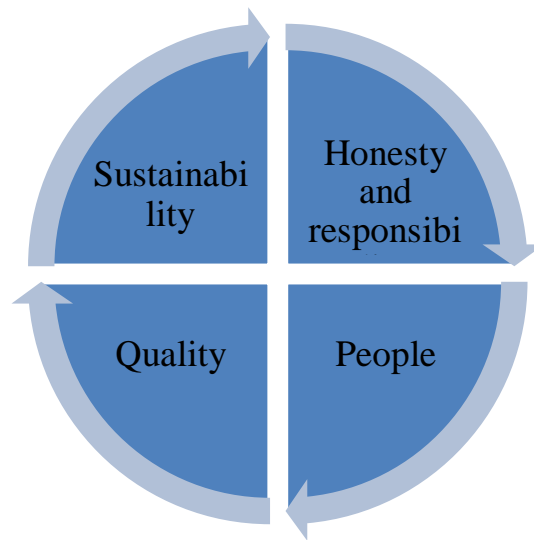
⁸ <https://likumi.lv/ta/id/292718-par-konceptualo-zinojumu-par-veselibas-aprupes-sistemas-reformu>

⁹ https://www.em.gov.lv/lv/videja-un-ilgtermina-darba-tirgus-prognozes/emzino_06072018_full1.pdf/emzino_06072018_full1.pdf

assistant”, as well as the postgraduate professional development program "Outpatient Physician Assistant”. The RCMC RSU trains up to 260 prospective physician assistants, every year, in the study program “Treatment” and in the professional development program “Outpatient Physician Assistant”, who are highly sought after specialists in both EMCS and inpatient admission departments and GP practices.

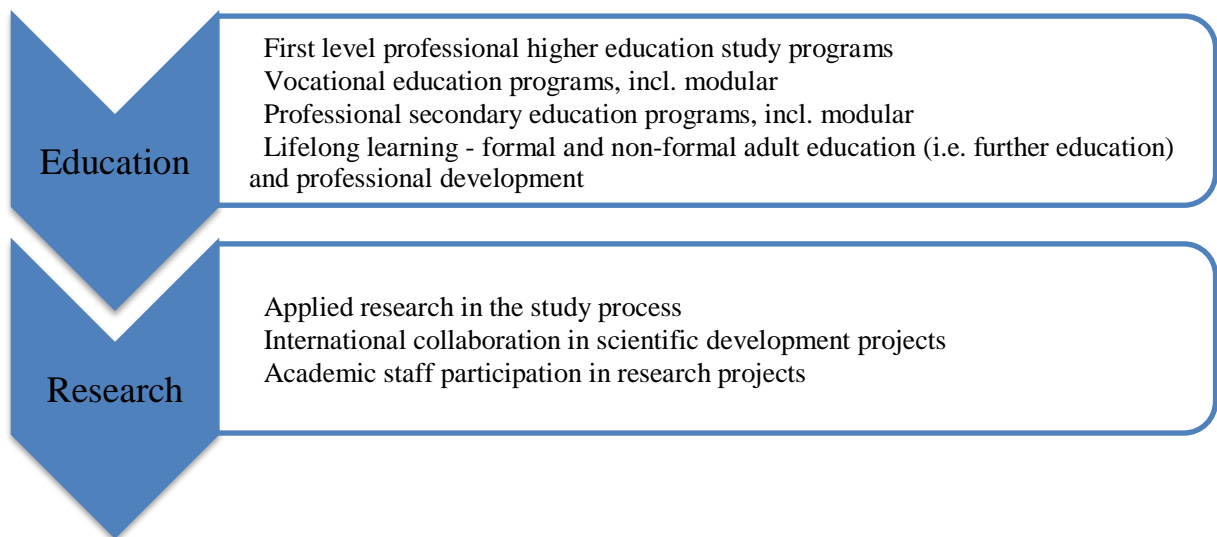
The RCMC RSU vision, mission and values or basic elements of development describe the development strategy of the College for the next seven years, in which the overarching goal, goals, directions of action and tasks for achieving them are defined.

Figure 1.1. RCMC RSU values



During the period described by the RCMC RSU Development Strategy for 2021-2027, the core activity profiles of the College's are education and research, which are included in the thematic area of education “Health Care” (see Figure 1.2).

Figure 1.2. Core activity profiles of the College



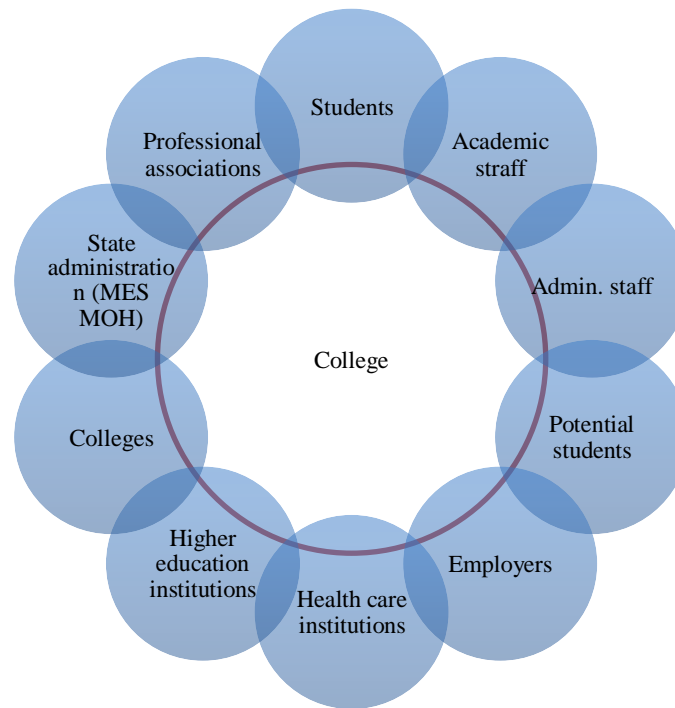
The core activity profiles of the RCMC RSU are closely related to the field of health care and the educational and research processes within it. Looking at the situation in the field, it must be concluded that Latvia faces a number of significant challenges in the field of health care¹⁰. The Covid-19 pandemic also showed that the weakness of the health care system is not so much the technological and infrastructural deficiencies as the lack of human resources. The existing provision of medical personnel is insufficient in all groups of medical personnel¹¹. In order to improve the situation, a significant challenge is the improvement of the availability of high-quality and timely health care services for all residents of Latvia and the training of appropriately educated young specialists, including the requalification available within the framework of lifelong learning.

Therefore, in order to ensure the multidisciplinary training of health care professionals, the internal and external stakeholders who are directly or indirectly involved in achieving the College's strategic goals and, above all, achieving the overarching goal of training high-level professionals in the field of health care are very important to the RCMC RSU.

¹⁰ https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Unmet_health_care_needs_statistics

¹¹ Project of Public Health Guidelines for year 2021-2027

Figure 1.3. Internal and external stakeholders



Internal and external stakeholders are interested parties in the operation of the College (see Figure 1.3), whose influence promotes the operation and development of the RCMC RSU and promotes the possibility of:

- ✓ to ensure the development of high-quality study processes and research in the College, including the implementation of collaboration within the framework of joint study programs;
- ✓ to ensure close collaboration with RSU both for resource sharing and for continuity symbiosis of the study programs in the corresponding study programs in bachelor studies;
- ✓ to implement collaboration with other colleges and universities within the framework of resource sharing;
- ✓ to ensure the involvement of employers/the field - starting with the demand for new programs, guidelines for the content of study programs and collaboration in the implementation of WB learning in places of internships;
- ✓ to ensure the offer of formal and non-formal adult education programs within the framework of lifelong learning by implementing collaboration with professional associations and the Ministry of Education;
- ✓ to ensure the development of digital skills for staff, students, professionals of the field and, in the context of adult education - the development of digital health literacy for society;
- ✓ to ensure sustainability and the development of “green thinking” for students, staff and society, in cooperation with other universities and colleges, incl. foreign partners.

The above mentioned outlines the medium-term priorities of the RCMC RSU and sets goals for future strategic development.

1.2. Strategic development goals for 2021-2027

The overarching goal of the RCMC RSU long-term development is to ensure a high-quality, internationally recognized study process at the College, to develop research activities, as well as to promote continuous professional development of lecturers and close collaboration with employers to prepare highly qualified and competitive professionals for the field of health care and its changing labor market conditions, including in the context of lifelong learning.

Table 1.1. Medium-term strategic development goals

Goal 1	Ensuring the internal quality of the College and study environment in accordance with the culture of excellence approach.
Goal 2	Promotion of research development in the study process , promotion of public health in priority directions, collaboration with the field of health care and involvement in collaboration projects with international partners.
Goal 3	Development of professional competencies of teaching and academic staff , including internship and WBL supervisors in the context of education organization and research development issues, and the development and integration of all involved pedagogical and digital skills in the fields' study courses.
Goal 4	Implementing the principles of good governance , diversifying the College's income stream and managing resources, ensuring a sustainable financial base and improving the professional competencies of the administrative staff.
Goal 5	Development of lifelong learning programs, including the further education of health professionals and the development of future competencies necessary for society, including the promotion of digital transformative competence of individuals in adult education, improvement of professional and personal (soft skills) skills.
Goal 6	Sustainable development of the College , promotion of a safe, socially inclusive and green environment, including international collaboration in mitigating climate change.

1.3. Conceptual vision for the future

The RCMC RSU Development Strategy for 2021-2027 will be implemented simultaneously with the national strategic development period of 2021-2027, which includes:

- ✓ Public Health Guidelines for 2021-2027 prepared by the Ministry of Health;
- ✓ The “Operational Program for Latvia for 2021-2027” prepared by the Ministry of Finance;
- ✓ The new Education development guidelines for 2021-2027 “Future Skills for the Future Society” prepared by the Ministry of Education and Science. Here it is taken into account that college education accounts for up to 20% of the higher education segment and the income of college graduates one year after graduation is 8% higher than the national average, and in general it is slightly higher than the income of bachelor's

degree graduates¹². This can influence the choice of potential students in favor of FLPHE colleges, incl. the RCMC RSU.

As the RCMC RSU conceptual vision for the future is based on the state education development guidelines for 2021-2027 “Future Skills for the Future Society”¹³, then in its Development Strategy for 2021-2027, along with its values and understanding of quality assurance, in accordance with the RCMC RSU quality indicators (see Appendix 2), the common parameters of the state education system will also be taken into account (see Table 1.2).

¹² Characteristics of college and bachelor level graduates. Graduate monitoring 2017.

https://izm.gov.lv/images/statistika/augst_izgl/Raksts_par_koledzas_un_bakalaura_studiju_absolventiem_29_06_2020_s_as.pdf

¹³ <https://www.izm.gov.lv/lv/izglitibas-attistibas-pamatnostadnes-2021-2027/gadam>

Table 1.2. Adequacy of the RCMC RSU strategic development with the priorities of the development of the national education system

Common quality parameters of the state education system ¹⁴					
Areas of strategic development	Quality	Digitisation and innovation ¹⁵	Inclusion	Sustainability	Development indicators and results
Students	<ul style="list-style-type: none"> ✓ Study programs have been implemented and are available in accordance with the quality excellence approach ✓ Implementation of a student-centered approach ✓ Principles of academic integrity 	<ul style="list-style-type: none"> ✓ Development of student digital skills ✓ Innovative education programs - digital health care assistant study module certificate approach (microcredentials) 	<ul style="list-style-type: none"> ✓ Individualized and personalized approach to education ✓ inclusion of young people subjects to ELE ✓ involvement of mentors, incl. digital (bots) in the organization of student support ✓ attracting assistants to students with disabilities ✓ monitoring the risk of dropouts, reducing it¹⁶ 	<ul style="list-style-type: none"> ✓ Developing student' understanding of climate change and factors influencing environmental sustainability ✓ Skills to reduce the individual's "climate footprint" - students as agents of change 	<ul style="list-style-type: none"> ✓ Student satisfaction ✓ Measurement of student growth progress (achieved results) ✓ Decreased dropout rate % ✓ Number of graduates ✓ An academic integrity assessment tool has been introduced
Lifelong learning	<ul style="list-style-type: none"> ✓ Quality further education ✓ Professional development programs for health professionals 	<ul style="list-style-type: none"> ✓ Development of digital skills for health care professionals and use of clinical simulation in professional development programs ✓ Improvement of technological support for clinical simulation (5G) 	<ul style="list-style-type: none"> ✓ Adult education offers for people with disabilities ✓ Offers of modules in adult education ✓ WBL ✓ Certification of skills acquired through non-formal education ✓ Organization of registry renewal tests for professionals who have left the field 	<ul style="list-style-type: none"> ✓ Raising public awareness of climate change and environmental sustainability ✓ Skills to reduce an individual's "climate footprint", including in health care (hazardous waste, PPE, etc.) 	<ul style="list-style-type: none"> ✓ Number of modular education programs offered ✓ Number of training/study courses offered for the acquisition of microcredits ✓ New further education and professional development programs have been prepared ✓ Number of graduated participants in the

¹⁴ https://www.izm.gov.lv/sites/izm/files/iap2027_projekta_versija_apspriesana_160720201_2.pdf

¹⁵ <https://www.varam.gov.lv/sites/varam/files/content/files/dtp-2021-27-merku-kopsavilkums.pdf>

¹⁶ https://www.oecd.org/skills/centre-for-skills/OECD_Skills_Strategy_Implementation_Guidance_for_Latvia_Report_Summary_Latvian.pdf

					<p>professional development and further education programs</p> <ul style="list-style-type: none"> ✓ Satisfaction of training participants
Staff development	<ul style="list-style-type: none"> ✓ Promotion of lecturers' academic achievements ✓ Number of doctoral students and attraction of new doctoral students ✓ Attracting specialists of the field to promote the quality and sustainability of study programs ✓ Attracting foreign teachers 	<ul style="list-style-type: none"> ✓ Implementation of the principles of digital pedagogy - development of digital skills of teachers and internship supervisors/health care professionals, including the acquisition of innovative teaching methods and digital teaching tools ✓ Wider use of clinical simulations (including in preclinical internships) ✓ Digital literacy assessment with „DigCompEdu” 	<ul style="list-style-type: none"> ✓ Promotion of staff knowledge and skills in maintaining a sustainable environment in the College and transforming individual thinking on environmental sustainability issues 	<ul style="list-style-type: none"> ✓ Sustainable work environment: occupational risk prevention, green component, ergonomics, digital operations solutions, ecological calculator skills 	<ul style="list-style-type: none"> ✓ Staff satisfaction ✓ Measures to improve the work environment ✓ Professional development courses, staff training ✓ Staff motivation measures ✓ Number of foreign teaching staff involved
Development of educational content and methods	<ul style="list-style-type: none"> ✓ Regular improvement of study/training content in accordance with professional standards and development trends of the field ✓ Hybrid model - online plus in person ✓ Innovative teaching methods (gaming, simulation) are included in the implementation of the study process 	<ul style="list-style-type: none"> ✓ Digitally enabled teaching methods - integration of digital tools, platforms, digital teaching aids, including virtual laboratories, simulated clinical environment (incl. 5G technology support) 	<ul style="list-style-type: none"> ✓ Transformative teaching methods for lifelong learning 	<ul style="list-style-type: none"> ✓ Co-creative learning 	<ul style="list-style-type: none"> ✓ New training and study methods have been introduced ✓ FLPHE. - up to 50% of study courses are implemented online ✓ Study scenarios in all study courses ✓ Base of training scenarios has been prepared (depository)
Research development	<ul style="list-style-type: none"> ✓ Involvement of academic staff in research projects ✓ Collaboration with foreign collaborating universities ✓ Research results have been obtained in the planned time and with the planned resources, which are reflected in scientific articles/conferences 	<ul style="list-style-type: none"> ✓ Development of evidence-based understanding of health care for professionals of the field involved in study programs - developing understanding of synergies between innovation and internships 	<ul style="list-style-type: none"> ✓ People with special needs are involved in the implementation of the research ✓ A virtual College research idea exchange room has been created ✓ The environment is accessible to all interested parties 	<ul style="list-style-type: none"> ✓ Research projects for the development of environmental sustainability ✓ Active participation in international research projects (Erasmus +, etc., eg Interreg, in project platforms) 	<ul style="list-style-type: none"> ✓ Research projects have been implemented ✓ Lecturer publications in cited publications ✓ International experience of lecturers, involvement in Erasmus projects ✓ Participation in innovation ratings

<p>Overall development of the college</p>	<ul style="list-style-type: none"> ✓ Ensuring an approach to quality excellence within the EFQM model ✓ Ensuring a study and training environment that meets the requirements for accreditation ✓ Cost-effective solutions are provided¹⁷ 	<ul style="list-style-type: none"> ✓ Use of digital development learning platforms, tools, virtual laboratories ✓ Online study process up to 50% of the total amount 	<ul style="list-style-type: none"> ✓ By collaborating with RSU, the building has been made accessible to people with special needs ✓ Use of the hearing loop is available in the College hall as part of resource sharing 	<ul style="list-style-type: none"> ✓ By collaborating with RSU, the energy efficiency of the building has been promoted ✓ Further improvement of the green area around the building and promotion of the green environment in the building (without plastic, with waste sorting, recycling of used office equipment, saving paper and complete transfer of document management to the electronic environment) 	<ul style="list-style-type: none"> ✓ Cyclic accreditation according to the requirements of the EFQM quality model ✓ Accreditation of the field of study and the maximum term ✓ Accreditation of vocational education programs, incl. modular education programs ✓ Accreditation of the College as an educational institution
<p>Service development, personalization</p>	<ul style="list-style-type: none"> ✓ Improving the quality of services provided by the College, simplifying administrative procedures ✓ Individual and personalized curricula, incl. adapting the pace of learning to each educate in the study/training plans ✓ Quality of assessment of learning outcomes ✓ Improving communication and feedback 	<ul style="list-style-type: none"> ✓ Improvement of the electronic application and student service system ✓ Regular improvement of the College website ✓ Creating synergies between the platforms used in the College (LHEIIS, E-studies, ZOOM, Turnitin, etc.) ✓ Individual digital literacy assessment with „DigCompEdu” ✓ Services offered in the implementation of adult education - participation in the MoE ESF education procurements on the organisation of educational services for health care professionals ✓ Organising registry renewal exams digitally (online) 	<ul style="list-style-type: none"> ✓ Improved accessibility of e-services for people with disabilities ✓ Differentiation and personalization of digital tools to address different learning needs, allowing different learning strategies to be chosen, offering alternative approaches and tools, and allowing learning to continue at different speeds 	<ul style="list-style-type: none"> ✓ Implementation of services in accordance with the guidelines for the application of green public procurement¹⁸ 	<ul style="list-style-type: none"> ✓ Data storage on a cloud server ✓ Use of e-signature in documents prepared by students and staff ✓ Mandatory inclusion of the green component in public procurement ✓ Number of non-formal education classes offered ✓ Number of persons renewed (trained and examined) in the register of medical practitioners

¹⁷ https://www.oecd.org/skills/centre-for-skills/OECD_Skills_Strategy_Implementation_Guidance_for_Latvia_Report_Summary_Latvian.pdf

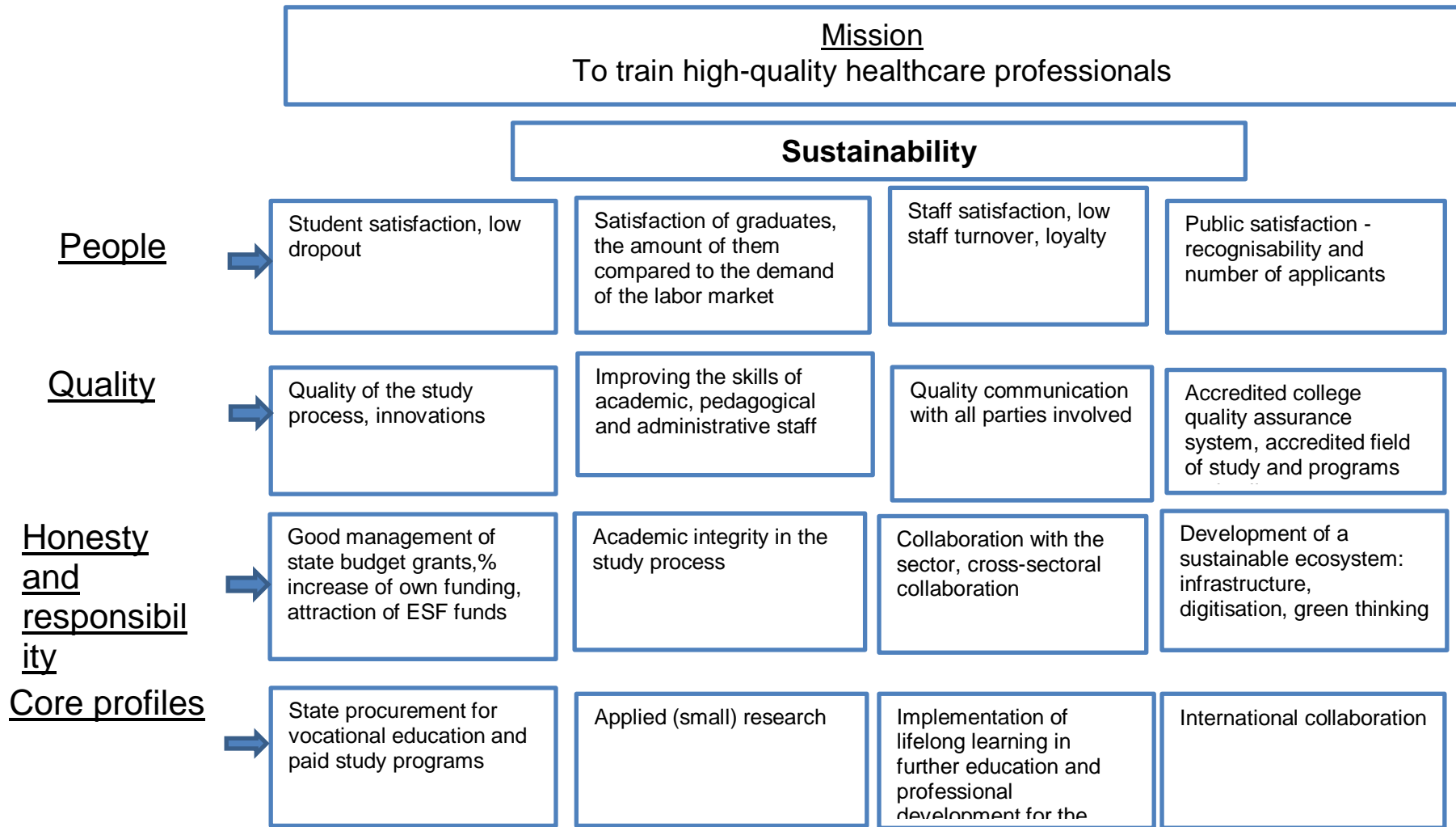
¹⁸ <https://www.varam.gov.lv/lv/zala-publiska-iepirkuma-piemerosanas-vadlinijas>

<p>Technological development</p>	<ul style="list-style-type: none"> ✓ Introduction of technological innovations in the study process and in the College work environment (artificial intelligence for ensuring academic integrity, inclusion of 5G technologies in the implementation of a simulated clinical environment) 	<ul style="list-style-type: none"> ✓ Artificial intelligence in the study process ✓ Implementation of bots for College record keeping 	<ul style="list-style-type: none"> ✓ Technological support for students with risk regarding inclusion (ensuring the availability of technology) 	<ul style="list-style-type: none"> ✓ “Green” technologies ✓ Energy efficient learning environment ✓ Transition to fully electronic record keeping and management processes 	<ul style="list-style-type: none"> ✓ Evaluation of the use of implemented technologies (students, staff) ✓ Energy saving ✓ 100% transition to electronic process management
<p>Infrastructure development</p>	<ul style="list-style-type: none"> ✓ Improved infrastructure for clinical simulations ✓ New training laboratories established (eg dental technician laboratory) ✓ Continuous improvement of the OMT simulator has been provided ✓ Cosmetic repairs in training laboratories on the 2nd floor of the building on Tallinas Street 	<ul style="list-style-type: none"> ✓ Improving the use of IT solutions, online platforms, digital laboratories and tools to ensure a quality educational environment ✓ Licenses for the use of online platforms and development of cybersecurity competencies for students and staff ✓ Further modernisation of the computer class ✓ Holography, audiovisual simulation in space (solutions of sound and wall projections from an emergency situation point of view, and other solutions) 	<ul style="list-style-type: none"> ✓ Safe and accessible work environment for people with disabilities ✓ Monitors and whiteboards with adjustable height ✓ By collaborating with RSU, accessibility of the environment for persons with disabilities is ensured (built) in toilets on all 3 floors of the building) ✓ Purchase of a computer keyboard for the visually impaired ✓ Braille information on each floor of the building (floor number, etc.) 	<ul style="list-style-type: none"> ✓ Participation in the preservation of the cultural and historical heritage of the RSU building at Jāņa Asara Street 5 ✓ Updated and supplemented computer park ✓ Modernized classroom equipment, incl. according to green thinking 	<ul style="list-style-type: none"> ✓ Training simulation equipment, mannequins, technical items for the simulated clinical environment ✓ Newly arranged and supplemented workplaces (for students, staff) ✓ Number of computer and office equipment units ✓ Accessibility of the building for people with reduced mobility up to the 3rd floor
<p>Development of the common labor market in the field</p>	<ul style="list-style-type: none"> ✓ Attracting employers and experts from professional associations in the educational process - collaboration in ensuring the quality of internships for the implementation of WB learning 	<ul style="list-style-type: none"> ✓ Improving digital skills for professionals of the field ✓ Development of new professions (eg Digital health technician) 	<ul style="list-style-type: none"> ✓ Inclusion of individuals with special needs in the learning process for the growth of human resources in the field (both formal and informal - professional development) 	<ul style="list-style-type: none"> ✓ Raising awareness and educating the public about a sustainable society¹⁹ by organizing further education events with the involvement of staff and students 	<ul style="list-style-type: none"> ✓ At least 85% of graduates enter the labor market ✓ WB learning has been implemented in all study and training programs ✓ Licensed continuing education programs in all nursing specializations

¹⁹ <https://www.pkc.gov.lv/lv/attistibas-planosana-latvija/ano-ilgtspejigas-attistibas-merki>

	<ul style="list-style-type: none">✓ Regular updating of the content of training modules at the level of the qualifications framework✓ Ensuring the quality of the non-formal education offers needed by the field				<ul style="list-style-type: none">✓ Participation in all professional development procurements for specialists in the field, organized by the MOE and corresponding to the specifics of College education✓ Cooperation with all regional hospitals
--	--	--	--	--	---

1.4. Strategic goal map for 2021-2027



2. Description of the current situation of the Red Cross Medical College of RSU

2.1. Description of the offered educational programs

The RCMC RSU offers study, professional secondary and vocational education programs, for which graduates are in greatest demand in the field of health care²⁰. In the new strategy period, it is planned to implement modular vocational education, first in vocational education and secondary vocational education programs, later in the FLPHE, with the aim of creating a flexible supply of vocational education that would provide an opportunity to respond quickly to changes in labor demand in both the short and long term. Also, in accordance with the regulatory framework in the country, work-based learning (hereinafter - WBL) will be implemented at all levels of education offered by the RCMC RSU. Planned test indicators - learning outcomes and performance funding²¹.

1. Currently, five first level professional higher education programs are being implemented at the RCMC RSU, including one jointly with RSU, which are included in the “Health Care” field of study, as well as one vocational education program and one vocational secondary education program.
2. The RCMC RSU started the previous development strategy period during 2015-2020 by implementing two first level professional higher education programs - “Nursing” and “Treatment”.
3. During the period from 2015 to 2020, three more study programs were licensed and started to be implemented: in 2015 “Therapeutic massage”, in 2016 “Pharmaceuticals” and in 2017 “Treatment” with the obtainable qualification ‘Emergency medicine physician assistant’. Therefore, starting from the 2017/2018 academic year, the College is implementing a total of five first level professional higher education study programs in the „Health care” field of study.
4. However, in 2020, the RCMC RSU licensed two modular education programs - the vocational education program “Nursing” and the professional secondary education program “Dentistry”.
5. During the period from 2015 to 2020, a steady increase in the number of students was observable at the RCMC RSU (see Figure 2.1).
6. The applicant choice in favor of the RCMC RSU, which is confirmed by the increase in the number of students, is influenced by both the relevancy of the professions in the labor market which are acquired as a result of studies and the quality of studies. The quality of studies is also acknowledged by the regular qualification of the RCMC RSU for the TOP 10 of the rating created by Latvian employers: the Employers` Confederation of Latvia (ECL) and the career portal Prakse.lv create the TOP of the study programs and educational institutions recommended by employers, which provide school graduates with an insight into where a young person can acquire the chosen profession. The RCMC RSU has been regularly included in the number of the best colleges in this ranking since 2016

²⁰ Public Health guidelines for year 2021.-2027 (plan)

²¹ Conceptual report „Par profesionālās izglītības programmu finansēšanu” IZM, 2020; <http://tap.mk.gov.lv/lv/mk/tap/?pid=40494216>

- and has been ranked 1st among medical colleges in the last two years.²².
7. It should be noted that already in the previous accreditation process of study programs in 2012, the RCMC RSU study programs “Treatment” and “Nursing” received an A grade and were placed in group 1 (programs that are convincingly high quality and considered sustainable) in the conclusions sections “study programs can continue to be financed from the state budget”²³.
 8. The RCMC RSU has been actively involved in the improvement of the health care ecosystem, creating students' understanding of the development of digital health care services in the country. Together with *Laurea University of Applied Sciences*, Finland, and *Tartu Health Care College*, Estonia, the College implemented the INTERREG project “*The Development of Digital Health and Welfare Services*” for three years, which had the aim to assess and improve the IT knowledge and skills of health care students in all three educational institutions involved in the project. As a result of the project, a new study course “Digital Health and Social Welfare Services” is being acquired in all three universities, therefore further developing students' digital skills, which are very important in today's society and health care, and is in line with the direction of digital transformation outlined in the new strategic period for the strategic development of public education.
 9. The offer of study programs is based on the involvement of the RCMC RSU, as an educational institution under the supervision of the MOH and RSU, in the development of human resources for the needs of the field and the continuity possibilities of the College educational programs at RSU. It ensures the consolidation of the resources necessary for the study environment and reduces the fragmentation of separate programs in the study direction “Health care”, as well as strengthens the vocational education and vocational secondary education, as well as professional development education programs implemented by the RCMC RSU.

Five university agencies - medical colleges - were implemented in 2020 in the education field of study “Health care” (see Figure 2.1.).

²² <https://www.prakse.lv/top>

²³ IZMprot_040912_SP_izv; Informative report „On performance and first results of higher education study program evaluation”

Figure 2.1. Changes in the total number of students in medical colleges

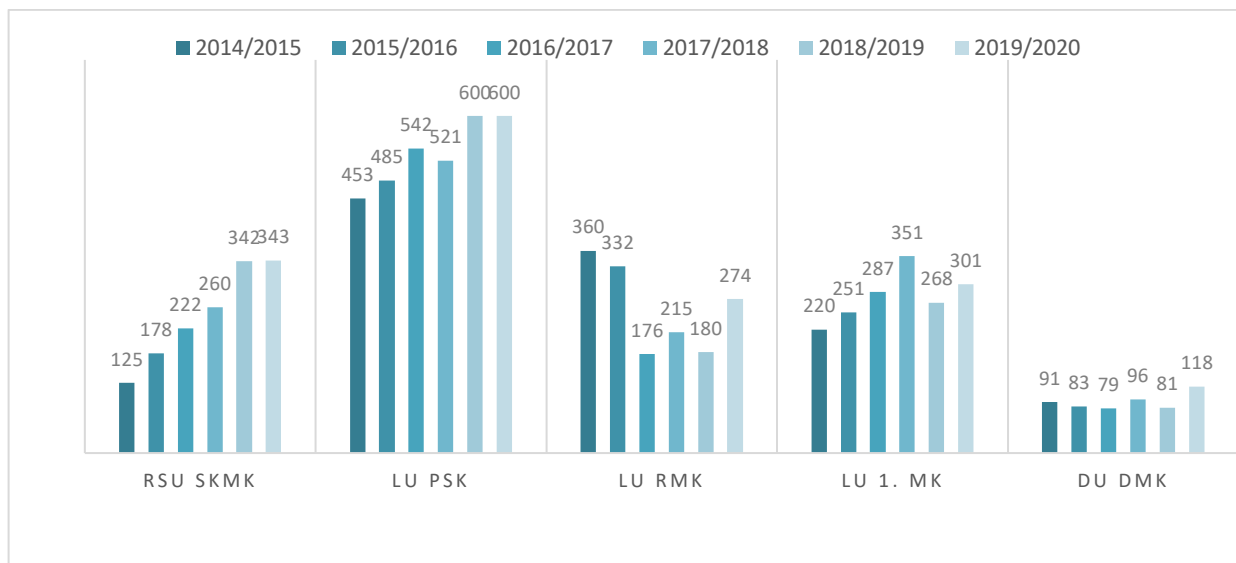


Table 2.1.1. Comparison of the RCMC RSU educational program offer with that offered by other medical colleges

	RCMC RSU	SMC UL	RMC UL	RFMC UL	DMC UD	RSU Liepaja branch	Continuity opportunities
Nursing (41 723)*	x	x	x	x	x	x	RSU; UL
Treatment (41 721)	x	x	x	x	x	x	RSU; UL
Treatment EMC (41 721)	x		x				RSU; UL
Therapeutic massage(41 722)	x**	x	x		x	x**	RSU; UL
Pharmaceuticals(41 725)	x			x			RSU; UL
Dentistry (35b 724001)	x			x			RSU; UL
Nursing (nurses assistant) (32a 723 00 1 un 35a 723 00 1)	x			x	x		FLPHE programs in the “Health care” field of study

X – is implemented in the according college
** - is implemented in colleges until 30.06.2022.*
*** - joint study programs*

The offer of the RCMC RSU educational programs is similar to the offer of other medical colleges. However, when analyzing and comparing the number of applicants who have wanted to study at the RCMC RSU in the period from 2015 to 2020, we see that applicants have

largely preferred the RCMC RSU in their choice (see Table 2.1.2).

Table 2.1.2. Dynamics of the increase in the number of students and pupils

Year	% increase in the number of students	Compared to other medical colleges
2016	25	the largest
2017	15	second largest
2018	16	the largest
2019	15	the largest
2020*		

* Data not yet available at the time of preparing the Strategy

2.2. Study program continuity opportunities

Continuity opportunities are available for all programs implemented by the RCMC RSU.

The RCMC RSU also ensures the commencement of studies in later study stages based on an individual plan, also two modular education programs have been started to be implemented. The RCMC RSU, in cooperation with RSU, has licensed and implements a joint study program “Therapeutic massage” (the only joint study program implemented by colleges in the previous accreditation process).

When looking at the acquired professional knowledge from a mapping perspective, continuity of study programs is possible. Also, the RCMC RSU has a cooperation agreement to ensure the transfer of students to the relevant study program of RSU, if further implementation of this educational program is not possible at the RCMC RSU.

The map of professional qualifications to be acquired in the study programs has the possibility of continuity for all the RCMC RSU implemented programs, starting from LQF 3 (see Table 2.2).

Table 2.2. Study program continuity/ transition opportunities

LQF	RCMC RSU study program continuity /transition to bachelor program opportunities						
6	Nursing general care nurse				Public health	Rehabilitation	Pharmaceut icals
5	Nursing (nurse)	Treatment(Physician assistant)	Treatment(Em ergency medical physician assistant)	1. Digital health care technician* 2. Cardiovascular	Therapeutic massage (Massage therapist)	Pharmaceut icals (Pharmacis t assistant)	

					perfusion technician *		
4		Dental assistant	Dental technician*				
3	Nursing (Nursing assistant)						

* The programs are planned to be licensed by the RCMC RSU during the “Development strategy for 2021-2027”

According to the report of the Ministry of Economics on the medium and long-term labor market forecasts up to 2030, the demand for human resources in the field of health care will exceed the supply²⁴. Therefore, with the current number of students in all study programs of medical colleges, the human resources required for the field will not be fully provided numerically.

Study programs implemented by the RCMC RSU, in which there is a lack of human resources in the labor market:

Nursing, Nurse. From 2021, during the initial period of the RCMC RSU Development Strategy, a transformation has been started for the transition of this qualification to bachelor's education (6 LQF). According to the conceptual report “On the future development of the nursing profession” the implementation of nursing education in colleges is terminated as of December 31, 2021. Therefore, the 2020/2021 study year is the last year in which the colleges will have Nursing²⁵ study program graduates. A transition period is planned, during which in the 2021/2022 study year the RCMC RSU will continue to implement the educational process of the 2nd and 3rd study year of the study program “Nursing”. The content of the study program is coordinated with FPHSW RSU.

Treatment. Emergency medical physician assistant (EMPA). In order to start the implementation of the program, the official opinion of the Emergency Medical Service (2016) was received, stating that 198 emergency medical assistants are needed, and the existing 434 require a FLPHE. The RCMC RSU has concluded a cooperation agreement with the Ministry of Education on the preparation of 50 EMPAs within the framework of ESF funding during the period until 2023.

Pharmaceuticals. Pharmacist assistant. 36% of the registered pharmacist assistants are over 60 years old, 28% are between 51 and 60 years old, and only 10% are under 30 years old. From the letter of the Pharmaceutical Care Association of Latvia management: “it is evident that there is a lack of pharmacist assistants (college graduate specialists) in Latvia”²⁶.

In accordance with Cabinet Regulation No. 795 (Clause 13.5) and Regulations No. 218 (Clause 4.5), which includes the coordination of the necessity and justification of the previously

²⁴ EMZino_150615.docx; Informative report on employment market short-term and long-term prognosis

²⁵ <https://likumi.lv/ta/id/310369-par-konceptualo-zinojumu-par-masas-profesijas-turpmako-attistibu>

²⁶ www.farmaceutubiedriba.lv/lv/lfb-iepastizina-veselibas-ministri-ar-farmaceitiem-svarigiem-jautajumiem (02.09.2016.)

planned programs with the MOH, the RCMC RSU already on 08.10.2019 has received the MOH confirmation letter No. 01-13.2/4702, which indicates that in order to ensure the implementation of the current issues included in the National Development Plan for 2021-2027 in the context of the development of the education sector, the MOH has identified the plans and priorities for further development of the RCMC RSU for the 2021-2027 planning period.

2.3. Research

According to RIS3, the basic education and research profiles of the RCMC RSU will be included in the biomedicine, medical technologies, biopharmaceuticals and biotechnologies areas of specialization.

Today, there is a rapid development of treatment options that increase the potential for cures or quality of life, at the same time, medicine is becoming more complex and not only because of the technology used and the knowledge required - resource planning, coordination of services, management of intensity, cooperation between different disciplines, as well as communication between all those involved in the treatment process are more complicated, therefore increasing the risk of harm to the patient²⁷.

1. The RCMC RSU promotes the development of applied scientific research and the involvement of students and academic staff in research. The RCMC RSU has received performance funding in the previous strategic development period.
2. In order to ensure research capacity, the RCMC RSU promotes the scientific activity of the academic staff by providing annual financial support to lecturers - doctoral students for publishing scientific articles and attending scientific conferences.
3. The RCMC RSU has a Science Council, the College announces research project competitions for the RCMC RSU academic staff in cooperation with College students. The RCMC RSU Development Strategy plans for supporting research projects every year until 2027, as well as attracting funds from research projects, therefore implementing performance financing requirements. There is also regular coordination of research topics with the participation of the field of health care - EMS, pharmaceutical companies and other employers in the field.
4. Control criteria set by the RCMC RSU: own investments in research promotion (% of state grant for study place); number of publications of lecturers' and students' scientific research works; participation in international conferences; patents.

Table 2.3.1. Scientific research activities of the academic staff

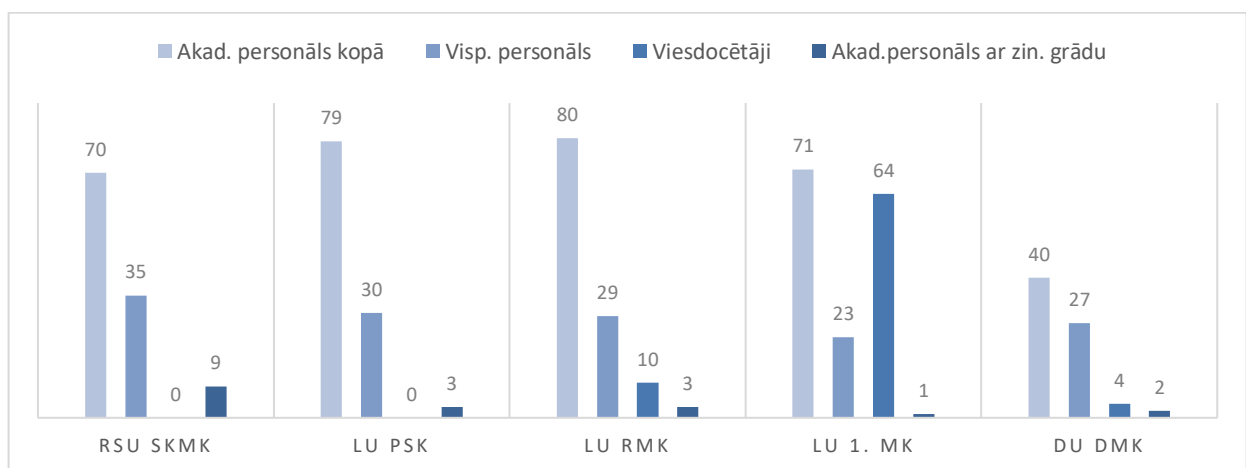
Year	Scientific articles in peer-reviewed publications	Scientific articles in other scientific publications	Conference abstracts/poster reports	Method. publications	Books	Unpublished papers read at international science conferences	TOTAL

²⁷ LR Ministry of Finance “Work program for Latvia for years 2021–2027”

2019	1	1	22	8	0	2	34
2018	1	1	20	0	1	3	23
2017	1	5	8	0	0	6	20
2016	2	1	8	0	0	8	30
2015	6	2	9	2	0	7	26
2014	9	2	7	2	0	17	37
2013	3	4	7	0	0	7	21
Kopā	22	16	81	12	0	48	191

Financial support in the amount of at least EUR 250,00 is planned for each lecturer for these purposes also in the further period from 2021 to 2027. This is how the RCMC RSU supports the doctoral studies of lecturers, and in 2021 the RCMC RSU has the **largest number of elected lecturers with a scientific degree among all medical colleges** (see Figure 2.3).

Figure 2.3. Total number of lecturers with a scientific degree in colleges



The following directions of applied research in 2021-2027 have been determined at the RCMC RSU, corresponding to public health and social care issues:

- ✓ increasing the efficiency of internships in the Health Care field of study, including the improvement of students' skills in a preclinically simulated clinical environment;
- ✓ digital transformation in health care and digital competencies of professionals of the field;
- ✓ greater use of digital health care solutions in health care, E-health: opportunities and collaboration for the benefit of the patient;

- ✓ new technologies and virtual environments in patient care, including the use of artificial intelligence;
- ✓ biological aging, related health care problems for seniors and quality of life;
- ✓ health care problems of individuals with special needs;
- ✓ environmental impacts and interactions to maintain health in different age groups;
- ✓ public health promotion;
- ✓ the activity of a massage therapist in improving the health and functional condition of an individual, as well as the quality of life and well-being related to health;
- ✓ research on the activities of medical assistants in primary health care;
- ✓ research on the activities of medical assistants in secondary health care;
- ✓ research on the activities of physician assistants in tertiary health care;
- ✓ research on the activities of medical assistants in the provision of emergency medical care in the pre-hospital phase;
- ✓ pharmaceutical care and the role of the pharmacist assistant;
- ✓ interdisciplinary collaboration and communication;
- ✓ prevention of the risk of harm to the patient, safety in the care and treatment of the patient.

Table 2.3.2. Collaboration partners

Education	Research
RSU	RSU
Health care institutions, incl. in the regions	Health care institutions, incl. in the regions
Emergency medical service	Emergency medical service
Other colleges and universities that offer similar study programs	Other colleges and universities that offer similar study programs
Foreign universities with health care study programs	Foreign universities with health care study programs
Pharmaceutical companies, pharmacies	Pharmaceutical companies, pharmacies
Professional associations	
Rehabilitation centers	

RCMC RSU competitors in the implementation of educational programs:

1. other colleges and universities that implement the first level professional higher education study programs in the “Health care” field of study;
2. professional associations and associations that provide further education for health care professionals.

Collaboration partners in education, at the same time, can also be competitors, which stimulates a creative approach to development and promotes the sharing of resources. (see Table 2.3.2).

2.4. SWOT analysis

Table 2.4. SWOT analysis

Internal factors	
Strengths	Weaknesses
Collaboration with RSU, including opportunities for sharing resources within the school for student research and Young lecturers	
The only joint study program among Latvian colleges so far has been implemented with the RSU Liepāja branch	
Qualifications important to the national economy and in demand in the labor market	
Development of lifelong learning. Organisation of professional development training within the framework of the Ministry of Health European Social Fund project No. 9.2.6.0/17/1/001 "Qualification improvement of medical and treatment support staff"	Insufficient involvement of working educates
Professionally competent and stable academic staff with extensive practical experience in the field of health care and social welfare	
College support for lecturers for research	Passive participation of lecturers in the development of research project topics and applications
Positive dynamics of the number of students	
Quality of study programs (source: graduate surveys)	
High self-assessment of graduate competitiveness (source: graduate surveys)	Dropout number in the first semester
Regular and purposeful cooperation with graduates, employers, professional organizations and associations in improving the study process, developing internships, organizing career days	

Promotion of a student-centered approach: involvement of students in the internal quality council of studies, study program councils, student surveys: an opportunity to evaluate and influence the study process, to receive feedback on the changes and improvements made in the study process	
Use of a strong clinical training base and simulated environment and technology in the study process.	
Improvement of student and lecturer digital skills and design thinking	
Introduction of modern and innovative IT solutions and tools in the study process, incl. the use of new e-platforms in study courses, 3D anatomy program	
Cooperation with other Latvian higher education institutions and the opportunity to gain experience in 21 partner universities	
Attracting foreign guest lecturers and specialists to the study process within the framework of the implementation of international study weeks	
A wide range of cooperation partners, including regional health care institutions, to provide student internships	
State budget places are regularly filled and successful management for efficient use of financial resources	
Good materially technical and methodological support, incl. ranking of clinical skills and work on the establishment of a register of clinical skills	
Accurate absorption of funds from the European Regional Development Fund project “Modernization of STEM educational program infrastructure at the Red Cross Medical College of RSU”	
Know how of creating and implementing internationally evaluated professional development programs “Application of the cardiovascular perfusion method in nursing internships”	
History, traditions, ability to maintain the continuity of quality in the study process	

External factors	
Opportunities	Threats
Education of specialists in demand in the labor market of both Latvia and the European Union	Poorly predictable state budget and insufficient funding per student. Uncertainty about the role of colleges in the higher education environment.
New, much wider opportunities to also include simulations, various learning platforms and learning and assessment tools online. Opportunities to use innovative teaching methods and available equipment to create a dynamic and interactive learning process	Competing study programs in UL colleges
Increase in the popularity of college-level education within the framework of lifelong learning, as in Latvia from FLPHE programs, it is possible to obtain a qualification which is required in the labor market in a relatively short time (2-3 years) and start working	Changing and volatile government policies regarding planned salary increases for academic staff
Monitoring the demand for new formal and non-formal education programs, in cooperation with employers and professional organizations	Unforeseen reforms in higher education, incl. inconsistent actions of the responsible ministries, uncertainty regarding the development, financing, organization of the study program "Nursing"
Expansion of the offer of lifelong learning programs (incl. further education and professional development programs). Including the implementation of the international accreditation of the professional development program "Application of the cardiovascular perfusion method in nursing internships" during the 2017/2018 academic year from the European Board of Cardiovascular Perfusion	Demographic situation, which determines the decrease in the number of graduates with secondary education and the outflow of potential students to study abroad
Wider development of ERASMUS+ and NORDPLUS projects in cooperation with international partner universities. Mobility of students and lecturers of all study programs, including online	Impact of Covid-19 on limited mobility opportunities for students and lecturers, incl. the organization of international events in person, implementation of practical classes and internships
Internationalization of lecturers and students; Attracting foreign academic staff in cooperation with RSU, within the framework of the 8.2.2.0/18/A/013 project	Insufficient response, by highly qualified specialists in the field, to academic work in an educational institution due to professional workload

Using the opportunities offered by the EU structural funds for research development

Lack of motivation of lecturers to start or continue doctoral studies and develop doctoral theses

2.5. Description of real estate, education materials, technical base and infrastructure

The RCMC RSU infrastructure consists of:

- ✓ RSU-owned premises in use in the building at Jāņa Asara Street 5, Riga (see Table 2.5.1):
- ✓ learning environment equipped according to the RCMC RSU activity profiles (see Tables 2.5.4 and 2.5.5)

In previous ERDF structural fund periods, the RCMC RSU has obtained funding for the improvement and subsequent development of the learning environment.

Table 2.5.1. Description of the real estate in 2020

Name of educational institution	Real estate facility, facility address, cadastral number	2020/2021 st. y	m2	Investments made	Forecast 2021-2027	m2	Ownership
RCMC RSU	Nursing school J. Asara street 5, Riga, Cadastral No. 0100 537 0045	Study building (for the learning process)	3885,56	Cosmetic reconstruction of one wing of the building financed by the ERDF 2009.-2012.* 2015.-2020. no ERDF investment have been made in the building's infrastructure	The building is used for the learning process	4444,24	Owned by Rīga Stradiņš University - with an agreement between RSU and RCMC RSU - use of premises

Table 2.5.2. Number of computer classrooms and computer hardware in 2020

Computer classrooms	2
Number of computers in computer classrooms available for students in the learning process (stationary computers)	35
Open access computer hardware available to students	35

Table 2.5.3. Available IT equipment

Manufacture year / Number of units	Computer hardware for the learning process						Computer hardware for the admin. and tech. staff	Interactive boards	Interactive screens	Color printing equipment	CNC equipment	3D printers	Number of learning robot kits (Lego, mBot, etc.)
	Stationary computers		Laptops		Tablets								
	Educators	Educators	Educators	Educators	Educators	Educators							
Before 2018.	9	18	0	0	0	0	21	4	1	1	0	0	0
2018.	26	14	0	15	0	0	5	0	5	5	0	0	0
2019.	0	0	0	0	0	0	2	0	0	0	0	0	0
2020.	0	1	0	0	0	4	1	0	0	0	0	0	0
2021.	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	35	33	0	15	0	4	29	4	6	6	0	0	0

Table 2.5.4. Available facilities- environmental equipment

Study/training program	Name of facility	Financing EUR	Equipment
Pharmaceuticals	Pharmacy simulation room**	2500*	IT; goods scanner, medicine showcase and counter, lockers, medicine packaging (various formats)
	Chemistry laboratory	256 000*	Interactive screen, computer, Laboratory tables and furniture, surfaces, scales, 3 fume cupboards, chemical storage with equipment for storage of various substances, chemicals, laboratory room with equipment for laboratory work

Treatment	OMT**	15000*	IT + cameras, Emergency transport simulator, stretcher,
	Simulation room - control room and simulation room and discussion feedback room with progress monitoring	32 000*	beds in the simulation hall, home care corner, cameras for filming the proceedings
Nursing	Hospital ward simulation**	3000	Hospital ward imitation - 2 beds, central oxygen supply equipment - imitation, nursing station equipment (for preparation of clinical procedures), mannequins with IT simulation
Therapeutic massage	Practical laboratories for massage**	3200*	10 massage tables, IT - touch screen, computer
Dentistry	Dental office - simulation room	12 000*	Two dental chairs, two indoor manipulation tables, furniture, a separate instrument sterilization room with equipment - packer, sterilization cabinet, compressor and compressor storage

* financing from RCMC RSU own funds

** also for use in lifelong learning programs, incl. prof. development courses for postgraduate education of professionals of the field

In the previous RCMC RSU development period from 2015 to 2020, the total indicative funding for the development of the learning environment and infrastructure (from all sources, except for the state budget funding for a study place) amounted to EUR 438,000.00. The CFCA fully applied the funds provided by the ERLA. A total of 1025 students will use these investments which improved the learning environment and infrastructure in 2025 (including professional development programs). Therefore, the 2015-2020 investments made per one student at the RCMC RSU in 2025 (incl. in professional development programs) will be 427.32 EUR (see Table 2.5.5).

Table 2.5.5. SAM 8.1.4 structural funds contribution to the development of the learning environment and infrastructure in the previous period of strategic development

No.	Investment position	Sum	Achieved against plan
1.	Environmental accessibility, ergonomic environment	124 437,7	+
2.	ICT solutions, hardware and sound equipment, including “green components”	158 581	+
3.	Training equipment (mannequins, training props, etc.)	121 000	+

3. The Red Cross Medical College of RSU action plan for 2021-2027

3.1. Development plan for educational programs

In accordance with Cabinet Regulation No. 795 (Clause 13.5) and Regulations No. 218 (Clause 4.5), which includes the coordination of the necessity and justification of the previously planned programs with the MOH, the RCMC RSU already on 08.10.2019 received the MOH confirmation letter No. 01-13.2/4702 stating that, in order to ensure the implementation of the current issues included in the National Development Plan for 2021-2027 in the context of the development of the education sector, the MOH has identified the RCMC RSU's further development intentions and priorities for the 2021-2027 planning period* (see Table 3.1).

Table 3.1. Development of educational programs

No.	Planned	Potential costs in EUR with VAT	Description	Achievable results
1.	Accredit the Health Care field of study	15 730	To submit in full, to ensure the necessary for the coordination of the documentation of the entire field of study, and the reception of the accreditation visit, by 30.06.2022	The study field is accredited for the maximum term, in accordance with the accreditation regulations
2.	New study programs*	75 020	The College will continue to implement the first level professional higher education program “Treatment” (41,721) with the obtainable qualification ‘Emergency medical physician assistant’ within the framework of both the	At least two new study programs are licensed

			<p>state budget and ESF funding. The expected number of graduates for the period is 100.</p> <p>It is planned to transform the internationally licensed professional development program “Cardiovascular perfusion method in nursing internships” into a first level professional higher education program. This is done taking into account the recommendations of the European Board of Cardiovascular Perfusion, which the college received in 2019, during the international accreditation of the program. A letter from the Latvian Society of Cardiovascular Perfusion has also been received regarding the necessity of establishing the program, inviting the College to prepare such a program. It is also planned to implement the program in a foreign language.</p> <p>Work is underway to prepare a future profession in health care in cooperation with the Riga Medical College of the University of Latvia and JSC Latvijas mobilais telefons - a digital technician for personalized health care - and to develop a joint study program for the acquisition of this specialty.</p>	
	Implementation of work-based learning in study programs	402 430	Prepare for the implementation of WBL within the RRF project In cooperation with the ECL,	WB learning has been implemented in all educational programs, incl. further education
3.	Provision of lifelong learning for further education of medical personnel	363 000	Provision of further education and professional development courses for further education of health care professionals, incl. in the e-environment and distance learning, in accordance with the results of the ESF project 9.2.6. pilot project “Professional development of higher education institutions and provision of professional further education within the cooperation model “knowledge transfer of the competence center” in the priority health care area - child” (project implementer - HOM) ²⁸	<p>Prepare 4 nursing specialization programs in accordance with the Nurses Association's guidelines for program content and to participate in the MOH procurement process.</p> <p>Prepare at least 10 new professional development programs.</p> <p>Start in the MOH procurement for the</p>

²⁸ Continuing education of medical personnel (SAM 9.2.6.). Education schedule for medical practitioners and medical support persons for European Social Fund Project No.9.2.6.0/11/I/001 "Improvement of qualification of medical practitioners and medical support practitioners"

				implementation of prof. development
4.	Implementation of vocational secondary education programs and vocational education programs in a modular way	1 760 000	<p>To develop a modular professional secondary education program “Dental Assistant” and “Dental Technician”, within the framework of SAM 8.5.2, as well as to ensure the successive development of the vocational education program “Nursing”.</p> <p>The development of the modular professional secondary education program “Dentistry” with the qualification ‘Dental Technician’ has been completed. After the approval of the program by NCE, it is planned to license it to the RCMC RSU.</p>	The implementation of the programs is planned starting from 2021.
5.	Collaboration with partner universities abroad within the framework of various international projects - professional development programs	32 000	<p>Work is being carried out with partners from Israel (Bar-Ilan University, Tel Aviv) within the framework of the ERASMUS+ project, for the implementation of practical, simulation-based study courses for emergency medical physician assistants.</p>	The project will be active until 2022.

3.2. Adult education offers at LQF level 5

Taking into account the demographic trends and declining populations, the efficient use of existing resources is important, including developing the skills capacity of the population (smart society), which is a prerequisite for raising productivity. Digital transformation and public involvement in sustainability are also important.

1. During the next development period, the RCMC RSU will be involved in the implementation of further education in nursing and plans to prepare for licensing and to participate in the procurement of the MOH in all further education programs for nursing specialties.
2. The RCMC RSU will continue to prepare professional development programs for those working in the field of health care. Taking into account the ESF planning period, professional development programs will be offered in accordance with the tenders announced by the Ministry of Finance, taking into account the “Operational Program for Latvia for 2021–2027” prepared by the Ministry of Finance. The College has a tripartite agreement (No. 6.2-25/2016/0422) on the improvement and development of the acquisition of a simulated clinical environment and clinical skills and an objective assessment of knowledge/skills in the field of nursing and care with RSU and the Latvian Nurses Association. The agreement provides for the collaboration of all three parties in the development of the technical equipment of the learning environment and the methodological provision of the simulated clinical environment and in the organization of further education in accordance with the needs of professional development of nurses.
3. The RCMC RSU will activate the offer of non-formal education in the context of adult lifelong learning, creating up to 30 non-formal education courses in the next development period.
4. The RCMC RSU has agreed on the establishment of an Association of Suppliers with the RMC UL in order to educate 50 emergency medical physician assistants by 2022 in the study program “Treatment” with the obtainable qualification ‘Emergency medical physician assistant’ within the framework of ESF funding, commissioned by MOH.
5. The RCMC RSU has concluded an Agreement with the Latvian Association of General Practitioners on 27.08.2015 on the cooperation of professional development of Physician assistants. The professional development program ‘Activities of an outpatient physician assistant’ has been implemented within its framework, since 01.10.2016. In the period from 2020 to 2022 (24 months), the College will be implementing a program commissioned by the MOH within the framework of ESF funding. Achievable result: 50 professionals of the field who have acquired professional development.
6. The RCMC RSU will be involved in the project “Improvement of professional competencies of employed persons” implemented by NCE and will apply for the implementation of study courses that meet the needs of acquiring digital competencies.

3.3. Methodological work in the period from 2021 to 2027

Table 3.3. Methodological work

No.	Support form/ type	Potential costs in EUR with VAT	Justification	Achievable result
1.	Creation of a database of clinical situation scenarios in all study programs	21 780	Full-fledged acquisition of clinical skills requires qualitatively prepared and regularly updated training simulation scenarios. This will allow students to develop competencies for providing health care in various clinical situations within the framework of pre-clinical practical classes.	At least 5 clinical scenarios for each study program
2.	Improvement of the e-learning environment and creation of digital teaching aids	24 200	The student-centered approach is based on giving students the opportunity to learn for themselves ²⁹ .	Improvement of e-learning environment and Zoom platform usage possibilities. Purchase of Turnitin. A digital learning tool in the Nurse assistant program. The Procedure standards material has been prepared, in cooperation with Vidzeme Regional Hospital. Improvement of the 3D Anatomy Next program.
3.	Introduction of game methods: preparation of educational games in various study subjects, eg Communication skills for health care professionals	45 980	During the period up to 2027, applicants will have completed secondary education within the new curriculum - competency-based education. The study methodology needs to be reorganized in line with the progress of education reform towards a competency-based learning environment ³⁰ .	Introduced Game Physiology and Team communication. With their help, student and staff transversal skills have been improved - digital skills, self-directed learning, collaboration and participation.
4.	Use of IT tools and the electronic environment for the improvement of student digital skills in the study process	48 400	It is necessary to develop student transversal competencies, including digital competencies ³¹ . Personalized medicine, digital versions of medical records, the use of e-health in the health care process and digitalization in the health care system are challenges that future health care professionals will face, so the development of digital skills during the study process is very important.	Improved digital skills of staff and students according to DigiComp 2.1 levels "5" and/or "6"

²⁹ <https://www.esu-online.org/wp-content/uploads/2016/07/100814-SCL.pdf>

³⁰ https://em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf

³¹ https://www.izm.gov.lv/images/ES_fondi/Sakotnejie_novertejumi/Sakotnejais_novertejums_823sam_final.pdf

3.4. Staff development

The education system of the Republic of Latvia is facing the aging of teachers - 46% of teachers who work in educational institutions are aged 50 and over; 9% under the age of 30, which, without an effective support system, has a negative impact on the capacity of educators and the corresponding modern professional ability to provide high-quality education.

It should be noted that the latest MES report on Higher education shows that the aging of the RCMC RSU teachers and academic staff has leveled off, reaching a higher total number of academic staff in the age group of 30-40 years³². The College ensures the professional and intellectual growth of its employees, as well as stimulates them with competitive remuneration compared to Latvia and other motivational tools. Up to 2027, the College's mission and vision will be implemented by highly qualified academic and general staff. To do this, the RCMC RSU plans to perform the following activities (see Table 3.4):

1. Implemented staff development plan:

Academic staff:

- 1) In 2027, at least 25% of the academic staff providing basic activities will have a scientific degree. The College uses all opportunities to attract the highest qualified intellectual potential for its main areas of activity;
- 2) attracting highly qualified foreign academic staff (at least 1 lecturer per year), using resources from various sources, including EU funds;
- 3) competence of academic staff corresponding to level B2 in at least two foreign languages by 2022;
- 4) digital competencies developed up to 2027, in accordance with the digital competencies defined in the 5 dimensions of DigiComp;
- 5) Up to 2027, the demographic structure of the academic staff is proportionally emphasized in the age group from 30 to 45 years.

General staff:

- 1) The College promotes the further training of administrative staff for professional development;
- 2) competence of administrative staff corresponding to level B1.2 in at least two foreign languages by 2022;
- 3) Digital competencies developed up to 2027, in accordance with the digital competencies defined in the 5 dimensions of DigiComp;

2. **The improvement of professional competencies of the academic staff has been promoted**, strengthening, as a matter of priority, its digital competencies, communication and leadership skills, which would promote the provision of a student-centered, inclusive study process, as well as the strengthening of cooperation between academic staff and the industry for the development of innovation capacity. Regular involvement of lecturers in the training organized by the Methodological Department of the RCMC RSU. The results of the involvement are included in the annual evaluation of the work.
3. **The approach of the RCMC RSU as a learning organization has been implemented.** Within the framework of the Development Strategy for 2021-2027, it is planned to develop **mutual cooperation of the College's teacher groups**, transfer of **teaching and learning**

³² <https://izm.gov.lv/lv/publikacijas-un-statistika/statistika-par-izglitibu/statistika-par-augstako-izglitibu>

experience, planned to form a **teacher-mentor movement** to include new lecturers and mutually integrated study content within the study program:

- ✓ individualized approach of teachers and lecturers in the study process – support system for students and new teachers, mentor movement;
 - ✓ improvement and modernization of the study content, involving all stakeholders (students, teachers, representatives of the field, RSU faculty councils);
 - ✓ promotion of a common understanding of the approach to quality excellence in the operation of the RCMC RSU, involving all stakeholders;
 - ✓ exchange of experience, transfer of examples of good practice, awareness of the purpose of the team and its strengthening in the interaction of staff and students, paying special attention to the introduction of innovative teaching methods in the study process.
4. The leading role of the **Methodological Department of the RCMC RSU** is emphasized in the introduction of new study methods in the study process, including the use of virtual laboratory and preclinical practice simulations, integration of the content of different study courses (eg English language and clinical procedures).
 5. **Collaboration** has been established **with employers** on the implementation of WB learning and the implementation of lifelong learning programs – both in further education and professional development programs. Improvement of digital and pedagogical competencies of internship supervisors.
 6. The development of **adult education** and digital skills **based on the individual needs** of staff has been developed, developing and improving the skills of digital service agents and mentors – the development of future competencies, including digital health literacy of staff.

Table 3.4. Staff development plan

No.	Activity	Achievable results	Time period	Responsible persons
1.	Attracting and selecting academic staff	Attracting doctoral students (at least 1/3 of the elected academic staff). Attracting foreign teaching staff (at least 1 each study year).	Until 2027	✓ Deputy Directors ✓ Chief of Staff
2.	Development of staff professional competencies (digital, foreign language and pedagogical competencies)	Student satisfaction. Professional development of employees: ✓ Academic staff at least 160 h ✓ Teaching staff at least 36 h ✓ Administrative staff for at least 10 hours per workload within the competencies of the position	The whole period	✓ Deputy Directors ✓ Head of the Methodological Department
3.	Improving the quality and productivity of staff performance	Employee satisfaction. Employee participation in the implementation of internal quality.	The whole period	✓ Deputy Directors ✓ Chief of Staff
4.	Improving staff environment preservation competencies	Achieving the College's sustainability strategic goals	The whole period	✓ Deputy director ✓ Chief of Staff

3.5. Plan for achieving the strategic development goals for 2021-2027

Direction of action	Activity	Goal	Achievable results	Deadline	Responsibility
Goal 1					
DA1	<ul style="list-style-type: none"> ✓ Implementation of a student-centered approach and development of student potential ✓ Proportion of good, very good, excellent and with distinction grades in professional qualification examinations 	Increasing quality of studies	Student satisfaction Study results: 27% of assessments 9 and 10 52% grades 7 and 8	2027	<ul style="list-style-type: none"> ✓ Deputy Directors ✓ Head of the Study Department ✓ Directors of study programs
DA2	<ul style="list-style-type: none"> ✓ Dynamic improvement of the content of the existing study programs, development and implementation of new programs, incl. interdisciplinary and modular. 	Development of the College's study environment	At least one new study program New modular program of vocational secondary education	2027	<ul style="list-style-type: none"> ✓ Deputy Directors ✓ Head of the Study Department ✓ Directors of study programs
DA3	<ul style="list-style-type: none"> ✓ Competence approach based learning process, improving the application of the simulated environment and preclinical internship method 	Implementing the competency approach	The amount of simulation scenarios in study courses has been expanded by 10% Implementation of the preclinical internship "hospital day" in the amount of 1 CP	2021	<ul style="list-style-type: none"> ✓ Deputy Directors ✓ Head of the Study Department ✓ Directors of study programs
DA4	<ul style="list-style-type: none"> ✓ Successful "Health care" field of study and institution accreditation process 	Implementing the approach of excellence	Education/study programs/field are accredited for the specified accreditation period without additional conditions	2022	<ul style="list-style-type: none"> ✓ Deputy Directors ✓ Head of the Methodological Department ✓ Directors of study programs
DA5	<ul style="list-style-type: none"> ✓ Introduction of innovative teaching methods, tools and approaches in the form of both in-person and distance learning online, support for 	Innovative study/training environment	At least one innovative teaching method has been introduced in each study program	2021	<ul style="list-style-type: none"> ✓ Deputy Directors ✓ Head of the Methodological Department

	self-directed learning for students and lecturers				✓ Directors of study programs
Goal 2					
DA1	✓ Wider development of the field of applied research, in cooperation with companies in the field, including in the direction of digital transformation	Improving the skills of the academic staff in research Publications International cooperation in applied research	Performance funding has been obtained for the achieved study and research results	Each year	✓ Deputy Director for Academic and Research Work
DA2	✓ The choice of topics for students' qualification papers has been coordinated with the procurement (offer of topics) of the field of health care	Knowledge transfer to the field of health care	The involvement of employers in the field is ensured for the offer of research topics in all programs	Each year	✓ Deputy Director for Academic and Research Work
DA3	✓ Obtaining funding from the structural funds to support applied research, in cooperation with companies in the field	Promoting the development of small-scale research for the field	At least one research project has been implemented in cooperation with companies in the field	Until 2027	✓ Deputy Director for Academic and Research Work
Goal 3					
DA1	✓ Attracting doctoral students and new motivated teachers in accordance with the new framework of academic career	Motivated academic staff	At least 30% of teachers in the age group under 35 Doctoral students up to 15% of the total number of elected academic staff	2027	✓ Deputy Directors
DA2	✓ Regular methodological and consultative support for systematic improvement of professional competence of college teachers and academic staff	Quality of study content and organization	The involvement of lecturers in pedagogical work improvement activities has been increased by 10% The number of inspections in the structural units has been increased by 5%	Each year	✓ Deputy directors ✓ Head of the Methodological Department

DA3	✓ Improvement of pedagogical competencies of work based learning organizers (teachers, mentors, internship supervisors)	Quality of training content and organization	The involvement of internship supervisors in the development of pedagogical competencies has been increased by 10%	Each year	✓ Head of the Methodological Department
DA4	✓ Proportion of academic staff employed full time	Motivated academic staff	up to 50%	2027	✓ Deputy Directors
DA5	✓ Remuneration policy aligned with the College's strategic specialization and development goals	Well-selected, supported and motivated academic staff	A new procedure for evaluating the performance of the academic staff has been developed, providing linking the results with the remuneration policy	2027	✓ Director ✓ Chief Accountant
Goal 4					
DA1	✓ Regular monitoring, evaluation of the College's performance indicators and appropriate updating of action priorities in the annual plan	Ensuring the quality of the internal environment	Updated quality assessment indicators	Each year	✓ Deputy Directors
DA2	✓ Implementation of the EFQM quality management model and organization of regular evaluations of the College's external and internal activities ✓ Readiness for cyclical accreditation of the College in accordance with the state education policy plans	Ensuring the quality of the internal environment	Satisfaction of students, graduates, staff, employers Annual self-assessment of internal processes	Regularly	✓ Director ✓ Chief Accountant ✓ Deputy Directors
DA3	✓ Additional funding has been acquired, including from the structural funds and European grants, specific performance metrics and indicators for their acquisition have been set.	Financial stability	ESF funds have been obtained at least at the level of the previous strategic development period	2027	✓ Director ✓ Chief Accountant ✓ Deputy Directors

DA4	✓ A development promoting, rational and balanced budget for each financial year of the development strategy period	Financial stability	Positive financial audit results	Each year	✓ Director ✓ Chief Accountant
DA5	✓ Strengthening the College's management capacity, management efficiency and coordinated cooperation with the field and employers	Excellence in governance	Quality criteria have been reviewed and recommendations for increasing support from the RSU structural units have been developed	Each year	✓ Director ✓ Deputy Directors
DA6	✓ Continuous improvement of the technical support of the college to strengthen the digital performance of students and teachers	Ensuring the quality of the internal environment	Updating the computer park up to 50% for the capacity of IT resources Acquisition and regular maintenance of online platforms and artificial intelligence resources	2027	✓ Deputy Directors ✓ Chief Accountant
Goal 5					
DA1	✓ Flexible training offer for health care professionals, incl. professional development courses and the implementation of a modular approach	High-quality lifelong learning offer for the field	The amount of lifelong learning programs has been increased up to 50%, incl. professional development, modular and microcredit courses	Each year	✓ Deputy Director for Academic and Research Work
DA2	✓ Cooperation with employers in the implementation of WBL	Suitability of the study/training process to the needs of the field	Vocational education and vocational secondary education up to 25% implemented in the form of WBL	Each year	✓ Deputy Directors
DA3	✓ Involvement of the College in providing digital skills to health care professionals	High-quality lifelong learning offer for the field	Offer of the study course "Digital Skills in Health Care" in the amount of 2 CP outside formal education courses	Throughout the period	✓ Deputy Directors
DA4	✓ Conducting strategic thinking workshops based on design thinking, involving both the College and other, incl. foreign, educational	Development of digital and design thinking skills	Implementation of at least one workshop each year, including International Week	Until 2027	✓ Deputy Director for Academic and Research Work

	institutions and representatives of the field				
DA5	✓ Offering second-chance education in the context of lifelong learning in line with labor market trends in health care	High-quality lifelong learning offer for the field	Provision of requalification and medical examination register renewal examinations at least twice a semester	Throughout the period	✓ Deputy Director for Academic and Research Work
DA6	✓ Development of modular learning in specific study subjects, which can also be short-cycle adult education programs	High-quality lifelong learning offer for the field	Implementation of at least three modular programs and modules	2027	✓ Deputy Director for Academic and Research Work
Goal 6					
DA1	✓ Creating new partnerships, cooperation networks and forms between the College and other educational institutions and the field in Latvia and abroad	Development of international cooperation	At least 5 new partnerships, including within the framework of the VET Charter	2027	✓ Deputy Directors ✓ Project coordinator
DA2	✓ A network in higher education has been developed and strengthened within the framework of Erasmus+ ✓ Increased College capacity and international cooperation	Development of international cooperation	At least 5 new partnerships, including online	Throughout the period	✓ Deputy Directors ✓ Project coordinator
DA3	✓ International cooperation in vocational education	Development of international cooperation	Participation in European Vocational Skills Week, etc. in vocational education events or projects (Vocational Education Excellence Award, Vocational Education Career Support, etc.)	2021.	✓ Deputy Directors ✓ Project coordinator
DA4	✓ Cooperation in NordPLUS and other international programs	Development of international cooperation	At least 2 new partnerships	Throughout the period	✓ Deputy Directors ✓ Project coordinator

3.6. Own revenue

In the previous strategic development period from 2015 to 2020, the RCMC RSU own revenue accounted for up to 22.03% of the total revenue.

3.6 Table. Financial indicators 2015.-2020.

Year	Grant for high. education	Grant for prof. education	Own revenue from paid services	Transfers received from RSU	HOM financing from ESF	DeDiWe	ERDF	NCE(ESF project)	ERASMUS+	Total
2015	888 451,00	193 421,00	60 585,00	46 764,00					33 440,50	1 273 737,98
2016	900513,00	200586,00	126 185,06	47434,23		4811,94			49959,65	1420786,88
2017	937265,00	211607,00	182 441,00	93160,00		14340,79	13477,46		50653,75	1580129,00
2018	1022857,00	212498,00	264 787,76	8490,73	54250,94	12723,30	327027,82		41329,40	1962643,15
2019	1071971,00	212498,00	220 917,00	8201,16	132271,00		0,00	15647,00	33141,00	1694646,16
2020	1078506,00	258197,00	203 334,00	9568,01	58 893,00		22118,00	39539,27	56677,00	1726832,28

In the new Development Strategy period from 2021 to 2027, the RCMC RSU own revenues are planned to be **at least 23%** (2027).

It is planned that the revenue structure will consist of:

- ✓ Tuition fees not less than 220 000 EUR;
- ✓ HOM ESF projects in the implementation of professional development programs for professionals of the field, not less than 55 000 EUR;
- ✓ RRF fund resources for climate change mitigation, including building insulation and the principles of the “green approach” to infrastructure – up to EUR 500 000;
- ✓ RRF fund resources for the improvement of digital skills – for the acquisition of medium-level and high-level digital skills, not less than 30 000 EUR;
- ✓ Adult lifelong learning projects (NCE) not less than 20 000 EUR from the Recovery fund (RRF)*.

3.7. “Green” investments and activities

The Sustainability policy was developed and approved by the RCMC RSU in 2021. It is in line with the UN Sustainable Development Goals (Agenda 2030).

By implementing the College's Sustainability policy, the RCMC RSU plans to get involved in obtaining green investments and ensuring sustainability in the College.

Tale 3.7. Planned green investments

No.	Sustainability policy goal	Planned activity	Investments EUR	Period
1.	3.	Health insurance for employees Accident insurance for students during the internship Freely available drinking water in the RCMC RSU premises - water appliances	426,86	Each year
2.	4.	Accredited educational programs with integrated “Climate neutrality and green thinking” educational content	13 867,00	Maximum period
3.	10.	Safe work environment (annual work environment risk assessment) Ergonomic design of each workplace	1000	Each year
4.	12.	Hazardous waste removal twice a year Green component in TIK procurements	300 Pursuant to market situation	During the agreement period In procurements
5.	15.	Performance of cosmetic improvements to the premises and landscaping works, coordinated with RSU Annual spring cleaning done by employees and students to clean the interior of the building and the green area around it	Up to 10 000 Up to 200 Up to 150	Each year
6.	16	Fully electronic College management processes The development of a “zero paper economy” approach, as well as the reduced need to receive services in person	Up to 20 000	Until 2027
7.	17	Investments in building maintenance, incl. energy saving (light bulbs, heat reduction, etc.), within the framework of resource sharing with RSU.	Up to 10% from total revenues	Throughout the period

3.8. International collaboration

The aim of the RCMC RSU internationalization is to create an international environment, to acquaint students with examples of good practice presented by foreign lecturers from foreign experience, as well as the latest trends and innovations that can be found in the field of health care outside Latvia.

Until now, international cooperation has taken place more widely in the study programs “Nursing” and “Treatment”.

In the new period of the development strategy, **the RCMC RSU plans to intensively develop internationalization in other study programs as well, more actively involving students from the study programs “Pharmaceuticals” and “Therapeutic Massage”.** As these study programs have been licensed relatively recently, the opportunities for international exchange and the involvement of cooperation partners in these programs is the further development direction of the RCMC RSU.

The international cooperation of the College provides for diversification of the available network of cooperation partners. Currently, **19** cooperation agreements have been concluded with the RCMC RSU. The College also participates in the *Nordic Baltic Nursing Network*, which has been established within the framework of the *Nordplus* project, implementing the internship mobility of the students of the “Nursing” program.

Table 3.8. Implemented motilities in the 2019/2020 st.y.

Implemented Erasmus + motilities in 2019/2020			
Outgoing motilities of students (Erasmus+)			
Partner University	Country	Study program	Number of students
Institut Régional de Formation Sanitaire et Sociale Hauts-de-France	France	Treatment, 3rd study year	2
Institut Régional de Formation Sanitaire et Sociale Hauts-de-France	France	Nursing, 3rd study year	2
University of the Peloponnese	Greece	Nursing, 3rd study year	5
Incoming motilities of foreign students in Latvia (Erasmus+)			
Partner University	Country	Health care institutions in Latvia	Number of students
South-Eastern Finland University of Applied Sciences (Xamk)	Finland	Children's Clinical University Hospital	2
Institut Régional de Formation Sanitaire et Sociale Hauts-de-France	France	Children's Clinical University Hospital	3
Institut Régional de Formation Sanitaire et Sociale Occitanie	France	Children's Clinical University Hospital	2

Tartu Health Care College	Estonia	Riga East Clinical University Hospital, hospital "Bikernieki"	1
Incoming motilities of foreign students in Latvia (Nordplus)			
Partner University	Country	Health care institutions in Latvia	Number of students
University College Lillebælt	Denmark	Children's Clinical University Hospital	3
University College South Denmark	Denmark	Children's Clinical University Hospital	3

On December 15, 2020, the RCMC RSU received the new **Erasmus+ mobility agreement** for the next period from 2021 to 2027.

The RCMC RSU plans to implement outgoing mobilities at least within the previous Erasmus+ period – up to 17 students and 5 lecturer and administration outgoing motilities. A similar number of incoming mobilities is planned.

The second most important task of the RCMC RSU internationalization is to continue working on obtaining the VET Charter for vocational secondary and vocational education. Work should also be continued on the development of various cross-border project implementation opportunities and international cooperation in the context of adult education.

3.9. Quality management

By purposefully directing the activities and processes of the college in the management of its activities towards excellent quality, at the beginning of 2021, the RCMC RSU obtained a certificate of compliance with the EFQM quality management model, which is also based on the UN Sustainable Development Goals. (Agenda 2030) (see Appendix 1).

The pandemic caused by COVID-19 has made the RCMC RSU look for new solutions in the study process as well, and with its innovation the RCMC RSU has stood out at the international level and received the International 2020 Quality Innovation Award.

During the period of implementation of the development strategy up to 2027, the RCMC RSU plans to continue work on internal quality and assurance, including the following:

- ✓ to improve the study environment quality indicators;
- ✓ to regularly perform self-evaluations of the study field and study programs (vocational education and professional secondary education), publishing reports on them on the RCMC RSU website;
- ✓ to prepare a qualitative application for the accreditation of the study field "Health Care" in 2022 and to obtain the maximum term of accreditation;
- ✓ to prepare a qualitative application for the accreditation of modular education programs in 2023 and to obtain the maximum term of accreditation;
- ✓ to perform accreditation of the RCMC RSU as an educational institution (within the term specified by the state), in accordance with the state education policy plan;
- ✓ to perform regular Quality management evaluation within the framework of the EFQM model, including the next evaluation in 2024.

4. Required investments

Premises with an area of 4444,24 m² have been handed over to the RCMC RSU.

In previous periods, 12 rooms with an area of 2265 m² were renovated for the development of the RCMC RSU infrastructure (4 auditoriums, 1 conference hall, 7 practical lesson laboratories, 12 sets of laboratory furniture were purchased).

In order to adapt the infrastructure for persons with disabilities, the RCMC RSU hall was equipped with a hearing loop, visually impaired people can move around the building, and a crawler lift was purchased. Despite all the above, it does not provide full access to the building for people with reduced mobility.

From the RCMC RSU own earned funds, cosmetic repairs have been performed in 12 training laboratories, administrative and common areas amounting to the area of 384 m². However, the College's infrastructure still has more than 1000 m² of study and common space, which is not of sufficient quality, and in addition they are not suitable for students with special needs.

Table 4.1. Investment sources and investment priorities

Sources	Project, incl. ESF funds	Own funds, incl. tuition fees	Support from companies in the field	Climate change and energy efficiency measures
Priorities				
Improvement of the study environment and infrastructure, incl. accessibility to the environment and green investment	x	x	x	x
Improvement of the e-study environment Replenishment of ITC equipment (with the green component) Implementing digital teaching aids in the study process	x	x		
Improving the quality of study programs		x	x	
Development of research in health care in priority directions		x	x	

Development of lifelong learning Adult education	x	x	x	
---	---	---	---	--

4.1. Planned investments for the infrastructure of the learning environment

Floor	Room nr.	Necessary IT equipment	Necessary equipment, including furniture	Necessary cosmetic repair/reconstruction	Estimated costs EUR	Notes	Deadline
Basement	hallway		Creating transitions for access to wardrobe	painting - walls, ceilings, doors	4 500	Walkway, providing accessibility	2022
	gym and small room in front of it		Changing rooms, wardrobes	wall, ceiling, door painting, lamps	2 000	to be furnished as a locker room for masseurs - attaching to room 120	2021
	133	computer, network	Desk,	painting - walls, floor ceilings, windows	3 000	room for administration - for vocational education - for new dentistry programs	2021
	Basement warehouses			painting of walls, ceilings, doors, replacement of lamps for energy efficiency	5 000	To prevent environmental degradation, to preserve the sustainability of the culturally historical facility	2024
1st floor	117	Desktop computer equipped with a webcam on the lecturer's side, a wide-angle camera to include all students in the auditorium, a powerful			(120 *6) + 420 = 1 140 (1 computer with a video card)	Webcam - 60 eur, (already have speakers), microphone 60 eur, video card 300 eur	2021

		microphone that captures the questions asked by students from where they are seated for hybrid lectures (State examinations) with the presence of students/the committee					
	1st floor hallway and stairwells at the ends of the hallway		Lamps	Cosmetic repair of hallways and stairwells	20 000	For sustainability	2024
2nd Floor	223	Install cameras for the OMT simulation		painting after installing the cameras	4 500	Connect with the simulation discussion room on the 3rd floor	2021
	216 212 202	Portable online camera			~700 x3= 2100	for the acquisition of clinical courses - for the demonstration of video and visual materials	2021
	229	Digital simulation laboratory software https://li.wsu.edu/teaching-tool-boxes/options-for-virtual-labs-and-simulations-for-laboratory-based-courses/ ; https://www.labxchange.org/library?t=Language%3Aen&page				Free to provide a training course for lecturers	2021

		=2&size=24&order=r elevance					
	219 224 230 213 229	Desktop computer equipped with a webcam, speakers, separate tripod microphone (and 1 computer equipped with a powerful video card) for conducting e-lectures without the presence of students			(120 *6) + 420 = 1140 (1 computer with a video card)	Webcam 60 microphone 60 video card 300	2022
	2nd floor Hallway along the dining room		Lamps	Cosmetic repair of the hallway	15 000		2025
	223	OMT model equipment replenishment, updating		cosmetic repair	5 000	For sustainability	2025
	216, 212, 202	Restoration of manikins			10 000	For sustainability	2025
	Dental offices		Chairs, equipment	Cosmetic repair	15 000	To provide a modular program	2026
	229	20 Computers with cameras, augmented reality equipment holography and artificial intelligence			150 000	For sustainability	2027
3rd floor	309	Network, software	Lamps	paint walls, ceilings, floors, doors, windows	20 000	dental technician laboratory	2022
	318	projector, computer	dismantle "modesty panels", chairs	paint walls, ceilings, floors, doors, windows	10 000	large auditorium~ 80 seats	2022
	316, 327,328	Portable online camera	computer desk		~700 x3= 2100	for the acquisition of clinical subjects - for the	2022

						demonstration of video and visual materials	
	324	Stronger computer projection - so you can see from the end of the room			5 000	for the acquisition of clinical subjects - for the demonstration of video and visual materials	2022
	343, /or 304	IBM SPSS Statistics software for research 1 license			1090 x 7	Cost per year	2022
	316	CAD/CAM equipment			20 000	For dental technicians	2023
	343	MAR Simulator			80 000	Cardiovascular perfusion software	2024
	3rd floor Hallway along the hall			Cosmetic repair of the hallway	15 000	to preserve the sustainability of the culturally historical facility	2025
	Hall			Cosmetic repair - paint walls, doors, windows	15 000	to preserve the sustainability of the culturally historical facility	2026
Building (in cooperation with the owner - RSU)	Windows, attic, heating network, facade, elevator, disabled toilets			Ensuring energy efficiency, accessibility of the building for the disabled - for sustainable development	~ 5` 000 000	Attract ERAF and KPF funds – SAM	2027
				Total:	5` 428 019 EUR		

When planning the necessary equipment, it was concluded that **the investment of the previous period structural funds** (within the financing of SAM 8.1.4) **will not overlap** with the attraction of priority planned investments and will not create risks to the conditions for ensuring their sustainability.

4.2. Planned investments for the e-environment and its development

Equipment to be purchased	Study/training program	Investment source	Justification
Computers for work with MS Office (including MS Windows and MS Office), equipped with a camera 22" monitors Laptops with touch screens Keyboard and mouse sets Internet accesses, i.e. Wi-fi in the practical lesson rooms	In all educational programs	Funds available from the structural funds	The purchased hardware and internet access will ensure the implementation of the online study process provided for in the regulations of the Cabinet of Ministers in the amount of up to 50% of the content of the study program. Will promote the development of digital skills. The use of a touch screen will allow to gain skills in working with modern equipment in health care facilities.
Large network switches in the server room Security locks (monitor, laptop)	In all educational programs - to ensure operation of all used IT equipment	Own revenue	The RCMC RSU will ensure the operation of IT equipment
Cameras, simulation sound equipment, simulators (virtual reality simulators)	In all educational programs, incl. lifelong learning programs	Funds available from the structural funds	For simulation room equipment, for the implementation of combined training
65" TV screens for presentations with touch screens	Treatment (41 721) Therapeutic massage (41 722) Pharmaceuticals (41 725) Dentistry	Funds available from the structural funds	Organisation of the study environment for the needs of practical classes for an interactive study process and suitable for STEM activities in the study auditoriums.

	(35b 724 00 1) within the framework of resource sharing		
Licenses and subscription payments: Turnitin platform Learning platforms online Zoom E-study platform Moodle Learning platform Mykoob Student information system LHEIS	In all educational programs	Own revenue	To implement academic integrity, to ensure the course of the study and training process
Record keeping software, maintenance of accounting and personnel management software	For the implementation of the functions of the College	Own revenue	Electronic document management for the transition to full electronic document circulation Sustainability – green thinking and organising the infrastructure

5. Communication strategy

The RCMC RSU communication strategy is based on the college's mission and values. The main functions of the RCMC RSU in communication with the target audience and society are:

- ✓ to support, promote and develop a healthy internal college culture and communication, emphasising common values and goals;
- ✓ to provide potential and existing students, as well as the society with the most up-to-date information about the College, its study programs and their news;
- ✓ Ensure successful communication with partners and the media to create an even more positive image of the College.

Table 5.1. Communication target audience

Target audience group	Detailed breakdown	Interests and involvement
Students (educatees)	All current College students	Involvement in events organized by the College, Olympiads, Student Union, public events, health campaigns. Marketing ambassadors, creators of experience stories, the image of the best students.
Academic staff (teachers)	College lecturers	Involvement in events, participation in public training, courses, conferences together with students. Consultants for the preparation of informative materials for external and internal communication. Involvement in career days, incl. virtual, also virtual open days, reception campaigns, partner visits and excursions. Marketing ambassadors, creators of experience stories.
Administrative staff	Management, Administrative department, Study department, Department of vocational education, Methodological department	Involvement in events and their organisation together with students and the academic staff. College image building. College identities, maintainers of history. Marketing ambassadors, creators of experience stories.
Potential students (educates)	Students of general education schools. Residents of all ages who are interested in obtaining a first level professional higher education, vocational secondary education and vocational education.	Maintainers of the College. The main target audience group. Those interested in career days, open days. Audience of the admission campaign, educational exhibition "School".
Employers	Health care facilities, pharmacies, general practitioner practices and other health care	Collaboration with employers, attracting and campaigning as the best health care students in Latvia.

	companies. Professional organizations of health care workers.	Participation in events organized by employers. Communication of information provided by employers. Feedback to improve the learning process. Students have ample opportunities to choose their next job and the potential employers can make sure of the prospective employee's knowledge, skills and suitability.
Health care professional organizations	Professional associations and unions related to the health care and education sector.	To continue the current cooperation, to attract in the dissemination of information (feedback), for sponsorship, to support future professionals. Involvement of academic staff in events. Involvement of students in the activities of organizations.
Higher education institutions	Rīga Stradiņš University Latvian and foreign higher education institutions with study programs in the field of health care.	Attracting students and communicating in cooperation with RSU (e.g. educational exhibition "School"). Collaboration in updating the content of the RSU website. Cooperation between the College Student Union and the RSU Student Union, attending international conferences at each other's locations. Providing information flow, feedback. Attending universities and adopting the best experience for both lecturers and students, as well as using the common resources of higher education institutions. Student mobility within Erasmus+, NordPlus programs. Exchange trips, visits, attraction of new cooperation partners.
Colleges	Other colleges that offer similar FLPHE, vocational secondary and vocational education programs.	In education, health care colleges are competitors that can also be partners - this stimulates a creative approach to development, therefore promoting sustainability. Collaboration by inviting students/educates from other colleges, including medical colleges, and lecturers/teachers to participate in international events organized by the College, including in the student conference.
Government	Ministry of Education and Science; Ministry of Health; Municipalities.	It is important to prove your professionalism and provide quality information when implementing two-way communication. The financial stability of the College is based on the rational management of state budget funds and own revenues, which needs to be reflected in the annual Management Report (Yearbook), which is published on the College's website. Education of students and other groups of residents (health promotion, hygiene, patient care, mental and physical health, etc.).
Society	All residents of the Republic of Latvia who directly or indirectly obtain information on the quality of education.	Today, society has ample opportunities to obtain the information they need, and it is valuable to provide society with up-to-date information on the quality of higher education, news on study and training programs. It is important for the College to inform the society about the quality of education provided at the College and related news in order to promote the College and provide accurate information from the source. With this target audience, one-way communication takes place, in which the College informs about the current issues of its activities, creating and strengthening its image in the society.

Media	News agencies, printed press, radio, TV, online news portals.	The media determine the most current news in the information space and create impressions - images of personalities, organizations and events. It is important for the College to provide the latest information to the media in order to prove the professionalism of its activities and develop its image. Two-way communication is essential in this communication: The College provides information and the media create publications and stories in the information space.
--------------	---	---

Table 5.2. Communication channels

Communication channel	Detailed listing	Description	Target audience groups, which can be reached in this channel
E-mails	Emails, etc. of students, employees, lecturers, general practitioners, cooperation partners, schools	News about the College, educational opportunities, further education offers, study programs, events are sent out. Easy and fast communication.	<ul style="list-style-type: none"> ✓ College students ✓ Lecturers ✓ Employees ✓ Educational institutions ✓ Cooperation partners ✓ Prospective students ✓ Health care field companies ✓ Professional organizations ✓ Media
Estudijas.rcmc.lv	College e-study environment	Up-to-date information about the College, news in study programs, events. Opportunity to reach College students quickly.	<ul style="list-style-type: none"> ✓ College students ✓ Lecturers
Homepage	Extensive, up-to-date, easy to find and understand information about the College, its functions, current events, etc. related issues. It is available in three languages: Latvian, Russian and English.	<ul style="list-style-type: none"> ✓ College students ✓ Cooperation partners ✓ Potential students from Latvia and abroad ✓ Latvian higher education institutions and colleges ✓ Foreign higher education institutions and colleges; ✓ Students in Latvia ✓ College staff, lecturers ✓ Latvian state government institutions ✓ Society ✓ Media 	
Events	Conferences, seminars, exhibitions, meetings, public health events, public events, campaigns charity campaigns, career days, open days.	Participation of the College in informative and educational events to promote the provided functions and develop the image.	<ul style="list-style-type: none"> ✓ College students ✓ Cooperation partners ✓ Those who want to study from Latvia and abroad ✓ Latvian higher education institutions and colleges;

			<ul style="list-style-type: none"> ✓ Foreign higher education institutions and colleges; ✓ Students in Latvia ✓ College staff, lecturers ✓ Latvian state government institutions ✓ Society ✓ Media
Social media	<ul style="list-style-type: none"> ✓ Facebook ✓ YouTube ✓ Instagram ✓ Twitter ✓ Google ✓ E-class 	Internet users actively use social networks to obtain useful and interesting information. Opportunity to promote the active life of the College thanks to students, lecturers and staff.	<ul style="list-style-type: none"> ✓ College students ✓ Cooperation partners ✓ Those who want to study from Latvia and abroad ✓ Latvian higher education institutions and colleges ✓ Foreign higher education institutions and colleges ✓ Students in Latvia ✓ College staff, lecturers ✓ Latvian state government institutions ✓ Society ✓ Other media
Information intermediaries	RSU, educational institutions, associations, societies, cooperation partners, etc.	People trust the information they receive through direct communication because it provides a presence effect that allows information to be given and received both verbally and non-verbally.	<ul style="list-style-type: none"> ✓ College students ✓ Cooperation partners ✓ Those who want to study from Latvia and abroad ✓ Latvian higher education institutions and colleges; ✓ Foreign higher education institutions and colleges; ✓ Students in Latvia ✓ College staff, lecturers; ✓ Latvian state government institutions ✓ Society; ✓ Media
Media, mass media	News agencies, radio, television, print media (regional and national newspapers and magazines), online news portals.	Mass media gladly receive the latest information about what is happening in Latvia and in the world. They evaluate the content and possibly publish it, supplementing it with information and asking the news provider for additional data.	<ul style="list-style-type: none"> ✓ College students ✓ Cooperation partners ✓ Those who want to study from Latvia and abroad ✓ Latvian higher education institutions and colleges; ✓ Foreign higher education institutions and colleges; ✓ Students in Latvia; ✓ Latvian state government institutions ✓ Society; ✓ Cooperation partners ✓ College staff, lecturers

Ināra Upmale
 Director of the Red Cross Medical College of RSU

Appendix



Committed to Excellence 2 Star

Awarded to:

**Red Cross Medical College of
Rīga Stradiņš University**

March 2021

This certificate remains valid for 3 years.

A blue ink signature of Russell Longmuir.

Russell Longmuir
CEO, EFQM

SN: C2E2103010061

Strategic development indicators for the period up to 2027

Indicator	Indicator description
Students	✓ Student satisfaction
	✓ Number of students
	✓ % of diplomas obtained on time
	✓ Number of graduates working in a profession
	✓ Graduate salary for 3 years after graduation (value added)
	✓ How quickly a graduate finds a job after graduation
	✓ Job position of graduates
	✓ Professional development of graduates
Study programs	✓ Competition for study places in study programs
	✓ Joint study programs
	✓ Interdisciplinary collaboration
	✓ Modular programs
	✓ Lifelong learning programs or modules and study courses
General	✓ Amount of funds raised
	✓ Budget sustainability – state grant, own revenue, performance funding
	✓ Cyclical accreditation of the internal quality model
	✓ Accreditation of the study field for the maximum period
	✓ Accreditation of secondary vocational and vocational education programs for the maximum period
	✓ College institutional accreditation
Digitization and green thinking	✓ Accessibility of environment
	✓ Energy efficiency
	✓ Digital literacy
	✓ resource saving - digitized organizational processes
	✓ Digitized learning resources
	✓ Introduction of smart technologies in infrastructure
Staff	✓ Number of academic staff
	✓ What % of the academic staff has a scientific degree
	✓ Average age of lecturers
	✓ Foreign academic staff (up to 5% of the total)
	✓ Staff (retention)turnover
Research	✓ Number of publications included in international citation indices
	✓ Participation in EU and other international research projects
	✓ Performance funding % of the state grant
Internationalization	✓ Cooperation within the framework of Erasmus+ and the VET Charter
	✓ Cooperation in NordPLUS and other international programs
	✓ Participation in European Skills Weeks and other vocational education events/projects (Vocational Education Excellence Award, Vocational Education Career Support, etc.)